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### **UKRAINIAN-POLISH COOPERATION IN THE CONTEXT OF AN ACTIVITY-BASED APPROACH AND MODERN CHALLENGES**

*The study analyzed the main directions of Ukrainian-Polish cooperation in the context of modern challenges. The following aspects have been highlighted: training of scientific personnel, activities of scientific and pedagogical schools, joint Ukrainian-Polish scientific explorations, problems of sustainable development, holding international forums, publishing joint monographs, scientific collections; innovative strategies in professional and pedagogical education based on world and domestic experience. In accordance with modern requirements, a collective Ukrainian-Polish monograph has been published, presenting the principles of activity of professional and pedagogical training of competent specialists: goal-setting as a focus on further creative cooperation and training of modern competent specialists; theoretical and methodological principles of the problem under study; mental and practical activities of teachers, future specialists in the development of creative thinking of the personality by means of innovative digital technologies; continuity of education as a condition for the growth of the creative potential of specialists; health-saving technologies that provide for ensuring the safety of citizens' vital activities.*

*The prospects of Ukrainian-Polish research include: further substantiation of the theoretical and methodological principles of the personality and professional development of future specialists in the situation of martial law and the revival of the Ukrainian state, development of innovative strategies and technologies by Ukrainian and Polish researchers, their implementation in practical activities; development of a digital educational and scientific space.*

**Keywords:** *Ukrainian-Polish cooperation, modern challenges, principles of activity, professional training of a teacher/specialist, creative/critical thinking, professional competence.*

#### **Олександра Дубасенюк, Олександр Вознюк. Україно-польське співробітництво у контексті діяльнісного підходу та сучасних викликів**

*У дослідженні проаналізовано основні напрями україно-польського співробітництва у контексті сучасних викликів. Виділено такі аспекти: підготовка наукових кадрів, діяльність науково-педагогічних шкіл, спільні українсько-польські наукові розвідки, проблеми сталого розвитку, проведення міжнародних форумів, випуск спільних монографій, наукових збірників; інноваційні стратегії у професійно-педагогічній освіті на основі світового і вітчизняного досвіду. Відповідно до сучасних вимог підготовлено колективну україно-польську монографію, де представлено діяльнісні засади професійно-педагогічної підготовки компетентних фахівців: цілепокладання як спрямованість на подальшу творчу співпрацю та підготовку сучасних компетентних фахівців; теоретичні і методологічні засади*

досліджуваної проблеми; ментальна та практична діяльність педагогів, майбутніх фахівців щодо розвитку творчого мислення особистості засобами інноваційних цифрових технологій; неперервність освіти як умова зростання творчого потенціалу фахівців; здоров'язберігавальні технології, що передбачають забезпечення безпеки життєдіяльності громадян.

До перспектив україно-польських досліджень віднесено: подальше обґрунтування теоретичних та методологічних засад особистісного та професійного становлення майбутніх фахівців у ситуації воєнного стану та відродження Української держави, розробка інноваційних стратегій та технологій українськими та польськими дослідниками, реалізації їх у практичній діяльності; розробку цифрового освітнього та наукового простору.

**Ключові слова:** україно-польська співпраця, сучасні виклики, діяльнісні засади, професійна підготовка педагога/фахівця, креативне/критичне мислення, професійна компетентність.

***Oleksandra Dubaseniuk, Oleksandr Wozniuk. Współpraca ukraińsko-polska w kontekście podejścia aktywistycznego i współczesnych wyzwań***

