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SPIRITUAL AND MORAL EDUCATION IN UKRAINE: CONTEMPORARY STATE AND PERSPECTIVES

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The article investigates legal regulation of spiritual and moral education in Ukrainian, finds out innovative content and priority areas (ЗНЯТО), the connection between the updating of content of spiritual and moral education and the needs of secondary schools in the development, testing and implementation of training programs of spiritual and moral content, teacher training as a purveyor of spiritual and moral education of school children

Keywords: *spiritual and moral education, collaboration of program updating with the needs of Ukrainian schools, training programs of spiritual and moral content*

У статті розглянуто нормативно-правове регулювання духовно-морального виховання в Українській державі, з'ясовано інноваційний зміст і пріоритетні напрями (ЗНЯТО), встановлено зв'язок між оновленням змісту духовно-морального виховання та потребами загальноосвітніх навчальних закладів у розробці, апробації і впровадженні навчальних програм духовно-морального змісту, професійній підготовці вчителя як провідника духовно-морального виховання дітей шкільного віку

Ключові слова: *духовно-моральне виховання, взаємодія поновлення програм з потребами української школи, навчальні програми духовно-морального змісту*

1. Introduction

Priorities of spiritual and moral education require conceptual definition of goals, objectives, principles and basic approaches in accordance with program regulations of the National Strategy for the Development of Education for 2012–2021 (2011). Creation of spiritual principles in educational space by means of harmonizing socio-religious relations will contribute to sustainability and security of the world order according to the principles of spirituality in the XXI century (In the context of the Concept of Spiritual Development of Ukraine (2010) based on lasting moral models, canons of Ten Commandments) and the hierarchy of moral and ethical values (good and evil, justice, beauty and ugliness, human ideals norm as the basis of human behavior) and in view of the components of morality (moral feelings, beliefs, faith, relationships).

Looking for methods of spiritual and moral education, adequate to time requirements, education uses human potential served by many sciences. However, it lacks theoretical justification of goals, objectives, content, forms and methods of use of integrated knowledge-centered in the educational process and methodological principles of scientific and pedagogical research problems of spiritual and moral education of children in domestic school.

Transformation processes in education cause a transition from authoritarianism to signs of human centered pedagogy, tact and tolerance which take into account the innate ability, mental state, psychological characteristics of each child. With the introduction of models of personality oriented educational activities – updated paradigm of education – student acts as a subject of spiritual development, spiritual and moral education, media groups, as owner of two qualities – the ability to learn and desire to learn. On the one hand, student activity aimed at the object is detected through the learning of his productive skills and expanded reflection, on the other hand, due to the formation of positive emotional values, moral and ethical attitude to student activities, self-development, and self-education.

2. Problem Statement

Over the last decade, domestic scientists have developed more than 20 educational programs of spiritual and moral content, more than 100 books, readers, workbooks, instructional manuals, guidelines to subjects and courses of varied spiritual and moral guidance. According to the curriculum (collective of authors E. Belkin, B. Ohulchansky, I. Sidanich, L. Chernukha) of course "Christian Ethics in Ukrainian culture" (2006), the main goals of education, including spiritual, moral, formed in three areas: first - Creating conditions for self-education lifelong; the second – to ensure the availability of knowledge on the basics of Christian ethics; third – commute means of creating of a system of spiritual and moral values of the individual. According to the National Program of education of children and youth in Ukraine general cultural content of the course integrates ethical and religious components of Christian morality traditional for Ukrainian people [2].

The aim of Curriculum "Christian Ethics in Ukrainian culture" is to promote the spiritual and moral development of the child and instilling his\her love of God, neighbor, acquaintance with Ukraine through national cultural heritage through assimilation and Christian moral values, including humanity, compassion, respect parents and elders, hard work, integrity, hospitality, gratitude, etc.

Basic principles of curriculum course "Christian Ethics in Ukrainian culture" are geocentricism, integrity, continuity, availability, tolerance, retentiveness, life sense creative initiative. Categorical apparatus of program are ethical concepts – "conscience", "virtue", "sin", "charity", "responsibility" and so on. These concepts are revealed due to age-related psychological characteristics of students. The program proposes to use a system of principles and practices that are part of the moral development of the individual. In particular, this concerns the principle focus of spiritual and moral education that reflects the need to identify the purpose of educational influence.

