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## STRUCTURAL-FUNCTIONAL MODEL OF FORMATION OF CAREER COMPETENCE OF FUTURE MANAGERS

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*The article highlights one of the aspects of the systemic psychological and pedagogical problem related to the formation of career competence of future managers in the field of education. The expediency of using pedagogical modeling as a method is substantiated. As a result of the analysis of scientific works, generalization of pedagogical experience the structural and functional model of formation of career competence of future managers of education is offered. The designed model is detailed by consistently defined structural components: target, content, technological and diagnostic blocks.*

*The target component reflects the goal to which all the constituent elements of the model are subordinated, and which is realized through a set of defined tasks. The content block of the model reveals the component composition of career competence and includes the content of future managers' professional training in the field of education. The technological unit reflects a set of organizational and pedagogical conditions that ensure the effectiveness of the model. The content of the stages of career competence formation in the conditions of master's preparation and their didactic support is also revealed. The diagnostic block is aimed at determining the state of formation of career competence (criteria, indicators, levels), gives an idea of the mechanism of implementation of the developed model by comparing the results that were got with the predicted ones.*

*In the course of the research the author came to the conclusion that the developed structural-functional model will allow to ensure the continuity of the educational process in the formation of career competence and will help to prepare a highly qualified manager in the field of education. It is of great practical importance that the results of pedagogical research can be used in the process of professional training in the field of education, adaptation, training of pedagogical staff of educational institutions; while writing textbooks, training manuals, master's and diploma theses.*

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**Key words:** *career competence, formation of career competence, model, manager of education, professional activity, structural components.*

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## СТРУКТУРНО-ФУНКЦІОНАЛЬНА МОДЕЛЬ ФОРМУВАННЯ КАР'ЄРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МЕНЕДЖЕРІВ

Ю. Г. Новгородська

У статті висвітлюється один з аспектів системної психолого-педагогічної проблеми, що стосується формування кар'єрної компетентності майбутніх менеджерів сфери освіти. Обґрунтовано доцільність використання педагогічного моделювання як методу. У результаті аналізу наукових праць, узагальнення педагогічного досвіду запропоновано структурно-функціональну модель формування кар'єрної компетентності майбутніх менеджерів сфери освіти. Спроектовану модель деталізовано послідовно визначеними структурними компонентами: цільовий, змістовий, технологічний та діагностичний блоки. Цільовий компонент відображає мету, якій підпорядковані всі складові елементи моделі, і яка реалізується через сукупність визначених завдань. Змістовий блок моделі розкриває компонентний склад кар'єрної компетентності і включає змістове наповнення професійної підготовки майбутніх менеджерів сфери освіти. Технологічний блок відображає комплекс організаційно-педагогічних умов, що забезпечують результативність реалізації моделі. Також розкрито зміст етапів педагогічного процесу формування кар'єрної компетентності в умовах магістерської підготовки та їх дидактичне забезпечення. Діагностичний блок спрямований на визначення стану сформованості кар'єрної компетентності (критерії, показники, рівні), дає уявлення про механізм реалізації розробленої моделі шляхом порівняння отриманих результатів з прогнозованими.

У процесі дослідження автор дійшов висновку, що розроблена структурно-функціональна модель дасть змогу забезпечити безперервність освітнього процесу щодо формування кар'єрної компетентності, допоможе на високому рівні підготувати висококваліфікованого менеджера в сфері освіти. Велике практичне значення має те, що результати педагогічного дослідження можуть бути використані у процесі професійної підготовки фахівців сфери освіти, адаптації, підвищення кваліфікації педагогічного персоналу закладів освіти; під час написання підручників, посібників із професійної підготовки, виконання магістерських, дипломних робіт.

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**Ключові слова:** кар'єрна компетентність, формування кар'єрної компетентності, модель, менеджер сфери освіти, професійна діяльність, структурні компоненти.

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**Introduction of the issue.** In the current conditions of socio-economic and socio-cultural transformations taking place in Ukraine, the problem of professional growth of young professionals and career self-realization of young people at the beginning of their careers, is becoming urgent. This issue is also relevant due to the clear understanding of the market requirements and objective assessment of their own professional opportunities. Therefore, in the theoretical dimension of psychological and pedagogical sciences, attention is paid to the substantiation of essential features of career competence of the specialist, identifying factors and technologies of its formation in higher education institutions.

