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CULTURE OF SOCIETY AND PROSPECTS OF HIGHER EDUCATION DEVELOPMENT IN UKRAINE

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Abstract. The article presents views on the impact of global economic and socio-cultural trends on the further development of Ukrainian higher education. Among them are such trends as the globalization of the economy, the formation of the information paradigm, the network logic of the deployment of communications, the growing role of knowledge. One of the proofs that Ukraine has embarked on the path of economic modernization is the legislative recognition of creative industries and changes in the nature of professional activity, based on knowledge and creative potential of the individual. The key to this modernization should be an understanding of the need for change in the content of higher education, based on awareness of the role of culture in the information society.

Keywords: information society; culture; creativity; creative industries; content of higher education.

КУЛЬТУРА СУСПІЛЬСТВА ТА ПЕРСПЕКТИВИ РОЗВИТКУ ВИЩОЇ ОСВІТИ В УКРАЇНІ

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Анотація В статті викладено погляди щодо впливу загальносвітових економічних та соціокультурних тенденцій на подальший розвиток української вищої освіти. Серед них такі тенденції як глобалізація економіки, формування інформаційної парадигми, мережева логіка розгортання комунікацій, зростання ролі знань. Одним з підтверджень того, що Україна вступила на шлях модернізації економіки, є законодавче визнання креативних індустрій та змін в характері професійної діяльності, що базується на знаннях та творчому потенціалі особистості. Запорукою цієї модернізації має стати

розуміння необхідності змін у змісті вищої освіти на основі усвідомлення ролі культури в інформаційному суспільстві.

Ключові слова: інформаційне суспільство; культура; креативність; креативні індустрії; зміст вищої освіти.

Relevance of research Scientific support for the modernization of Ukrainian higher education in the XXI century should be based on forecasting of promising trends in the evolution of the world community. Through the prism of globalization processes such trends are determining the methodology of Ukraine's integration into the world cultural and educational environment: internationalization of the economy, the formation of network communication, the formation of a single global information shell of the Earth. On the other hand, humanity increasingly understands the value and uniqueness of the individual, the importance of fulfilling its life mission (purpose) and self-realization through the use of the richness of world culture. Self-realization of the individual, in turn, is carried out under conditions of self-expression, investment of the individual's own contribution to the culture of both their country and the world as a whole. In line with these contradictory but complementary trends, the formation of a modern education system, including higher education, will take place in the near future.

Analysis of recent research and publications In the works of M. Castells, C. Landry, R. Florida, J. Hawkins, the philosophical basis of the modern methodology of studying culture is singled out and the essence of the models of development of the future information society is substantiated. In the works of A. Dindar, K. Leshchenko, O. Fedirko, V. Chuzhikov it is a question of transformation of views on a cultural paradigm from the point of view of economic development. Psychologists K. Rogers, J. Guilford, D. Bogoyavlenskaya, B. Teplov, and E. Ilyin studied the formation of personality and the processes of its self-realization. Representatives of idealistic and post-positivist philosophical currents E. Mounier, I. Lakatos, P. Feyerabend, T. Kuhn, S. Frank substantiated the need for self-realization of the individual.

The formation of a creative personality in the educational process was studied by the Ukrainian researcher O. Khartsyi [9]. A special role belongs to culturologists D. Hesmondhalgh, Z. Bauman, P. Bourdieu, J. Derrida.

Formulating the goals of the article However, the issues of the content of higher education against the background of general cultural changes are little covered. Therefore, the aim of the article is to consider the dependence of the content of higher education on the changing views on society and culture that are happening recently.

Research results The American sociologist D. Bell in his book «The Coming of Post-Industrial Society» (1973) proposed a formula for three levels of civilization: pre-industrial, industrial and post-industrial. In the pre-industrial period of economic development, the basis of wealth was created, first of all, natural lands and agricultural products; in the industrial age – raw materials and control over the means of production and markets, which are expanding. In the post-industrial era, the basis of the information economy are intellectual and creative ideas that are disseminated through information networks.