The objective of Curriculum "Christian Ethics in Ukrainian culture" is to develop students outlook on Christian principles, blending spiritually rich person who is aware of its responsibility towards Ukraine and its people. The objectives of spiritual and moral education shall also form feelings and experiences of children. For this purpose the active forms and methods of training and education are used – situational role plays, analysis of social situations of moral and ethical content, game – dramatization and more. These tools give students an opportunity to object directly and be emotionally involved in situations of spiritual and moral choice and moral search [3].

Program Objectives are resolved through separation of certain substantial lines that unfold during the school year. Semantic lines – are the main trends that collectively form the integrity and completeness of the content of spiritual and moral education. In the curriculum of the course "Christian Ethics in Ukrainian culture," the following line contents are singled out: Christian roots of my life; how to nourish your soul, or "work in the field of own heart, will and mind"; What the Scriptures teach me; mutual concern and love in my family; how to take care of what belongs to me; my attitude towards people next to me; native country: what can I do for it.

During the first-fourth years of studying course "Christian Ethics in Ukrainian culture" juniors deepen and expand their worldview, fix training skills, enrich vocabulary producing ability to formulate and synthesize course material expanded in verbal form. At the same time there are child psychological and social changes: self-centrism is reduced, interpersonal interaction becomes meaningful, a child pays attention to adults' deeds, follows their relationship to each other. The curriculum of the course has its own logic deploying content in the transition from 1st grade to the next - from emotive images of "Good Path" (1st class) and "Mercy Road" (2nd class) to form the child's willingness to act morally "Road of charity" (3rd grade) and "Road of Wisdom" (4th grade).

Pedagogics produces new directions of solving problems of the educational process in the globalized world. International and national law recognizes Human Development as a main goal and criterion of social progress. Analysis of European experience (Lithuania, Germany, Sweden, and Finland) showed that studying of subjects that include religious world, including Christian can be implemented solely on the basis of partnerships between the various religions, the state and the Church, through dialogue with parents and school students.

3. Literature review

The study of foreign experience prompted researchers to develop domestic non-confession program of courses and subjects of spiritual and moral guidance. According to scientists V. Zhukovsky, L. Moskaleva, the historic moment of the independent Ukraine is that "... provided the modern family crisis, lack of educational activity and passivity of Community Church public school must take the important function of spiritual and moral education of the younger generation. This is its historic mission today. A teacher of courses and subjects of spiritual and moral education is designed to compensate for its teaching educational functions of the family, the church and the community "[1]. Thus, the group of scientists, teachers and representatives of various denominations of Christian doctrine developed under the guidance of the National University "Ostrog Academy" Concept of teaching of spiritual and moral guidance in schools of Ukraine (2007).

The system of teaching courses and subjects of spiritual and moral guidance in schools of Ukraine covers basic components:

- 1) The relevance and importance of students' education on Christian moral values to form the outlook of the younger generation;
- 2) The purpose and objectives of the educational activities in teaching courses and subjects of spiritual and moral direction;
- 3) General and special pedagogical principles and approaches to the process of mastering the subjects of spiritual and moral direction;
- 4) Methodological principles of teaching school subject "Fundamentals of Christian Ethics";
- 5) The content, forms and methods of teaching spiritual and moral direction;
- 6) Management and function of Leadership Education Implementation of educational subjects of spiritual and moral guidance to school practice;
- 7) The specific teacher training to the process of spiritual and moral education and implementation methods of teaching spiritual and moral direction;
- 8) Means, conditions and expected results of implementing the concept of teaching spiritual and moral guidance in schools.

Methods of teaching courses and subjects of spiritual and moral guidance are developed on the basis of freedom of conscience and outlook, availability, practical orientation, advancing human development, and multicultural system, consistency, comprehensiveness and integration. The main objectives of teaching methods of the courses and subjects of spiritual and moral guidance

in schools include:

a) clarify the cognitive value of courses and subjects of spiritual and moral guidance, which is to familiarize students with the Bible – the source of Christian morality, Christian moral values-truth, piety, virtue, love, beauty, dignity, duty, conscience, honor and moral canons of human behavior in the context of the Bible, common to all Christian denominations;

b) clarify the educational value of courses and subjects of spiritual and moral guidance, learning which involves the formation of conscious and responsible individual student to the foundations of Christian spiritual, moral and cultural values; students education in Christian moral virtues, creating ethical conditions for self-knowledge, self-development and self-realization, students develop character traits of students according to Christian moral principle, attitude to God, themselves, their neighbors, others state, and nature;

c) determining the location of courses and subjects of spiritual and moral guidance in the school system as optional classes (in the process of teaching using knowledge of natural and human subjects to prove the truth of the Bible;

d) disclosure of the contents of school discipline "Fundamentals of Christian Ethics", covering the nobility of the Old and New Testaments, knowledge of moral and ethical behavior in different social spheres in the context of the Bible (according to the curriculum), learning special skills to work with the Bible and reference literature, etc.