**Current state of the issue.** The issue of staff career growth has long been the subject of research by foreign and

domestic scholars. Theoretical and methodological foundations of professional development of personality are reflected in the works of psychologists (T. Gnedina, O. Krushelnytska, T. Kudryavtsev, A. Markov). Substantiation of psychological features of career self-determination and the leading signs of crisis periods of professional development are carried out in the works of O. Bodalov, E. Mogilevkin, G. Osovskaya, A. Chernyshov. Significant importance in the works of scientists (D. McLeland, R. White) is given to the relationship of professional and personal competencies with the characteristics of the career process. Scientific research in the field of personnel management (V. Sokolova, N. Belyatsky, S. Shekshnya) is devoted to the problems of career planning. The patterns of successful career mobility have been the subject of research by P. Blau

and O. Duncan. Peculiarities of forming life strategies of different categories of youth at the stage of their professional self-determination are reflected in the works of E. Golovakha, O. Zlobina, E. Klimov, M. Lukashevich, V. Tikhonovich, S. Chistyakova and others. However, despite of the significant amount of work in the field of careers, it is necessary to note the lack of work aimed at identifying mechanisms for career competence of future managers in education, which led to the problems and the need for this publication.

**Outline of unresolved issues brought up in the article.** Achieving the goal of the research requires creating a model of the process of career competence formation of future managers. This approach provides an opportunity for schematic (visual) reproduction of the studied phenomenon, namely: to reflect the structural components of the process of formation of managers; indicate the relationships and connections between all elements of the model at all stages of the educational process; reflect the forms of organization, technologies and teaching aids that ensure the effectiveness of this process.

**Aim of the research.** The purpose of the publication is to substantiate the model of career competence of future managers in the field of education and determine the conditions for its implementation.

**Results and discussion.** The most common method of studying objects and phenomena of various natures, including career competence, is modeling. It allows systematizing knowledge of relevant processes and phenomena aimed at positively changing the content of components of career competence in training managers during training in the master's degree, to distinguish the links between the components of the studied phenomenon. In the context of our study, the model of career competence of future managers will be considered as a 4-component phenomenon that includes target, content, technology and diagnostic units (Fig. 1).