*W badaniu przeanalizowano główne kierunki współpracy ukraińsko-polskiej w kontekście współczesnych wyzwań. Podkreślono następujące aspekty: kształcenie kadr naukowych, działalność szkół naukowo-pedagogicznych, wspólne ukraińsko-polskie badania naukowe, problemy zrównoważonego rozwoju, organizowanie forów międzynarodowych, wydawanie wspólnych monografii, zbiorów naukowych; innowacyjne strategie w edukacji zawodowej i pedagogicznej oparte na doświadczeniach światowych i krajowych. Zgodnie ze współczesnymi wymogami przygotowano zbiorczą ukraińsko-polską monografię, w której przedstawiono zasady kształcenia zawodowego i pedagogicznego kompetentnych specjalistów: wyznaczanie celów jako nacisk na dalszą twórczą współpracę i szkolenie nowoczesnych kompetentnych specjalistów; podstawy teoretyczne i metodologiczne badanego problemu; działalność umysłowa i praktyczna nauczycieli, przyszłych specjalistów w zakresie rozwoju twórczego myślenia jednostki za pomocą innowacyjnych technologii cyfrowych; ciągłość kształcenia jako warunek wzrostu potencjału twórczego specjalistów; technologie oszczędzające zdrowie, zapewniające bezpieczeństwo życia obywateli.*

*Perspektywy studiów ukraińsko-polskich obejmują: dalsze uzasadnienie teoretycznych i metodologicznych podstaw rozwoju osobistego i zawodowego przyszłych specjalistów w sytuacji stanu wojennego i odrodzenia państwa ukraińskiego, opracowanie innowacyjnych strategii i technologii przez badaczy ukraińskich i polskich, ich wdrożenie w działaniach praktycznych; rozwój cyfrowej przestrzeni edukacyjnej i naukowej.*

**Słowa kluczowe:** Współpraca ukraińsko-polska, współczesne wyzwania, zasady działania, przygotowanie zawodowe nauczyciela/specjalisty, twórcze/krytyczne myślenie, kompetencje zawodowe.

**Problem statement.** Ukrainian-Polish cooperation of researchers of Zhytomyr Scientific and Pedagogical School has been going on for a long time, which contributes to the development of educators' creative potential. Such cooperation is the result of cooperation between Zhytomyr Ivan Franko State University and Ivan Zyazyun Institute of Pedagogical and Adult Education of the National Academy of Pedagogical Sciences of Ukraine. Based on the study of scientific works of Ukrainian (V. Andrushchenko, V. Kremen, I. Zyazyun, N. Nychkalo, L. Lukyanova, P. Saukh, S. Sysoeva and others) and Polish scientists (S. Kvyatkovsky, T. Levovytskyi, S. Meshalskyi, T. Oleksandr, F. Schlosek and others) [1; 4; 6; 8], we have analyzed such topical areas as the training of scientific personnel, the activities of scientific and pedagogical schools, joint Ukrainian-Polish scientific research, the problems of sustainable development, holding international forums, publication of joint scientific collections (Warsaw, Krakow, Bydgoszcz, Ligny, Lomzy, Kyiv, Zhytomyr, Pereyasl-Khmelnytskyi, etc.) [5–7], which are based on important key socio-pedagogical research in the field of education for peace, universal human values, peacemaking, creative activities of educators.

It has been proven that current transformations in the world involve the spread of ideas of humanization of society and contribute to the implementation of ideas of sustainable development, in particular in Ukraine and Poland as independent European states by building a highly efficient economic system, stimulating environmental sustainability, productive work, and scientific and technological progress [2].

**The purpose of the article:** to substantiate the main directions/trends of Ukrainian-Polish cooperation in the context of current civilization challenges and changes.

**Presentation of the main provisions of the study.** Scientific and pedagogical Ukrainian-Polish cooperation continues to develop in the context of current challenges. Thus, the Ukrainian-Polish monograph (2022) analyzed innovative strategies in vocational and pedagogical education in the context of global and domestic experience in using innovative educational technologies in the system of continuing education [3].

Already in 2024, the main ideas of the activity approach were implemented in the collective Ukrainian-Polish monograph *«Activity principles of training future competent specialists in the context of current challenges»* [1]. Resulting characteristics of the monograph are related with the formation of competent prospective specialists/teachers.