Characterizing the modern information paradigm, it should be noted several features. First, information is used not as a factor in improving production processes, but as a technology to influence the growth and dissemination of information itself. Second, information becomes an integral part of collective human existence because it is comprehensive and affects almost all activities. Third, it is the «network» logic of any system that uses information technology. The growing complexity of interactions and unpredictable models of development determine the creative power and lack of hierarchical structuring in the information field. Finally, fourthly, it is based on the principle of flexibility, ability to reconstruct, organizational fluidity, dependence of structural elements of the system.

Thus, these features characterize the global economy, which is able to operate as a single system in real time on a global scale. At the same time, a corresponding form of social organization is formed, in which the generation,

processing and transmission of information permeate all spheres of life due to technological conditions. Technology in some way embodies the ability of society to determine the directions of its development and change itself. The new society that is being born with these changes is informational and networked by nature.

However, in different countries, these processes are infinitely diverse, as they correspond to the main features of the development of their history, culture, institutions and relations. Because the information age is based on knowledge and information, it establishes particularly close links between productive forces and culture, between spirit and matter. From here we can expect new forms of social interaction and social change.

Symbolic communication between people, nature, production and consumption, human experience and types of power, crystallizing in certain areas, create a culture. In the information society, it is a significant factor in change. «The definition of culture as a driver of structural change is associated with its comprehensive nature and pervasive impact on social relations in society, which become not only a source of organization of social life, but also the basis of economic and political structure of society» [1, p.11]. Indeed, culture is an expression of certain values, embodied in special, imaginative forms and concentrated in special places.

Because we are the heirs of cultural traditions, we live in an environment that is shaped by the value judgments of the past. But, according to M. Pachter and C. Landry, the value of culture and its institutions tends to change and rethink: «In every historical epoch, any institutions need to reconsider their relationship with society. We believe that simply postulating the value of cultural institutions is not enough. But they should not be reduced to commercial enterprises or only to the role of instruments of social policy» [6, p. 18].

We have inherited a modern understanding of the cultural dimensions of life from three traditions. The first is an aesthetic tradition concerning the creation, study and contemplation of art as the first in a series of generators of

cultural values. However, naturalism and positivism in the nineteenth century accustomed everyone to scientific and statistical verification of any data, and this supplanted the understanding that art can build reality, be the basis of collective self-determination and public policy. The second approach was the legacy of anthropology, which found that culture was a more general phenomenon than art. It is a whole way of life or a complete system of symbolic meanings, which is inherited and passed from one generation to the next in human society. And entering the culture is decoding, unlocking a unique system of values, which restrains the turbulent and diverse forces of any society.

Finally, the third approach to understanding culture uses production institutions as the collective basis of social life, thus recognizing modern industrial enterprises as a new cultural system. Indeed, since the days when culture and art were put on industrial rails, pop culture products can be treated like any other category of mass-produced goods. The expansion of this approach to culture has established the market as an arbiter of all cultural preferences.

These assumptions began to be substantiated in the economic theory of the twentieth century, because reality showed that the market for machines and devices can not be identical to the market for books, movies and television programs. With the advent of photography, cinema, television, commercial publishing and broadcasting, we should recognize that information and cultural products are not like other goods. If the value of an industrial product decreases with application, then a film, a book, a television program increase its value over time by increasing the number of consumers.

The increase in value based on reusability is uniform and is further accelerated in the network environment. And not only: the tendency to use the value of creative ideas as economic levers is constantly increasing with the deployment of such networks as theater, hotel, bookstores, cable television. Thus, the economic value of an individual's creative self-expression can now grow exponentially to a degree still unknown in economic history. The more the

network spreads the value of ideas and forms of expression, the more it causes an increase in demand.

The «anthropological» approach to culture mentioned above, does not make sense either in the current circumstances, as the most important issue for any culture is not the heritage of the past itself, but the inventive and creative possibilities of its present. Only dynamic development can turn cultural heritage and traditions into something real and working. Culture is preserved over time as it invents, creates and develops dynamically, and thus contributes to the development of ideas in all social classes and groups. Only in this dynamic context heritage and tradition have real significance.