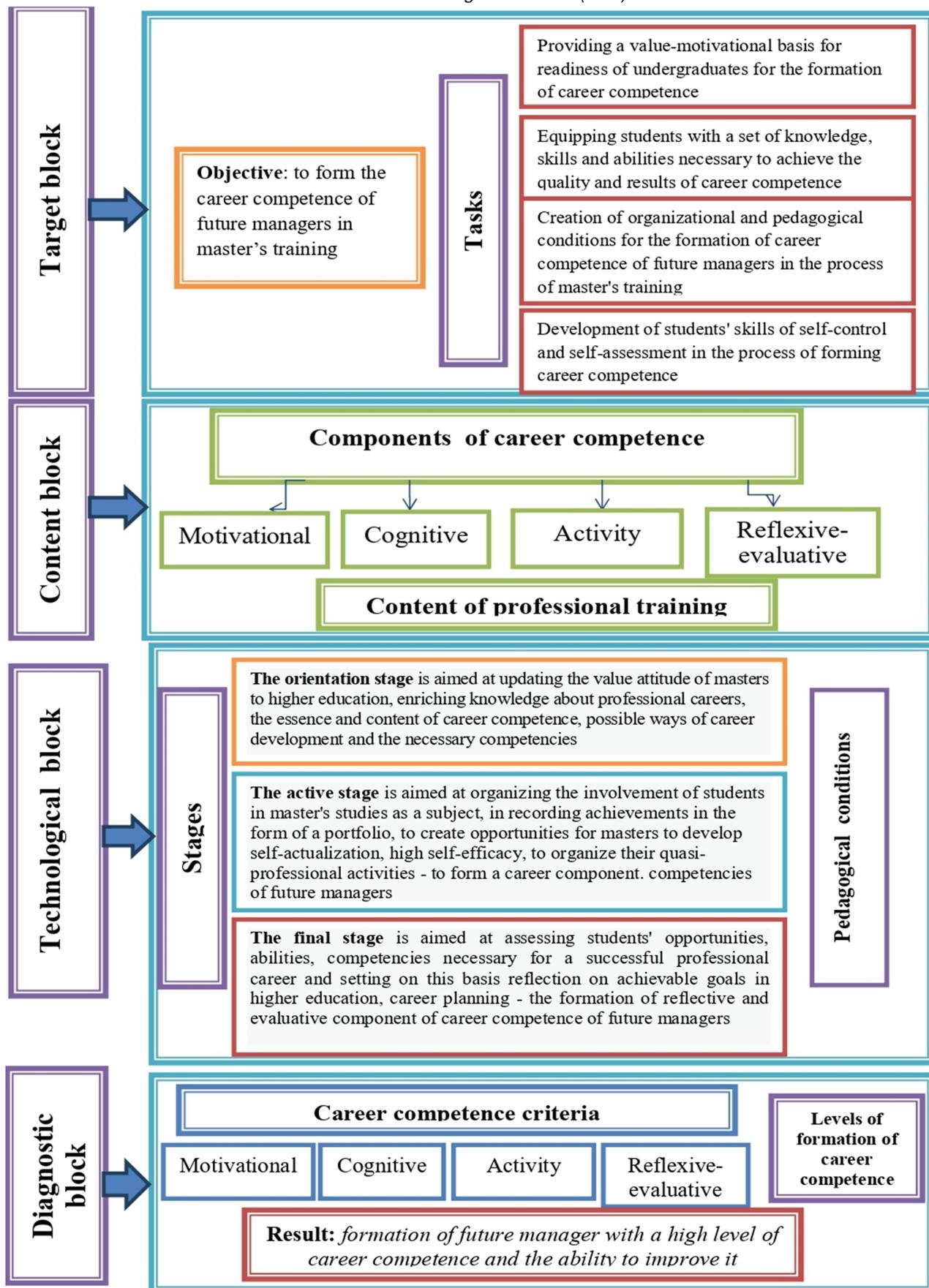
The quality and effectiveness of the model depends on a clearly defined goal, which performs "an integrative function that combines the types, forms and means of learning, and this is manifested in determining how to integrate human actions into a particular sequence or system" reflects the "nature and systemic order of various acts and operations" [11].

With this in mind, we have presented the target block of the model, which defines the goal – the formation of career competence of future managers in the field of education in the process of master's training. Achieving the stated goal involves a number of tasks:

- providing a value-motivational basis for readiness of undergraduates for the formation of career competence;
- equipping students with a set of knowledge, skills and abilities necessary to achieve the quality and results of career competence;
- creation of organizational and pedagogical conditions for the formation of future managers career competence in master's training;
- development of students' skills of self-control and self-assessment in the process of forming career competence.

The process of manifestation of career competence of the individual is expressed in the relevant components, the identification and justification of which are presented in the content block of the model. We present this phenomenon as a four-component phenomenon, the components of which are: cognitive, motivational, activity and reflexive-evaluative components.

**Cognitive component** – is the awareness of future managers of the period of study in higher education institutions as a stage of future career; reflects a set of knowledge about possible ways of career development, its types, stages, strategies; the competencies necessary for a successful professional career; the requirements of the professional environment to the young specialist.