Ukrainian and Polish scientists consider the personality as a subject of activity in the context of the systemic interaction of its essential forces, which makes it possible to enrich activity in various forms of material and spiritual culture, social and humanitarian knowledge, the deterministic reality of man and the world. Based on the accumulated experience, the role of the activity approach to the professional training of competent specialists in institutions of higher and pre-higher education has been substantiated. Objective contradictions are highlighted between: the difficult military situation in Ukraine, constantly growing social requirements to the professionalism of a specialist/teacher in solving practice-oriented tasks in the field of education and the real level of his/her personality readiness; traditional educational and methodological support of the educational process of developing the personality of a prospective specialist and the need for its modernization in the conditions of digitalization of the educational space.

Currently, in Ukraine, in a situation of martial law, new tasks of professional activity and employment arise, related to the migration of a large number of different categories of children, youth and adults, ensuring their necessary standard of living, military personnel, unemployed graduates of educational institutions, etc. The latter requires continuous education, mastery of innovative knowledge, skills, and new specialties.

The works of the researchers (O. Antonova, Ye. Antonov, O. Antonov, L. Bakhmutova, S. Horobets, O. Voznyuk, O. Dubasenyuk, V. Kovalchuk, N. Myronchuk, O. Miroshnichenko, A. Mochedlovska, V. Pavlenko, N. Sydorchuk, Z. Sharlovych, O. Shubina) [1] substantiate the conceptual foundations of the conducted scientific explorations. Such areas as the principles of activity for the development of professional competence in future specialists, scientific and research activities in a higher education institution in the field of professional and pedagogical training of future teachers, mental and practical activities of a teacher in the direction of developing creative thinking of the personality, practice-oriented approaches and methods of professional training of future primary school teachers, subject-activity approach to substantiating the terminology of professional and pedagogical training of future officers – the specialists in physical education and sports of the Armed Forces of Ukraine as officers and teachers in the conditions of lifelong learning have being actualized [1].

The monograph presents the following main directions of implementation of the activity approach:

1. Goal setting as a focus on further creative cooperation and training of modern competent specialists in the conditions of modern challenges.
2. Theoretical and methodological foundations of the problem under study.

3. Mental and practical activities of teachers and future specialists in the development of creative thinking of the personality by means of innovative digital technologies.

4. Continuity of education as a condition for the growth of the creative potential of specialists.

5. Health-saving technologies that provide for ensuring the safety of citizens' vital activities.

Let's analyze the outlined directions.

**1. Goal-setting.** The purpose of the conducted comprehensive study: to substantiate the theoretical, practical and methodological principles of the activity approach to the training of future competent specialists in the conditions of modern challenges.

In accordance with the goal, the main research tasks were set:

- to differentiate the features of scientific and research activities in a higher education institution in the field of professional and pedagogical training of future teachers;

- to consider the subject-activity approach in the context of a terminological analysis of the problem of professional and pedagogical training of future officers – specialists in physical education and sports of the Armed Forces of Ukraine;

- to analyze the mental and practical activity of the teacher, the features of the development of his/her creative thinking;

- to substantiate the activity principles of the development of graphic competence of future specialists, the process of gamification in the conditions of digitalization of modern education;

- to consider practice-oriented approaches and methods of pedagogical partnership in the professional training of future primary school teachers;

- to analyze the system of advanced training as a component of continuous professional development of participants in the educational process of higher education institutions;

- to investigate the socio-psychological aspects of the development of health and professionalism of educational subjects.

**2. Theoretical and methodological foundations of the problem under study.** The study of Ukrainian-Polish researchers, in particular scientists of Zhytomyr Scientific and Pedagogical School, highlighted and argued the current problems of developing the principles of activity for training competent specialists/teachers in the conditions of modern challenges, martial law in Ukraine.