Modern ideas about «national culture» often also come from aesthetic and anthropological traditions. However, the industrial approach is also used to define national cultural policy in the sense of a unifying trend, the standardization of national cultural products. Yet all three historical traditions do not meet the requirements and problems of the global information society.

Based on this, culture can be seen as the key to success in the information economy, because for the first time in the modern era there is an opportunity to create new ideas and new forms of self-expression, forming the value resource base of society not only through mineral, agricultural or productive assets. Cultural wealth can no longer be seen only as a heritage, but as a measure of vitality, knowledge, energy and dynamism in the production of ideas by human communities.

As nations enter the world information society, the biggest cultural problem is the formation of the environment (political, legal, institutional, educational, infrastructural, access rights, etc.), which will contribute to the dynamic development of society. The task of every nation now is to create the conditions for a surge of creativity and innovation in all fields of art, science and production. Nations that fail to do so will simply become passive consumers of ideas produced by countries and societies that have been more dynamic and able to exploit new forms of creativity. Thus, modern society and each country are

individually interested in shaping their cultural policy (and educational policy as its component) based on a new understanding of culture.

Modern concepts of culture and creativity should be considered in terms of production, distribution and operation of any product, which in one way or another is the result of the manifestation of creativity and use of knowledge. It should be noted that the gap between countries in creative productivity does not depend on the level of national creative talent. Most likely, the gap is manifested in the ability of countries to understand the importance of culture, to manage multiple networks, to concentrate the necessary content in all means of communication and to invest in their infrastructure.

Therefore, in the near future the destiny of the economy and society in our country will depend on cultural resources and the ability of people to make remarkable forms of self-expression in production. That is, all employees (and not only representatives of art professions) should become creative. The entire population of the country and their creative potential are now of the same value as natural resources and heavy industry once were.

This puts at the center of public policy the question: how to stimulate originality of thinking and innovation? This is possible through certain political initiatives that cover all social spheres of society, and first of all – the education system. It should emphasize creative freedom and stimulation of individual thinking, development of imagination and expansion of life experience. It also means public and private investment in research and development of new ideas and technologies; reward for creative risk in the work of any institutions and individuals; reasonable (but not excessive) protection of intellectual property rights to innovation. This is the policy of stimulating institutions that produce creative ideas and people who are able to produce these ideas.

The ability to innovate is inherent in the human brain, but does not grow out of thin air. There must be a basis for this, especially in the educational space. One of the most important ways to create such a foundation is to introduce culture to the core of educational processes. The realization of this direction not

locked within one culture, but through the study and dissemination of cultural heritage of mankind. The modern labor market is not yet global, but the best professionals can find work anywhere in the world through the global network. Therefore, the «transfer» of culture to new conditions, their mixing and «cross-pollination» is and will be more widespread.

The global Internet has already changed the cultural forms of modernity, including traditional ones. Even those cultural institutions that were not actively interested in transformation joined these processes. However, the new information industry must preserve the traditional forms of cultural expression, because they form and saturate creativity, stimulate it. Without the creative work of past generations, expressed in these traditional forms, future professionals will not be able to master the necessary basis for success.

The global network is also increasingly leaving its mark on thinking and acting. First, it concerns the gradual transformation of knowledge into multiscientific. Secondly, the network structure becomes the basic structure of the whole society, as the informational way of development influences social behavior. Third, it is the network that provides the opportunity to exchange knowledge and provokes bursts of creative activity without coercion.

The network structure is capable of self-organization and self-learning, it is not limited by boundaries for growth and is open to it from any point that can be defined as the starting point. «Communication networks take place in real time and do not depend on space or distances. The study of networks does not divide science. To understand and study networks requires a broad scientific discourse in which communications resemble a rhizome, ie built on the same network, rather than hierarchical principle» [5, p. 140]. Understanding that each member of the network is responsible for its development should be one of the principles of shaping the personality of the future specialist.