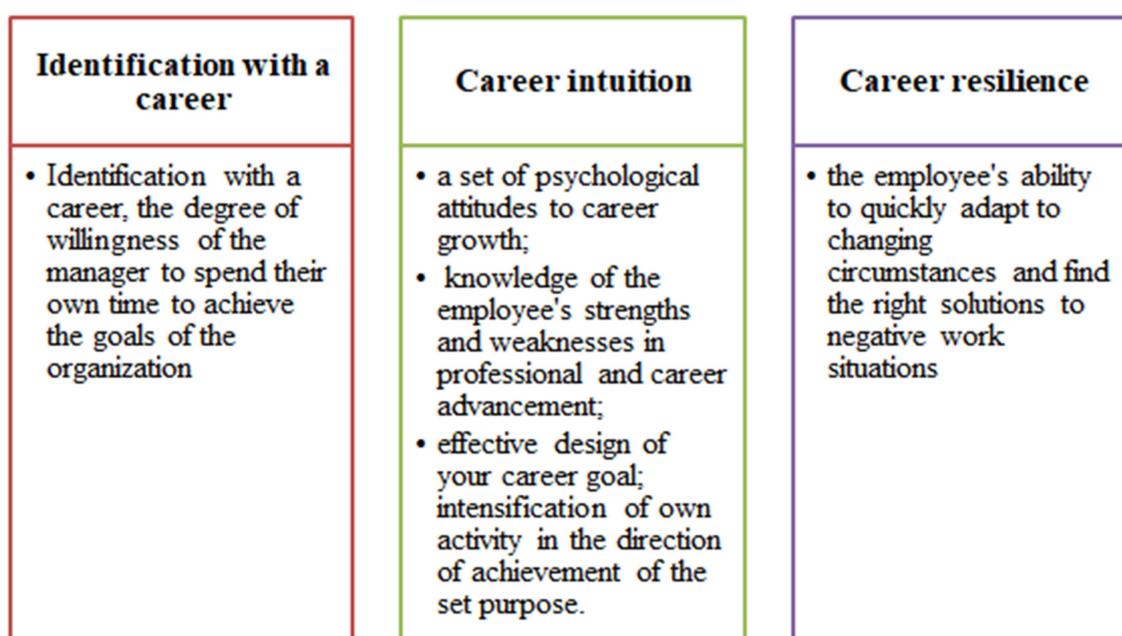
**Fig. 1. Model of formation of career competence of future managers in the process of master's training**

**Motivational component** – is characterized by the value attitude of young professionals to professional education as the initial stage of career growth; motivation of future managers to build their own careers; the presence of career orientations relevant to the activity, as one of the conditions for career success. The works of native researchers [7] identify three components of career motivation (Fig. 2.).

**Activity component** - is determined by the formation of a creative approach to professional responsibilities; skills

needed to achieve career success; conscious attitude towards planning your own professional career.

**Reflective and evaluative component** – is characterized by the ability to systematically analyze and adequately self-assess personal qualities and results of their professional education in the context of long-term plans for professional activity and career development. This component clearly outlines how a person is perceived and evaluated by others.



**Fig. 2. Components of career motivation**

These components are allocated conditionally, in the real management process they are closely intertwined and only in their entirety ensure the success of the professional activities of the manager.

The content block of the model covers a set of subjects that ensure the formation of future managers of adequate ideas about professional careers in the process of their master's training and influences the formation of life and professional plans of the individual, organizes and directs his activity, gives it quality and becomes a regulator of professional self-determination.

In the context of the problem of training future managers, students of the specialty 073 *Management for career growth* study a number of training courses provided by

the educational program. In particular, in the process of studying the discipline "Human Resources Management" students must master: knowledge of the essence of career planning, its stages and means; features of manifestation of motivational factors and development of successful business career of staff; skills to manage the careers of staff of different categories; evaluate the effectiveness of their own career advancement activities [13: 56].

Mastering the content of the discipline "Psychology of Management" is aimed at improving students' knowledge of the typology of management careers, the peculiarities of professional careers and the implementation of career advancement in educational organizations; mechanisms for building a career development

program. Filling the content of the discipline with a career context will help to form students' ideas about the features of future professional activity, career positions and roles, possible ways of professional development, self-improvement and career growth [13: 68].

An important role in preparing future managers for career growth is played by the subject "Gender Psychology of Leadership and Career" [13: 79]. Considerable attention should be paid to the aspects related to the mechanisms of influence of socialization institutions on the formation of gender ideas about careers and leadership; socio-psychological characteristics of women who build careers in traditionally "female" and "male" spheres. While studying this discipline, future managers must master the methods of psychological research of gender aspects of leadership and careers; get skills to create a model of individual career planning, to develop a career chart; get the ability to analyze and summarize career experience for self-correction and self-education.