The theoretical, methodological and methodological concepts of the researchers' scientific exploration are substantiated. First of all, the features and operational principles of scientific and research activities in a higher education institution in the field of professional and pedagogical training of future teachers in the conditions of modernization of the education system in Ukrainian society, which requires the training of creative individuals who are capable of self-education and self-improvement throughout life, have been analyzed. A terminological analysis of the basic concepts of the study has been carried out, the essence of the concept of «activity» has been revealed and the main characteristics of human activity have been identified: structuredness, rationality, purposefulness and reflects three main subspaces: structural, praxeological, axiological. A substantive analysis of the concept of «research activity» was carried out, which is interpreted as a creative process of interaction between a teacher and students in the direction of searching for or constructing the previously subjectively unknown, the result of which is the formation of a research position and research skills of the individual. The main areas of activity of Zhytomyr Scientific and Pedagogical School «Professional and Pedagogical Training of Future Teachers» are presented, the prerequisites for its development and the features of its activity are analyzed (O. Dubasenyuk) [1, p. 9–10].

In the conditions of martial law, the problem of professional and pedagogical training of future officers as subjects of military management in the system of military education has been actualized. The basic concepts of the study have been substantiated, which form a certain content and procedural sequence: «professional training» → «military-professional training» → «professional-pedagogical training» → «professional-pedagogical competence of an officer», which is carried out in the system of higher military-professional education. It has been proven that the result of

professional and pedagogical training of future officers is the formed professional and pedagogical competence as in officers of tactical level of management, and in specialists in physical education and sports in the Armed Forces of Ukraine, which represents a systemic and at the same time contextual professionally important mental formation being an integral result of their professional and pedagogical preparedness, which reflects the professional position as a subject of military-professional and personality activities in the Armed Forces of Ukraine and its values and motivation, theoretical and activity preparedness for this activity, the formation of professionally important qualities, among which the most important is professional subjectivity as an officer and specialist in physical education and sports of military personnel (V. Yagupov) [1, p.31–32].

### **3. Mental and practical activities of teachers, future specialists in the development of creative thinking of the personality by means of innovative digital technologies.**

Accordingly, the theoretical, methodological and methodological principles of the teacher's activity in the development of creative thinking of students are analyzed, the concept of «personality creativity» and the features of its development are substantiated, technologies for the development of creativity in the students in art lessons and the specifics of using the «Six Thinking Hats» technology are developed, the theoretical foundations of the «Scamper» methodology of creativity are analyzed. It is proven that over the past decade, artificial intelligence has achieved success in data processing, but in the ability to generate new ideas it is inferior to a person. It is found that to solve problem tasks it is worth using creative thinking and imagination. According to the concept of the New Ukrainian School, the development of creative thinking, life horizons, and erudition became basic in the institutions of secondary education, which is the key to the success of a future specialist (O. Antonova, V. Pavlenko, O. Shubina) [1, p. 53–54].

Thus, V. Pavlenko, based on the analysis of methods for developing creative thinking developed by E. de Bono, J. Guilford, R. Crutchfield, P. Torrens, which have been widely used in school practice, as well as the analysis of scientific works by Polish researchers of creativity, considers various technologies and methods for developing creativity. She notes that E. Necka offers the «*metode tvor-70*» [11]. Jane Piirto identifies creative learning techniques, including teaching creative problem solving. The justification for these technologies can be found in the study of K. Szmidt [12]. Such approaches contribute to the creative solution of current problems. V. Pavlenko notes that in recent years, attempts to find methods and techniques for activating creative search have become noticeable. One of the effective ways, according to Polish scientists, is the development of divergent thinking and cognitive style of activity, as well as various forms of intellectual training. In order to develop creative thinking, it is advisable to use active methods that: increase the effectiveness of teaching and learning; motivate students to action; provide an opportunity to develop creative thinking, creativity and understanding of one's own «I»; integrate knowledge from different studying subjects; form skills of cooperation and communication in a group; provide an opportunity to organize one's own work and others. Active methods also include: situational method; «decision tree» method; didactic games; discussion method associated with a lecture, brainstorming, panel, metaplan, cartographic method, round table; metaplan method; information window method; project method [9].

