

УДК 378.04:[008:7/8

DOI <https://doi.org/10.33989/2519-8254.2024.16.314201>

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ЗАЛУЧЕННЯ СТЕЙКГОЛДЕРІВ ДО ФОРМУВАННЯ ЗАГАЛЬНИХ І ФАХОВИХ КОМПЕТЕНТНОСТЕЙ ЗДОБУВАЧІВ ОСВІТИ ГУМАНІТАРНОЇ ГАЛУЗІ ЗНАТЬ

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У статті проаналізовано місце та роль стейкголдерів у системі професійної підготовки культуролога. Визначено, що серед загальних та фахових компетентностей бакалавра й магістра культурології державний стандарт вищої освіти зі спеціальності визначає здатність спілкуватися іноземною мовою, що безпосередньо впливає на здатність використовувати різноманітні джерела інформації, аналізувати культурну політику в іноземних інституціях. Описано, як підготовка таких фахівців, які здатні популяризувати знання про культуру та поширювати інформацію культурологічного змісту, використовуючи сучасні інформаційні, комунікативні засоби та візуальні технології серед міжнародної спільноти, стала однією із засад освітньо-професійних програм «Культурологія» першого (бакалаврського) та другого (магістерського) рівнів вищої освіти Полтавського національного педагогічного університету імені В. Г. Короленка. Схарактеризовано, як цей процес забезпечується не лише змістом освітніх компонентів із циклу загальної підготовки, але й через залучення стейкголдерів до процесу розробки, обговорення, зміни та перегляду освітніх програм та організації курсів неформальної освіти, іншомовної підготовки та залучення у соціокультурні проекти з територіальними громадами. Доведено, що взаємна робота з підготовки фахівця з культурології, який не лише володіє широким спектром сучасних культурологічних знань, але й здатний до ефективної взаємодії з представниками громадськості, є частиною діяльності кафедри культурології, філософії та музеєзнавства Полтавського педагогічного університету з часів її заснування. Широка база стейкголдерів, залучених до освітнього процесу, допомагає у розширенні можливостей іншомовної підготовки фахівця, який може працювати у закладах освіти, установах культури та культурно-креативних індустріях. Уведення в дію 2020 році стандарту вищої освіти за спеціальністю 034 Культурологія допомогло окреслити коло предметів, здатних сформуванню необхідні вміння та навички культуролога, а також визначило потребу спеціаліста вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення професійних питань, презентації результатів досліджень та проектів. Це спонукало до налагодження тісної співпраці зі стейкголдерами для їхнього залучення у процес формальної і неформальної іншомовної освіти студентів з метою розширення їхнього потенціалу під час пошуку роботи у містах та селищах регіону, України й світу.

Ключові слова: вища освіта, професійна підготовка, стейкголдери, фахові компетентності, іншомовна компетентність, практика, соціокультурні заходи, магістр культурології, бакалавр культурології.

Formulation of the problem. The list of general competencies of a bachelor and master of cultural studies in the state standards of higher education of 2020 in the specialty define the ability to communicate in a foreign language. The training of the specialists eager to operate in

the multicultural environment of the constantly changing socio-cultural field of Ukraine and Eastern European region is one of the foundations of the educational and professional programs «Culturology» of the first (bachelor's) and second (master's) levels of higher education of the Poltava National Pedagogical University named after V. G. Korolenko. This is ensured not only by the educational courses provided in the University. Among them there are: «Foreign language (by professional direction)» in the course of bachelors training from the cycle of mandatory components General preparation of the educational program with the volume of 6 credits and «Foreign language academic writing» in the course of preparation of the masters from the cycle of mandatory components of the General preparation of the educational program with the volume of 3 credits. In addition to this, the department practiced the lecturing in English to the groups having all English speaking students.

Since 2017, this practice has been tested for the first time during the preparation of master's degrees in cultural studies. They were taught the course «Modern non-traditional religious teachings» from the elective cycle of educational disciplines, compiled in accordance with the educational and scientific program of master's training relevant at that time specialty 8.02010101 Cultural Studies. 120 hours / 4 ECTS credits were allotted for the study of the academic discipline. The course was designed so that students had to learn the main concepts and terms of the problem area in a foreign language; stages of formation of «religions of the New Age»; conditions and factors of formation of non-traditional religious systems, their main ideas, and representatives; methods and methods of activity of non-traditional religious organizations; to be able to distinguish the features of individual non-traditional religious systems of our time; relying on the knowledge of the main ideas of non-traditional religious systems, to clearly formulate the theoretical and methodological foundations of their activity; to explain the regularity of the appearance of relevant ideas, views, concepts in the world socio-cultural and religious space at one or another stage of its history; conduct scientific research in the direction of researching the problems of modern non-traditional religious teachings.