The program of the training course "Motivation of staff" includes "career topics", which equips future managers with the necessary information about career success; stimulates cognitive activity on self-knowledge as a subject of work; contributes to the formation of career-oriented self-awareness of masters; increases the level of their reflexivity, activity; encourages awareness of the need for career development [13: 90].

The study of a number of professional disciplines has a significant motivating effect on future managers, as it provides knowledge about the objective and subjective conditions for career development.

The technological block of the model includes the gradual implementation of pedagogical conditions and stages of formation of career competence. In our opinion, the most priority pedagogical conditions that ensure the effectiveness of the formation of career competence of future managers in the process of master's training are:

- enriching the content of education with material that actualizes the motivational and value attitude of future managers to careers, career competence, forms its cognitive component;

- implementation of personality-oriented pedagogical technologies aimed at forming a subjective position, a positive professional self-concept and adequate self-esteem, which form the activity component of career competence;

- organization of involvement of students in forecasting, planning and building a career, which forms a reflective and evaluative component of career competence in the structure of this integrative phenomenon.

The first pedagogical condition – *enriching the content of education with material that actualizes the motivational and value attitude of future managers to careers, career competence, forms its cognitive component* – is related to the need for constant awareness of masters of social and personal value of your profession. In pedagogical theory and practice it is proved that professional activity is always related to the motives and needs of the individual, which determine the success in learning, the experience of success in all activities of students.

This is a professional feature of a person's future life and trajectory, his future professional status, career achievements. Therefore, motivation is a powerful factor in the formation of future manager's career competence; motivation encourages students to continuous, intensive learning activities and mastering the profession, specifies the level of their willpower.

Career and professional growth of a specialist involves a gradual process of formation and formation of stable motives for professional activities of the student, the development of his internal moral and psychological stimuli of activity and behavior.

In the context of our study, it is especially important to reveal the essence of the value attitude to the professional activities of future managers. We are impressed by the opinion of

G. Tymoschuk, who considers the value attitude to professional activity as "an important element of the internal structure of the personality of the specialist, which through reflection becomes relevant to the reproduction of acquired knowledge, skills and abilities in professional activities" [14: 245].

The scientist believes that the studied phenomenon is closely related to the emotional and volitional sphere and provides "stable conscious belief of the individual in the selectivity of their own behavior and activities in social and professional environment, determined by integrated knowledge of professional values and moral and ethical norms, high motivation to mastering the chosen profession, awareness of its subjective and objective significance" [14: 246].

The formation of positive motivation for career growth in masters is facilitated by resolving a number of contradictions:

- between the level of social security of the education manager and the social functions he must perform in society;
- between the existing stereotypes, requirements, norms that have developed in society regarding the activities of the manager of education and trends that are implemented in education;
- between the technology of training heads of educational organizations and the requirements for strategy, style of management.

We agree with the opinion of some scholars that the training of professionals, including education managers, should be based on motives based on interest in the profession, motives for personal development and cognitive motives.

An important pedagogical condition for the formation of career competence in masters of education is the *implementation of personality-oriented pedagogical technologies aimed at forming a subjective position, a positive professional self-concept and adequate self-esteem, which form the activity component of career competence*. The formation of the subjective position of students is possible with the introduction into the educational process of ideas and provisions of personality-oriented humanistic paradigm of education, which

are systematized in the study of O. Jury, among which we highlight:

- interpretation of student interests as priority educational goals;
- the focus of education on self-actualization, self-development and self-realization of the future manager in the educational process;
- emphasizing the importance of expanding the boundaries of the subject's freedom, taking into account his life prospects; providing opportunities for independent design by masters of personally significant content and trajectory of education;
- involvement of future managers in the reflection of the boundaries and results of their activities, determining its success [5].

Of great importance in the context of our study are interactive technologies that contribute to the formation of the subjective position of students, form the ability to think outside the box, justify their position, life and professional values and enter into partnerships. They allow transferring ways of the organization of administrative activity in various conditions, to receive new experience.

Among interactive technologies, a special place is occupied by game technologies, in particular simulation and business games, which directly contribute to the inclusion of students in quasi-professional learning situations, which allows to model different types and directions of professional and managerial activities.