According to the Concept of teaching spiritual and moral guidance staff educators (V. Zhukovskiy, I. Sidanich, etc.) developed a training program "Fundamentals of Christian Ethics" (2010) and teaching kits (textbook, workbook, guides) for elementary, primary and high school.

The purpose of the program is to educate students in Christian moral virtues. To achieve it students are acquainted with the basics of Christian morality as the foundation of human values and Christian moral values that form a personality conscious and responsible attitude to Christian spiritual, moral and cultural values created for students ethical conditions of self-knowledge, self-development and self-realization.

Meaningful program "Foundations of Christian Ethics" is based on the Bible and other Christian sources that do not contradict Scripture. The program is based on a linear-concentric manner, covering the following components: worldview that promotes a holistic view of the world, the definition of a disciple kind own position in life; historical, cultural, based on the highest examples of Christian spiritual and cultural traditions; thematic, which extends the school teaching material in the ethical and moral space.

The "Essentials of Christian Ethics" has such a meaningful thematic divisions: 1st class – "I want to know the world"; 2nd class – "I live and study in the family"; 3rd grade – "I try to do good"; Grade 4 – "Learning Wisdom"; 5th grade – "The World of the Bible"; 6th grade – "Parables of Jesus Christ"; 7th grade – "Jesus Christ – the ideal role"; 8th grade – "God's commandments – a guide to moral rights"; 9th class – "The moral and ethical values of young people"; 10th grade –

"Ethics of marriage"; 11th grade – "Fundamentals of Christian faith and morals."

4. Scientific approaches of the study programs specified in the principles that are embodied in some form through the use of appropriate methods

The methodological basis of the study program "Foundations of Christian Ethics" is a system of scientific approaches, principles, forms and methods that are in dialectical relation. To study program used axiological, socio-cultural, personal, active, communicative, systems, competence, synergistic approaches.

Axiological approach provides for an appeal to the sources of Christian moral values – the Ten Commandments, the two commandments of love Sermon on the Mount Jesus Christ, "the golden rule of Christian ethics" moral teaching books of the Old and New Testament, letters of the Apostles, explanations of moral values in the writings of the Church Fathers, and also to the living experience of the Church. For axiological approach man is regarded as the highest creation of God, and the concept of "love," "joy," "peace," "patience," "kindness," "gentleness," "restraint," "dignity," "required Connection," "conscience," "honour," the meaning of which is revealed by students are leading moral values.

Sociocultural approach aims, on the one hand, take the student as the heir and carrier of domestic and world culture that has deep Christian roots, and on the other, to prepare him for life in the family, the community and in society, characterized as strengthening national self-identification Ukrainian and introduction to globalization.

From the standpoint of personal approach each student who learns courses or objects of spiritual and moral guidance, is a unique person, a creation of God, called to embody the idea of the Creator. The personal approach is to be aware, the perception of teachers and students as subjects of educational activities, their interaction.

Activity approach aims to build a process of learning of the fundamentals of Christian ethics, which have intensified educational efforts of the student through the game, education and communication activities and practical tasks, projects and so on.

The communicative approach involves the interaction between teacher and students in the classroom and outside school and outside the classroom in the form of communication based on Christian moral values.

For systematic approach course study and subjects of spiritual and moral guidance are organized as purposeful creative activity of its subjects, students, families and schools within the classroom, extra-curricular work. This systemic formative relations goals, objectives, content, forms, methods of teaching are considered not in isolation but in conjunction components of educational process.