Later, the successful practice was expanded through the teaching in English of the subject «Theory of Culture» in the bachelor's training course from the cycle of mandatory components of the professional training educational program with the volume of up to 11 credits and «Socio-cultural institutions and EU practices» in the master's training course from the cycle of mandatory components of professional training preparation of the educational program in the amount of 3 credits. However, this was not the final innovation in the process of language education of future specialists of Cultural Studies. The department of Cultural studies, Philosophy and Museology of Poltava V. G. Korolenko National Pedagogical University signed the agreements of cooperation with the stakeholders who were involved in the process of discussing and revising educational programs and also helped with organizing the internships, insuring the dual education of experts in cultural sphere, and involved the students into active socio-cultural projects, carried out for the local communities of Poltava Region and for the temporarily dislocated families who found themselves in Poltava because of Russian invasion into Ukraine since 2022.

Collaborative efforts in training cultural studies specialists, who not only have a broad knowledge of contemporary culture but also possess the skills to engage in organizational (often educational and outreach), research (both analytical and practical), and leisure activities within the cultural sphere, have been a defining feature of the Department of Cultural Studies at Poltava Pedagogical University since its inception. The diverse range of stakeholders involved in this process is driven by the professional opportunities available to such specialists, which span educational institutions, cultural organizations, and the cultural and creative industries (*Освітньо-професійна програма «Культурологія»*, 2024). The adoption of higher education standards in 2020 for the specialty 034 Cultural Studies marked a significant milestone in the development of cultural studies education. These standards not only clarified the necessary subjects for cultivating the essential skills and competencies required of a cultural studies specialist but also outlined the normative framework for their training. This framework

emphasizes a holistic approach, combining theoretical knowledge with practical applications in various fields. One of the pressing challenges in this process is the formation of foreign language competence. In today's globalized world, specialists in cultural studies must be able to engage with international audiences, access foreign-language research materials, and participate in cross-cultural dialogues. This requires not only a basic proficiency in a foreign language but a deeper, more specialized understanding that allows for effective communication in professional and academic contexts. Integrating foreign language training into the curriculum thus becomes essential for ensuring that graduates can navigate the international cultural landscape, collaborate with global organizations, and contribute to intercultural exchanges. A key aspect of this training is the ability to organize and maintain effective cross-cultural communications with a broad range of entities. These include foreign government bodies at different levels, international research institutions involved in cultural and social studies, and information and analytical services. In addition, cultural specialists are trained to engage with foreign mass media on cultural topics, ensuring that they can serve as intermediaries between Ukrainian academic research, public policy, and the wider public in Europe and overseas.

To address this issue, the Department of Cultural Studies at Poltava Pedagogical University is increasingly prioritizing language courses and encouraging students to participate in international academic programs (Erasmus+ and so on) and conferences (as an example, the International Scientific Conference of Young Ukrainianists and Researchers of Slavic Studies at the University of Warsaw, November 13 and 16, 2020, where Poltava was represented by the head of the Cultural studies department, doctor of historical sciences Oleksandr Lukyanenko («Forced to force: female students of the pedagogical institute on the fields of the German-Soviet war») and master's student of the faculty of technology and design Taras Naidenko («Formation of the image of the «new woman» in the Soviet poster art of the 1930s – the first half of the 1950s») (*Короленківці взяли участь у роботі Міжнародної наукової конференції молодих українців і дослідників слов'янознавства у Польщі*). This not only enhances their linguistic skills but also broadens their worldview, making them more competitive in both local and global job markets. This comprehensive approach has prompted the establishment of strong partnerships with stakeholders, including public organizations, cultural institutions, and local communities. This collaboration is particularly visible in the involvement of students in cultural projects across the region's cities and towns. Such hands-on experience not only enhances their learning but also contributes to the cultural development of these communities, strengthening the link between education and regional development.

Analysis of the latest research. Scientists pay not much attention to the topic, so we can state the lack of targeted publications on this problem. Some aspects of the practical professional training of a the future specialists in the field of Cultural Studies are covered in the works by Vyta and Vitaliy Dmytrenkos (Дмитренко В., Дмитренко В., 2022), Olha Chernyavska (Чернявська О., 2020), Inna Hurova (Гурова І., 2017), Liubov Kravchenko (Кравченко Л., Карапузова Н., 2009; Кравченко Л., Степаненко М., 2014), Alla Lytvynenko (Литвиненко А., 2022), Renata Vynnychuk, Oleksandr Lukyanenko (Lukyanenko O., Vynnychuk R., 2022; Лук'яненко О., 2023; Лук'яненко О., 2024), and others. The question of the formation of students' language competence during the education process is much better depicted in the papers of Ukrainian scientists (for example, by Iryna Kohut (Когут І., 2022), Yuliya Zadunayska (Задунайська Ю., 2016), Ivanna Kukhta (Кухта І., 2008), Oleksandr Lukyanenko (Лук'яненко О., 2011) and others). However, the involvement of the stakeholders into the process of the formation of general and professional competences of people who have received education in the humanitarian field of knowledge has not been fully learned yet. As a basis of the research, we took the educational and professional program «Cultural Studies» of the first (bachelor's) and the second (master's) levels of higher education in the specialty 034 Culturology of the field of knowledge 03 Humanities. We used the experience on the cooperation between the department of Cultural Studies, Philosophy and Museology with the stakeholders presented on the official website of the Poltava V. G. Korolenko National