G. Selevko defines play activity as one of the types of human activity, an amazing phenomenon of our existence, in situations aimed at reproduction and assimilation of social experience [4]. The content of business games are life and typical situations in the absence of complete information, when decision-making takes place in conditions of uncertainty; in the presence of conflict and ways to resolve it, increase motivation; set by certain rules of the game, which make it possible to influence the change of the situation in the following moments.

An effective method of forming career competence in masters is the business game, which originated as a tool for

finding solutions in management structures and is to model different management and production situations. Analysis of the essence of pedagogical actions and activities of participants in business games allows us to conclude about the great pedagogical value of the use of game technologies in the training of education managers, due to the fact that in the game its participants: occupy a subjective position, characterized by goal-setting, the ability to act purposefully and independently, to make decisions; activity and interest in achieving results, initiative; ability to analyze activities; have the opportunity to compare the results of their decisions, actions in the game with the results of other participants and, if necessary, adjust their decision; have the opportunity to try on "a role in the business game as a model of professional behavior that contributes to the formation of a positive professional self-concept" [6: 173].

Business game, modeling different situations of social interaction, allows participants to show the characteristics of behavior, emotions, feelings, ability to influence other people, leadership skills, ability to teamwork. Therefore, business games are increasingly used in the recruitment process.

In the context of our study, a progressive step is the trend of introducing training into the educational process, which provides a link between the content of curricula of relevant disciplines with typical situations of social interaction in the professional activities of the leader. We agree with G. Voshkolup that "training technologies are one of the most modern methods of educational process, which allows to involve participants in creative cooperation, to intensify their attitude to the acquisition of knowledge, skills and abilities in a short time" [15].

According to P. Kulishenko, training is "the most successful form of activity that stimulates cognitive activity, creative thinking, creativity, independence in finding and choosing tasks. During the training the most comfortable learning conditions are created, where each of the participants is successful, equal, has the

opportunity to evaluate and be evaluated" [9].

According to some scientists (G. Kovalchuk, N. Butenko, M. Artyushina), educational training is "a planned process of modification of knowledge, behavioral skills of the student through the acquisition of educational experience in order to achieve effective performance in a particular activity".

According to L. Bondareva, training is "an active form of student learning activities, during which students perform exercises adapted to future management activities" [2]. The scientist emphasizes that this work should be carried out under the guidance of a teacher-trainer, on the basis of instructive and methodological materials prepared by him, which meet the modern requirements of professional activity.

In the process of training, masters learn self-control, evaluation of their own actions, understanding of other people, as well as gain new experience through the knowledge gained related to the professional activities of future professionals.

I. Androschuk believes that the "use of training in the training of future professionals contributes not only to improving the efficiency of the educational process, but also the formation of the ability to interact positively interpersonal; professionally carry out various activities in standard and emergency situations; think creatively and make constructive decisions in the process of solving pedagogical situations" [1].

The third pedagogical condition for the formation of career competence in future managers is defined – *organization of involvement of students in forecasting, planning and building a career, which forms a reflective and evaluative component of career competence in the structure of this integrative phenomenon*. Important in the implementation of this pedagogical condition is the student's ability to self-design, during which the formation of skills of self-organization, self-government and social interaction, as well as the development of professional positional interests and subject-personal qualities