Competence approach in the study courses and subjects of spiritual and moral guidance is combined axiological, motivational, reflexive, cognitive, operational, technical and other components of the educational process, reflecting not only the acquisition of knowledge, skills and experience and emotional attitude to the Bible for themselves, parents, friends, other people and the

world. Competence students in cognitive, communicative, game and practice, learning Christian moral values, using different sources of information is the basis of competence in other areas – moral and ethical, moral, domestic, social, labour, cultural, aesthetic, recreational, and others. The key competence of the student is essentially integrative, because its source has different areas of activity – spiritual, moral, social, informational, environmental, etc.

Synergetic of divine and human determines the specific learning basic of Christian ethics, as there is in the Bible, the writings of the Fathers of the Church and other religious and philosophical writings.

General pedagogical principles of learning program "Foundations of Christian Ethics" is accessible and understandable learning, consciousness and activity of students, scientific, systematic and consistent presentation of educational material.

The principles of accessibility and intelligibility are learning in a dosage of teaching material in the classroom and during homework, compensation perception of complex teaching content mastery teacher effectively feed material textbook subject sequence learning.

The principle of consciousness and activity of students is determined by the extensive use of methods to successful development of Christian moral values. Active and conscious assimilation of ethical knowledge, the skills and the development of skills for possible use of various mental operations (comparing and contrasting, analysis and synthesis, induction and deduction, analogy, etc.) and through clarifying relationships and interdependence of the phenomena being studied.

The principle of scientific knowledge aims on the use of science (physics, chemistry, astronomy, biology, history, archeology, etc.) to confirm Biblical truths. Achievements based on this principle belong to psychological, educational, historical, cultural, theological and philosophical sciences.

The principle of consistency is achieved through targeted schoolbooks, identification of primary, logical transition from the previous to the new material. Adherence to this principle in teaching courses and subjects of spiritual and moral guidance provides systematic acquisition of knowledge, thought and behavioral manifestations. Students are aware of the structure of ethical knowledge, find out the logical connection between the structural parts of subjects.

Impeccable behavior of children in daily life is formed by an active understanding of ethical knowledge and skills. To this end, the students repeat the course material for structural semantic units, memorize new material in combination with studied and stimulate your thinking during repetition (questions, comparison, analysis, synthesis, classification, generalization) classify material, emphasis on leading ideas perform a variety of exercises, conducting independent creative work of others.

5. Study Results Testing

Spiritual and moral education by means of courses and subjects of spiritual and moral guidance, including curriculum "Essentials of Christian Ethics" directs students to the life and deeds for Christian spiritual and

moral norms. Taken into account the level of intellectual and volitional development, religious, spiritual and moral experience, attitude to learning and acquiring knowledge and skills, hard work, especially cognitive interests, practical independence. Pattern teacher presentation material of the "Essentials of Christian Ethics," prompting interesting examples, friendly attitude towards students use visual aids and technical training of students creates a sense of calm and joy of knowing God and His moral guidelines.

For development based on Christian moral values curriculum "Essentials of Christian Ethics" in addition to didactic teaching principles uses pedagogical principles of spiritual and moral education - commitment, communication of spiritual and moral education of life, education difficulty, complexity and bring in a team, combining pedagogical guidance initiated and amateur student, combining respect for the individual pupil with a reasonable demand, individual approach to pupils consistency, coherence and continuity, unity pedagogical demands of family, school and community, nation, and democracy.

The principle focus of spiritual and moral education is focused on achieving the main goal of education – fusion of highly moral person.

The principle of communication of spiritual and moral education of life achieved the formation of students' deep conviction to live the Christian spiritual and moral principles in the family, community and society. Pupils regularly provide comprehensive socio-political situation in the community and involve them feasible participation in social work. Students learn the experience of older generations, perform charitable acts. They formed the psychological, moral and practical readiness for independent life and work in the community.

The principle of work education based on the idea that the formation of spiritual and moral person on Christian values depends on its activity. It is supposed to attract students' charity activities, practical participation in the class life, school and community, assisting the elderly. Students realize that work - an important source of the material and spiritual needs, risks comprehensive development of the individual.

The principle of comprehensiveness in spiritual and moral education is based on dialectical interdependence pedagogical phenomena and processes. Embodiment of this principle in life is possible through the establishment of unity between the goal, objectives and content of spiritual and moral education, forms, methods and techniques of education, ensuring the integrity of the influence of school, family, community and media, taking into account age and individual characteristics of students, preserving continuity of education and self-education, continuous breeding study of student and adjusted Education.