A. Siedlecki notes that creative teachers should conduct lessons that are interesting, exciting and teach creative thinking [12; 13]. Creativity is the ability to identify and solve problems. This trait is a necessary characteristic in the modern labor market [10]. Therefore, the school should not only transmit information, but also teach how to analyze, evaluate and ask questions (V. Pavlenko) [1, p.67–69].

Based on the study of the work experience of working teachers, a study has been conducted to analyze the methods and means of developing critical thinking in future psychologists in the process of learning a foreign language. Taking into account the latest trends, there are increasing demands on young specialists who not only have basic knowledge, but also know how to think critically,

improve their acquired skills and abilities, are in the process of constant self-development, are able to work as part of a team and independently solve problem situations. It has been proven that thorough linguistic training of a future specialist should also contribute to the development of critical thinking of higher education students, since they should be prepared to solve practical problems in a foreign-language or mixed (when both Ukrainian and English, German or other languages are used simultaneously) linguistic environment with maximum efficiency and minimal dependence on auxiliary means of interpersonality interaction. At the same time, the specialist should have the skills to quickly process new information and integrate it into the system of acquired and systematized knowledge. The possibilities of developing critical thinking in future psychologists using the project method, the «brainstorming» method and the case method during the study of English have been considered (O. Antonov) [1, p. 112].

Taking into account the aggravation of the problem of choice (goods, services, etc.), competition in the labor market, the problem of forming a professional image of pedagogical workers of institutions of professional pre-higher education has been actualized as a means of building a successful professional and life perspective of future applicants of certain types of educational institutions. Based on the generalization of theoretical conclusions and the results of the experiment, a model of the professional image of pedagogical workers of institutions of professional pre-higher education has been developed. A predictive justification of the results obtained has been carried out at three levels: national, regional, and the level of a specific educational institution. It is recommended to expand the arsenal of practically oriented approaches to forming a professional image of future pedagogical workers of institutions of professional pre-higher education in the process of their professional training (N. Sydorchuk) [1, p. 121].

Taking into account the provisions and requirements of legislative documents, the approaches to the professional training of future primary school teachers have been outlined. The leading ideas and principles of the application of competency, activity, and contextual approaches as practice-oriented strategies and tactics for the formation of professional competence of a future teacher are identified. Practice-oriented learning models (K. Fopel's dynamic learning model, D. Kolb's cyclical learning model), simulation learning methods (situational modeling, role-playing games, organizational and activity game, focus groups), group work, *EduScrum* as a technology of project activity are analyzed. Types of educational and production practices as active forms of professional training of future teachers are characterized (N. Myronchuk) [1, p. 165].

At the same time, the features of the professional training of future primary school teachers for work in the conditions of the implementation of the provisions of the New Ukrainian School have been investigated. The problem of forming professional competence of pedagogical partnership in future teachers in the process of studying the educational component «Pedagogy of Partnership: Interaction Technologies» have been actualized. The effectiveness of modern technologies for training future teachers «learning through discovery», work in small groups, project activities for the formation of professional competence of partnership pedagogy was revealed. Examples of research projects of applicants for the second (master's) level of higher education have been given. Prospects for improving the quality of the process of training future specialists have been determined (V. Kovalchuk) [1, p. 165].

In the context of the problem field of the study, the concepts of «competence», «professional competence», «graphic competence» have been considered from the point of view of the activity approach. The relevance of the formation of graphic competence in modern specialists has been substantiated and its content structure has been developed. The forms, methods and means of forming graphic competence have been characterized. The significance of the discipline «Engineering and Computer Graphics» in the professional training of students of higher educational institutions has been analyzed. An activity approach is introduced into the process of forming graphic competence in future specialists in information technologies and computer sciences when



teaching the discipline «Engineering and Computer Graphics» and further prospects have been determined (S. Gorobets) [1, p. 208].