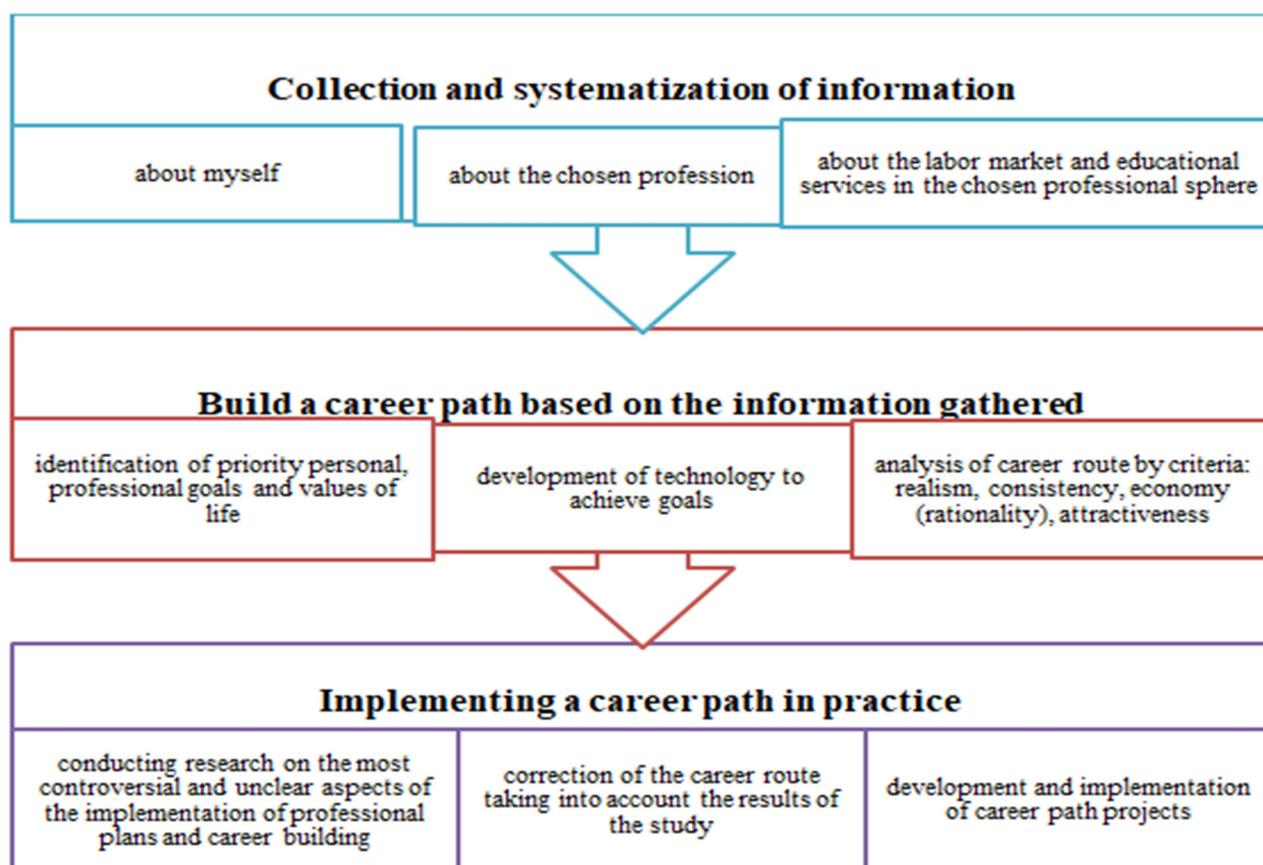
needed to build a career trajectory and its successful implementation in the development of future professional space.

We are impressed by the idea that considers self-design as "a set of goals, content, tools and methods of learning, algorithm of subjects and objects of the learning process aimed at solving problems of personal and professional development, taking into account the real conditions of professional training that allows to achieve the set goals and desired

results, which can be quickly and unambiguously identified" [8: 131].

In the process of creating a career route, masters have an urgent need to determine their own aspirations and values, which, in turn, reduces the ability to make inadequate decisions about the implementation of individual goals.

The process of building a career route consists of certain **stages** (Fig. 3):



**Fig. 3. Stages of the career path construction process**

Thus, the creation of a career route stimulates the processes of professional and personal self-determination, allows you to make a holistic and consistent image of career growth and ways to achieve it.

The formation of career competence in the prospective managers in the field of education is carried out in stages. At each stage, the tasks, content and expected results are determined.

The orientation stage is aimed at updating the values of masters in higher education, enriching knowledge about professional careers, the essence and

content of career competence, possible career development and the necessary competencies for successful professional careers of students.

The activity stage is aimed at organizing the involvement of students in master's studies as a subject and involves the creation of situations aimed at solving professional problems. At this stage, it is important to form in masters the readiness for a variety of solutions to the problems of social interaction in professional activities; create the necessary conditions for the development of abilities for self-actualization.