The principle of education of the individual in the team due to objective laws of spiritual and moral development of children and consistent with the rules and regulations generally accepted in society. The implementation of this principle requires students understanding of the collective as a social phenomenon. Participation of students in self-government promotes the development of their autonomy. Through educational value group (cohe-

sion, solidarity, etc.) among its members there are interpersonal relationships that positively influence the formation of mutual responsibility.

The principle of combining pedagogical management of student initiative and independent action caused by lack of proper student life experience and the need to nurture it as powerfully and highly individual. Students with the help of teachers are involved in planning public affairs, oversee their implementation, and evaluate achievements.

The principle of combining respect for the individual pupil with reasonable demanding himself reflected in the fact that the teacher uses educational potential reasonable demands according to the needs and objectives of the educational process of spiritual and moral development of the individual. At the same time respecting the human dignity of each individual, the image does not allow students to tolerant relations. Embodiment of this principle is complicated by the fact that many students often have children from different religious and social experiences, different levels of spiritual and moral development.

The principle of individual approach to every student in the spiritual and moral education is a prerequisite for improving its effectiveness. To implement this principle teacher attention are directed to age and individual characteristics of the student, the level of moral consciousness, experience of moral behavior, religious affiliation and religiosity measure.

The principle of consistency, coherence and continuity in the spiritual and moral education involves the selection of content and methods of educational work of assimilation of Christian ethics in accordance with the age and overall development of students. With age pupils changing pedagogical guidance of children's groups, manifested in giving it greater independence and growth requirements educators. It is important to predict the consequences of measures to implement the spiritual and moral influence on students.

The principle of unity of pedagogical demands of family, school and community in the process of spiritual and moral education is to cover all sides of educational work and school and family forms of student and teaching staff, public and charitable organizations. This principle appears in the content, forms of education and training, rules of conduct of students, school life style, and its traditions. To optimize the educational process family and other social institutions master the basics of spiritual and ethical, psychological and pedagogical knowledge, gain experience of spiritual and moral education, raise ethical and pedagogical culture.

The principle of nationality allows to implement national orientation of spiritual and moral education of Ukrainians, instill a love of country, its people and the native language, teaching of respect for the culture, heritage, traditions and customs, religious beliefs and ethnic groups inhabiting the Ukraine.

Principle of nature correspondence takes into account the multifaceted and complex nature of man, age and individual, spiritual, anatomical, physiological, psychological, national, religious characteristics, especially in children.

Culture correspondence principle is based on the spiritual unity of generations – an organic connection between man and history of the nation, its language, religion and cultural traditions.

Humanism principle involves the creation of conditions for spiritual and moral qualities of the child, creating its vitality, humanizing relationships educators and students, the perception of the individual student as the focus of the educational process, a sense of respect and trust in another person's understanding of queries and interests, education human person, holding his dignity. Identify the fundamental difference between the Christian and secular humanism and man's place in these value systems.

The principle of democracy is seen as the highest social value. Intended to eliminate authoritarian style of education of the individual, the student recognizes the right to freedom of conscience, expression and development capabilities of individuality. The introduction of this principle at school by raising awareness of the possible creates connection between the ideals of freedom, human rights and civic responsibility.

In the process of spiritual and moral education of Christian ethics means are used special principles - the centrism, biblical basis of spiritual and moral education, and tolerance for the beliefs of others.

The centrism principle means that the Creator - a source of spiritual and moral values- objective, eternal and unchanging transmitted to humans through the Bible. God-man Jesus Christ commanded the people adhere to these spiritual and moral principles thus they are called Christian ones.

The principle of biblical basis of spiritual and moral education is found in the fact that it consists of Bible Christian moral values common to all Christian denominations. There shall be a separate denomination propaganda and humiliation of another.

The principle of tolerance for the beliefs of others provides a respectful and tolerant people of different faiths as well as atheists and people with different beliefs.

Combination of these principles allows defining the task successfully, tailoring the content, forms and methods of spiritual and moral education. Unity principles of spiritual and moral education requires teachers to use their skills in relationship and taking into account the specific conditions of educational work and the possibility of national school.

The principles of spiritual and moral education are realized through the use of certain forms and methods of educational process in the national school. The main forms of educational work in the classroom with Christian ethics are frontal, individual, pair, and group.