Pedagogical University (*Кафедра культурології Полтавського національного педагогічного університету імені В. Г. Короленка: офіційний сайт*).

The purpose of the research is the analysis of using the potential of stakeholders in the formation of professional and foreign language competences of future culturologists through the combination of individual disciplines of the professional training with practical activities in the field.

Presenting main material. One of the examples of such cooperation is the formation of foreign language competence and soft skills of future culturologists and the provision of real practical experience . the content of theoretical disciplines. As an example, let's mention the cooperation with the non-governmental organization «European choice of Poltava Region». The partner of the department in cooperation on the training of future culturologists sets before itself several tasks, which, probably, should be faced by many educational institutions not only of Poltava Oblast, but also of Ukraine:

– the issue of the dynamics of English development as a language of international communication: Should we immerse ourselves in classical English, given the rise of «Globish», a simplified variant of English shaped by «international imperfections» due to the grammatical and phonetic peculiarities of non-native speakers' linguistic environments?

– the challenge of English language specialization: Where is the boundary between acquiring the «necessary minimum» of vocabulary and grammar for international communication and delving into the more complex realm of professional terminology?

– the issue of balancing native language and English: How can one preserve national identity amidst the whirlwind of globalization without sacrificing cultural uniqueness while mastering English?

– the challenge of balancing English with other regional EU languages: How does learning German, French, Czech, or other European languages impact overall student development? Does the study of multiple languages enhance linguistic competence, or does the overload of information hinder proficiency in any one language?

On the initiative of Tetyana Kolyvanova, the Chairman of the Presidium of the Board of the NGO «European Choice of Poltava Region» and Roman Shestopal, the head of the NGO «United by Hope», who are stakeholders of the educational program «Culturology», online express courses in English are traditional. So, in 2024, every Tuesday and Thursday, starting from April 16 until June 2024, education seekers and internally displaced persons, as well as vulnerable groups of the population, had the opportunity to join classes for free with the teacher of the Poltava Language Center «European Choice» Lisa Badasen. During the courses, students updated their basic knowledge of English, and also worked on improving skills useful for taking foreign language tests. The classes were especially useful for those who are preparing to take the EVI – an entrance test in a foreign language for admission to study for a master's degree on the basis of a bachelor's degree, master's degree (educational qualification level of a specialist), as well as those who planned to enter graduate school Head of the sector of educational and socio-cultural activities of the public organization «European Choice of Poltava Region», head of the department of cultural studies, Professor Oleksandr Lukyanenko was responsible for the orientation of preparation for the All-European recommendations on language education for levels B1-B2, and also monitored the selection of test tasks based on authentic texts from printed and online periodicals, booklets and fiction.

The project of online express courses and the block of preparation for taking a single entrance exam in a foreign language for admission to master's and postgraduate studies of future workers in the socio-cultural sphere in the conditions of the war between Russia and Ukraine is implemented annually with the financial support of the partner of the Department of Cultural Studies, the Public Organization «Mana Eiropa» (Riga, Latvia) (*Стейкголдери ініціювали онлайн-курси з англійської мови*).

In addition, stakeholders are involved in the process of shaping the individual educational trajectory of education seekers through the acquisition of knowledge through the system of informal education. For example, master's students of the specialty 034 Cultural studies attended

the course «English in cultural studies» during April-June 2023. Students mastered video lectures and performed practical tasks, during which they learned to reproduce the studied material in oral speech and in writing; formed the ability to listen to texts with professional cultural terminology and perform practical tasks; improved the skills of cursory and thoughtful reading of special texts with analysis of what was read; developed the ability to use commonly used and special vocabulary in speech situations; improved knowledge of the basic grammar of tenses and language constructions; learned to use phraseological units in communication; mastered the skills of conducting a discussion in the field of cultural studies. Subsequently, the Poltava Pedagogical University held a meeting of the commission on recognition of learning results obtained in non-formal education by students of the second (master's) level of higher education of the educational program «Culturology». Students of the K-64 group Mykola Loza and Lyubov Andruh completed the course «English in cultural studies» (3 credits, 90 hours), developed by a stakeholder of the specialty, the public organization «European Choice of Poltava Region» and held on the basis of educational online platforms of the language center «European Choice (Poltava, Ukraine) and NGO «Mana Eiropa» (Riga, Latvia). The commission consists reviewed the applications of education seekers for the recognition of the results of non-formal education, obtained in the period from 04/03/2023 to 06/30/2023 during the online course created by the foreign language teacher Elizabeth Badasen. The commission decided that the learning outcomes of the course «English in cultural studies» correspond to the expected learning outcomes of the educational discipline «Foreign language public broadcasting: image aspect» and offered to recognize the learning outcomes of M. Loza and L. Andruh in non-formal education as the study of the educational component «Foreign language public broadcasting: image aspect» (4 credits, 120 hours, credit control form) in the III semester of 2023-2024 (*Магістранти кафедри культурології здобули неформальну освіту*).