Gamified technologies have been developed and implemented in the process of training future computer science teachers, and readiness for knowledge of theoretical foundations and practical tools and effective use of game tools in the educational process has been formed. It has been proven in the course of the experiment that teachers should also undergo appropriate training to implement such activities, which should form the appropriate skills in them: to determine the goal of future game activities of applicants; to plan the stages of its implementation; to design and develop games similar to board games with a graphic representation of each level; to take into account the features of game dynamics, game mechanics and the structure of the game space; to carry out self-presentation of education applicants with their preliminary division into groups, selection of a game character, selection of avatars, etc.; to think over a system of bonuses and rewards for the correct completion of tasks, high-quality and timely completion of game stages; to unite applicants in the process of gamification to create a team spirit, to determine the way of their interaction in society, to contribute to maintaining the general gaming atmosphere and to achieve the planned result; to individualize training in accordance with the needs, wishes, and interests of students, taking into account the specifics of student groups, individual characteristics of students, their temperament, way of perceiving information, etc., to monitor the impact of game content on the professional growth of each participant in this process (Ye. Antonov) [1, p. 229]

**4. Continuity of education as a condition for the growth of the creative potential of specialists.** Polish scientists have studied the current problem of advanced training in Poland as a component of continuous professional development of participants in the educational process of higher education institutions in the field of nursing. Z. Sharlowych has proved that new challenges and demands of society, the introduction of modern technologies in education, science, various fields of knowledge, in production processes, in the service sector require highly experienced specialists, in particular in the medical/nursing field, who are able to take responsibility adequately for the positions, qualification characteristics of the acquired specialties and specializations in order to professionally perform functions and tasks in accordance with their functional responsibilities. Such approaches require constant continuous personality and professional growth, persistent work of citizens concerning their professional and personality growth throughout their various activities and life. It has been confirmed that awareness of the need for postgraduate education, the search for ways to improve oneself will ensure success and competitiveness for every nursing specialist, will contribute to meeting needs and increasing personal and professional confidence [1, p. 188–190].

In this regard, the need for an effective organization of postgraduate education, which prolongs, updates, enriches knowledge, skills, abilities and generally increases the level of professional competence of specialists, is grounded. There is a need to create a scientific basis for the development of professional skills of nursing specialists, which encourages the search for productive innovative mechanisms in solving theoretical and practical problems, the creation of a safe educational environment, and the satisfaction of the needs of participants in the educational process in continuous professional development. It has been emphasized that in order to achieve a high level of consistency, systematicity, stability, thoroughness, and flexibility of continuous professional training of nursing specialists, it is necessary to professional growth and update the knowledge of scientific and pedagogical workers in order to search for and implement productive innovative educational technologies. The use of such modern educational technologies, increasing the quality of educational services, will ensure an increase in the level of efficiency and quality of work, and advanced training will become an indicator of the development of professional skills of nursing specialists in postgraduate education (Z. Sharlowych) [1, p. 201].

**5. Health-preserving technologies that provide for the safety of citizens' vital activities.** The developmental resources of positive behavior, success, health and creativity of participants in the