The final stage is aimed at assessing students' abilities, abilities, competencies necessary for a successful professional career and setting on this basis reflection on achievable goals in higher education, career planning - the formation of reflective and evaluative component of career competence of future managers.

The diagnostic block of the model includes the implementation of pedagogical measurements of the

formation of career competence of future managers, which is possible in the presence of a clear criteria base. Taking into account the essence of the identified structural and procedural components of career competence of future managers, as well as the logical links between them, we have identified the following criteria and indicators of the formation of the studied phenomenon (Table 1).

Table 1

**Criteria base for determining the levels of career competence**

<b>Criterion</b>	<b>Indicators</b>
<i>Motivational</i>	<ul style="list-style-type: none"> <li>• value orientations in educational and professional activities;</li> <li>• degree of motivation of achievements;</li> <li>• efforts to achieve professional success;</li> <li>• intensity of manifestations of interest in designing the trajectory of career development;</li> <li>• consistency of career orientations with the chosen profession</li> </ul>
<i>Cognitive</i>	level of mastering knowledge of management, professional and career development; <ul style="list-style-type: none"> <li>• understanding of professional training as a stage of career growth;</li> <li>• awareness of the integration of knowledge about professional development and self-realization in a professional career</li> </ul>
<i>Activity</i>	<ul style="list-style-type: none"> <li>• frequency of manifestations of activity, methods of activity, individual actions aimed at professional self-improvement;</li> <li>• mastering leadership qualities;</li> <li>• defining career strategies and designing career paths;</li> <li>• ability to self-actualization;</li> <li>• recording achievements in the portfolio</li> </ul>
<i>Reflexive and evaluative</i>	<ul style="list-style-type: none"> <li>• reflection on one's own achievements;</li> <li>• ability to comprehend the level of satisfaction of needs, analysis of communication situations;</li> <li>• adequacy of assessment of professional success;</li> <li>• finding out and accepting conflicting moments and failures in career growth</li> </ul>

The defined criteria are the structural components of career competence of the same name and can be considered both individually and in combination.

The process of training future managers involves changing the state of manifestation of integrative quality, characterized by the appropriate level (low, medium, high).

The low level of career competence is evidenced by the lack of interest in career growth, active life, future professional activity. There is a certain discrepancy between the hierarchy of career orientations of the type of chosen

professional activity and the long-term career plan. This level is determined by the insufficient level of knowledge about the characteristics of management, possible career development and competencies necessary for successful career growth. Masters of this level are not aware of the period of professional education as the initial stage of their careers, they have not yet developed the ability to plan an individual educational trajectory.

The average level of career competence is demonstrated by masters who have a situational interest in career growth, active life and professional activity. They are

aware of the period of getting education as the initial stage of their career, but experience some difficulties in planning an individual educational trajectory. At the intermediate level, students already have an idea of the stages of career planning; realize themselves as subjects of educational activity.

Students with a *high level* of career competence show a lasting interest and demonstrate the high importance of career growth. They seek to gain knowledge about possible career paths, master the skills to carry out professional activities according to the chosen career growth plan. The students critically evaluate their own career opportunities and abilities.

Due to their individual psychological characteristics, different masters may be at different levels of career competence according to different criteria.

**Conclusions and research perspectives.** According to the results of the study, the model of career competence of future managers in the field of education is an effective means of improving the training of specialists in higher education and, consequently, their competitiveness in the market of

educational services. Possession of a high level of career competence is a prerequisite for successful employment of a future manager, his adaptation in the professional sphere, the implementation of a conscious and purposeful process of professional self-realization, professional career development.

The structural-functional model we developed is dynamic, as it demonstrates changes under the influence of internal and external factors. It is also functional, as it consists of four blocks, the internal structure of each of which has its own components that are interconnected and carry a certain semantic load. The proposed model is designed to ensure the continuity of the educational process in higher education institutions for the training of highly qualified managers in the field of education.

The study does not cover all aspects of the problem. Among the topical issues that need further study are: improving the content, forms and methods of preparing students for their own career planning; development of methods for becoming a career-competent specialist in the process of self-improvement.

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