The knowledge, skills and abilities obtained in this way help future culturologists during their adaptation at the workplace and in the course of practical training. Similar projects have been repeatedly tested by the department of cultural studies, philosophy and museology, and their characteristics can be the subject of a separate scientific research work.

Conclusions. The prospects for expanding language training for students majoring in Cultural Studies are highly significant in the context of globalization and intercultural communication. Here are several key directions for development among them are: learning multiple foreign languages; in-depth study of professional vocabulary; international exchange programs; use of new technologies; enhancing proficiency in English and preserving national identity. Expanding language training involves integrating several foreign languages into the curriculum. In addition to English, students can study other languages such as French, German, Spanish, or regional European languages, enhancing their mobility and competitiveness in the international job market. It is important for cultural studies specialists to have not only general language competence but also a strong command of specialized terminology in the field of culture. This will allow them to work on international projects, engage in cultural diplomacy, and conduct research. Increasing student participation in international programs, such as Erasmus+, helps deepen language knowledge through direct involvement in study exchanges and cultural programs abroad. This immersion in a language environment provides practical skills in intercultural communication. Online platforms and mobile applications for language learning offer new opportunities to expand language training. The use of technology can make learning more interactive and flexible, allowing students to study languages at their own pace. Since English remains the primary language of international communication, special attention should be paid to its advanced study, focusing on academic, scientific, and professional terminology. It is important to maintain a balance between learning foreign languages and preserving one's native language and culture. This will help form conscious specialists who can work effectively in an international environment without losing their connection to their national identity. These prospects will help Cultural Studies students effectively integrate into the global cultural community, broaden their professional horizons, and strengthen their intercultural communication skills.

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THE INVOLVEMENT OF STAKEHOLDERS IN THE FORMATION OF GENERAL AND PROFESSIONAL COMPETENCES OF PEOPLE WHO HAVE RECEIVED EDUCATION IN THE HUMANITARIAN FIELD OF KNOWLEDGE

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The article analyzes the place and role of stakeholders in the system of professional training of cultural studies. It was determined that among the general and professional competencies of the bachelor and master of cultural studies, the state standard of higher education in the specialty defines the ability to communicate in a foreign language, which directly affects the ability to use various sources of information, analyze cultural policy in foreign institutions. It is described how the training of specialists who are able to popularize knowledge about culture and disseminate information of cultural content, using modern information, communication tools and visual technologies among the international community, became one of the foundations of the educational and professional programs «Culturology» of the first (bachelor's) and second (master's) levels of higher education of Poltava National Pedagogical University named after V. G. Korolenko. It is characterized how this process is provided not only by the content of educational components from the cycle of general training, but also through the involvement of stakeholders in the process of developing, discussing, changing and revising educational programs and organizing courses of non-formal education, foreign language training and involvement in socio-cultural projects with territorial communities. It has been proven that mutual work on the training of a specialist in cultural studies, who not only possesses a wide range of modern cultural knowledge, but is also capable

of effective interaction with members of the public, has been part of the activities of the Department of Cultural Studies, Philosophy and Museum Studies of the Poltava Pedagogical University since its foundation. A wide base of stakeholders involved in the educational process helps in expanding the possibilities of foreign language training of a specialist who can work in educational institutions, cultural institutions and cultural and creative industries. The implementation in 2020 of the standards of higher education in the specialty 034 Culturology helped outline the range of subjects capable of forming the necessary skills and abilities of a culturologist, and also determined the need for a specialist to communicate freely in state and foreign languages orally and in writing to discuss professional issues, present the results of research and projects. This prompted the establishment of close cooperation with stakeholders for their involvement in the process of formal and informal foreign language education of students with the aim of expanding their potential when looking for work in the cities and towns of the region, Ukraine and the world.

Keywords: *higher education, professional training, stakeholders, professional competences, foreign language competence, practice, socio-cultural activities, Master of Cultural Studies, Bachelor of Cultural Studies.*

Надійшла до редакції 15.04.2024 р.