educational process have been analyzed. It has been investigated that the study of the spiritual and creative nature of man made it possible to conclude about the paradigm of integrity of modern science, about creative activity as a process of building integrity, which is aimed at achieving a state of non-duality in the form of a integration of polar phenomena and bringing them to a common functional «denominator» as a neutral-undefined entity. Under such conditions, a creative personality is characterized by the ability to paradoxical thinking. Psychological, pedagogical and psychotherapeutic methods of harmonizing a person and developing the ability to counteract manipulation have been characterized, among which the methods of paradoxical intention and openness to role activity have been analyzed. To substantiate the general factors of health (broad horizons of consciousness; healthy social atmosphere; such character traits as prudence, ability to plan, perseverance, mastery of the situation, success in work; communication with conscientious, morally stable people; irony, humor, joy of life, positive attitude towards it; maintaining physical activity of a person; ability to positive social communication), the level of education of a person as a significant potential of his/her health; spiritual and religious factor of human health; emotional and behavioral aspect of human health (being healthy means building behavior in accordance with positive universal human values, one of the most important is love, mercy, empathy); the process of goal-setting as a positive influence on the spiritual health of a human being; the desire for freedom appears as a leading factor of health, the positive influence of a person's creative activity on his/her state of health (O. Voznyuk) [1, p. 259–260].

An original investigation of the problem of the development of social competencies of future leaders in the context of Ukrainian Antarctic expeditions in the process of managing conflict situations among professionals has been carried out according to traditional and current scientific approaches. The main ways of behavior in conflict situations are: adaptation, uniqueness, compromise, competition and superiority. The number of indicators of dominant behavioral strategies in conflict situations among persons of various ages that operate in the extreme conditions of Antarctica has been empirically determined.

Methodological recommendations have been developed for establishing evidence-based methods for developing social competencies in conflict situations among children, young people, fathers and teachers. A more practical approach to obtaining the results can be achieved during the selection of expeditionary, sports and military groups. The prospects for further research include the development of psychological tools for preventing and countering the negative consequences of organizational conflicts to optimize the productivity of professional teams, covering people of different age categories (L. Bakhmutova, O. Miroshnichenko) [1, p. 291–293].

The investigation process also revealed such important aspect of professional activity as professional development in the field of nursing in Poland. It has been proven that the nursing profession is especially vulnerable to professional burnout. Symptoms of professional burnout are related to professional activity. In order to deep understanding the phenomenon of professional burnout among nursing staff, an analysis of the results of research in the field of various scientific workers and many authors has been carried out. It has been revealed that, based on the studies included to the analyzed work, there is a high risk of professional burnout syndrome in the field of emergency nursing. This phenomenon can cause a lot of health problems for medical staff, patients and a lot of consequences for different educational institutions, including financial consequences (A. Mochedlovska) [1, p. 332–333].

**Conclusions and prospects of the study.** Thus, the collective monograph analyzes the principles of professional training of subjects in the educational process: teachers of higher and pre-higher education institutions, postgraduate education institutions, future officers – specialists in physical education and sports of the Armed Forces of Ukraine, teachers, education seekers, medical personnel, the specialists of different age categories. The problem of creativity of the personality and the technology of its development in the educational process of secondary education institutions have been studied. The peculiarities of critical thinking and the mechanisms of its functioning in the



process of professional training of future specialists have been identified. Practice-oriented approaches and methods, pedagogical conditions for professional training of future primary school teachers have been developed and implemented in the educational process. The need for continuous professional development of participants in the educational process of higher education institutions has been considered. The process of forming graphic competence of future specialists in the process of studying engineering and computer graphics has been analyzed; the pedagogical problem of gamification as a means of motivating the educational process has been investigated in the context of the activity approach. The socio-psychological aspects of the development of health and professionalism of educational subjects in the work of Polish researchers have been investigated.

The prospects of Ukrainian-Polish research can include can be formulated in such a way: further substantiation of the theoretical and methodological foundations of the personality and professional development of future specialists in a situation of martial law and the revival of the Ukrainian state, development of innovative strategies and technologies by Ukrainian and Polish researchers, their implementation in practical activities; development of a digital educational and scientific space, creation of conditions for the further development and enrichment of professionally important qualities, in particular professional subjectivity as an officer and a specialist in physical education and sports of military personnel; substantiation of predictive models for the training of competent specialists focused on peacekeeping educational and scientific processes; development of scientific and methodological recommendations based on a comparison of predictive models aimed at continuing education in accordance with the set current goals and objectives.

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