The methods of spiritual and moral education, which are used in the process of mastering the fundamentals of Christian ethics primarily include habituation and practice, encouragement, persuasion, discussion of examples from the Scriptures, prompting positive examples from life, using role-plays, museums, places of worship - temples, churches, houses of prayer, watching film and video, reproductions, biblical studies, listening to sacred music, staging theatrical performances, organization of religious festivals and exhibi-

tions, training creative achievements of students and others. Thus, the method provides a rational organization accustom students with life to form in them ethical standards. An integral requirement accustoms the child to spiritual values education as a positive attitude to his good behavior. This is achieved by adherence teacher to student and good relations between them. Method habituation may vary depending on age and condition of spiritual and moral education. The teacher should encourage resorted method when he wants to enhance positive motivation of students. Noting the progress in the activities and behavior of children, educators form their desire to achieve better results.

In the spiritual and moral education of children with valid forms and methods of familiarizing children to the world of Christian values, combining traditional forms of creative activity of students through the use of the images; Proceedings of local history and tour of retrieval for children acquainted with the experience and tradition of Christian moral values rooted in the culture of his native land, and others.

Training sessions on Christian ethics contribute to the development of thinking in children, coherent speech, memory, interest in knowledge, aesthetic and creative skills, making the correct understanding of the world and the relationships within it. Students acquire knowledge of the history of Christianity, culture, ethics, art, language, science and geography, ethnology, and environment. Prominent in the moral development of the individual conversation occupy the moral and ethical issues, testing, analysis of psychological situations, an exchange of views about the nature of offenses known biblical characters.

In the spiritual and moral development of personality such stages are distinguished: information (learning the basic factors of spiritual development); education positive attitude to the subject of study; learning (understanding the need for ethical behavior); formation of opinion in the feasibility of the selected behaviors; forming inner need to follow examples of Christian morality; application of acquired knowledge.

Training sessions are educative content, backed by examples, illustrations, examples, which rich Ukrainian spiritual culture. As the teaching experience, educational materials become moral certainty of the child; encourage him to spiritual and moral deeds and actions. The teachers discuss with students Bible stories, gospel events; evaluate them in terms of moral value and moral truth.

6. Conclusions

Innovative content of spiritual and moral education is a scientifically based system of Christian moral and national values and the corresponding set of Christian moral virtues of the child, that distinguish its relation to religious and philosophical convictions of others, the ability to multi-religious coexistence in Ukrainian society. Spiritual and moral education of children in the national school subject corresponds to the common goal, which is aware of teachers and pupils. The content and organization of spiritual and moral education of children in the national school defined its purpose as the expected end result. The main goal of spiritual and

moral education is specified due to national and religious environment, socio-economic and cultural conditions, and features educational environment of the child, the specificity of the educational institution and the available material and hardware realization of spiritual and moral education. The level of education of the individual is in accordance with the projected target prospects. Currently spontaneity of spiritual and moral education is not allowed.

The effectiveness of different types of spiritual and moral education depends on the orientation of the educational process, forms and methods of organization. In primary school is a priority use of education that contribute to the formation of creativity, initiative, critical thinking. Notable here belongs to such forms and methods: interviews, stories, quizzes, contests, role-play, staging, theatre, etc. Taking care of the spiritual and moral education of adolescents, it is advisable to use such forms and methods quiz intellectual game, form opinions, sincere conversation, meeting, contest, family holiday tour, charity events and more. To help children become older school-age dispute, briefing, ethics training, spiritual and moral quiz competition creative exploration work, testing, modelling educational situations, hotline, presentation, press conference, an online forum, a school of spiritual leader thematic dialogue, students volunteering are involved.

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СТАНДАРТИЗАЦІЯ В СИСТЕМІ ПІСЛЯДИПЛОМНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ ЯК ПРОБЛЕМА ПЕДАГОГІКИ

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Стаття присвячена проблемі розвитку післядипломної педагогічної освіти в Україні на сучасному етапі, проведено аналіз розвитку стандартизації в системі післядипломної педагогічної освіти. Зазначені проблемні питання щодо необхідності професійного вдосконалення педагогічних працівників, забезпечення якості освіти, розробка та запровадження державних стандартів післядипломної педагогічної освіти

Ключові слова: зміст освіти, якість освіти, освітній стандарт, освіта дорослих, післядипломна педагогічна освіта, стандартизація