In order to exist in this network space, create a creative product and be responsible for your own decisions, you need an idea of your identity. Computer communication has now given rise to a huge variety of virtual communities.

However, judging by recent events, the construction of social action and policy around the primary identities that have been rooted in history, ethnic relations, and geographical location is not weakening at all. However, the tendency to search for one's own identity as the meaning of existence and spirituality of the individual does not weaken. The search for identity is the process of knowing oneself as a social unit and constructing meanings on the basis of a certain set of cultural properties. The relationship between the network and the self, the contradiction between globalization and identity, remains a difficult issue.

Modern people are increasingly organizing their lives and looking for their meaning not around what they do, but on the basis of who they are (or consider themselves). However, a person's identity can be manifested in the professional sphere, because territorial, gender, ethnic, age characteristics continue to be factors of polarization and discrimination. The search for identity takes place at a young age, so one of the urgent tasks of education is to help young people acquire and strengthen their cultural identity.

Speaking of the global economy, it cannot be said that the labor market is global. It is so for a very small proportion of highly qualified professionals, top managers, researchers, leading financiers, and show business figures. However, the vast majority of human resources remain entirely within their own countries (although, of course, migration processes, employment in multinational companies and the impact of global competition on the enterprises of each country cannot be ignored). Therefore, the issue of identity can be considered in a patriotic perspective.

Another important task of higher education is the formation of the ability to work with knowledge, to find, multiply, structure it. In the new economy, the importance of occupations associated with high information saturation is already growing, as will the share of occupations that require higher qualifications and a high level of education. Information technology automates routine processes and enriches work that requires analysis and real-time decision-making, at the level

of each employee, using his creative potential. Thus, the individualization of labor is growing.

Specialists with outlined qualities will form the core of the new social structure. In addition, as the flexibility and network nature of the economic organization grows, the proportion of self-employed and mixed-employment workers will gradually increase. This will require the future specialist to be more diverse in his knowledge, aspirations, and even hobbies. In an economic system where knowledge and innovation are critical, the organizational ability to increase knowledge by drawing on all available or hidden sources, to share knowledge with others, without hiding them and storing them only for one's own benefit, is the key to both success and success. its enterprise, which keeps pace with world trends.

According to M. Castells «... the traditional form of work based on full-time employment, clearly defined professional positions, and the model of career advancement throughout life is slowly but surely eroding» [4, p.222]. Thus, there is an urgent need to streamline basic views on higher education, to prioritize the production of educated and skilled, but not standardized workforce, which is prepared for action in a creative information economy. Imitation and reproductive learning are inadequate to the requirements of the creative innovation society. Advanced intellectual and creative skills, independent and interdisciplinary thinking are needed. The beginning of their formation should occur as early as possible and expand throughout the educational trajectory of man – from preschool to graduate school.

While the importance of education as a component of qualifications is growing, the workforce often fails to meet new challenges due to the inadequacy of providing a new type of qualification. However, due to rapid changes in technology, even advanced skills are now insufficient. Much has already been done in Ukraine regarding the introduction of creative and interactive methods in educational processes, including in higher education. However, the unwillingness of students to act creatively in conditions of uncertainty, in

difficult circumstances, is still a frequent phenomenon. Very often you have to face an underdeveloped imagination. This provokes unwillingness to make decisions in the conditions of production after obtaining an educational degree. That is, the personal qualities of the specialist come to the fore: flexibility, ability to cooperate, creativity.

Creativity of the individual becomes the main source of economic value, which leads to the need to apply and develop creative thinking and management in all spheres of public life. While we are just beginning to realize the importance of the quality of education for an economy based on creative potential, the world has already begun to compete for the most appropriate time for the content of education. Some advanced countries have already emphasized the connection between art, science and humanistic values. It is these connections that can enable future professionals to develop critical thinking, engage the creative imagination, apply interdisciplinary knowledge in the field of art and research interest in generating new knowledge along with professional skills, technological literacy and work experience.

In addition to the problem of the content of education, there is another, perhaps the most difficult task of the state level – is to prevent excessive monetization and monopolization of ideas and content. Monopolization of ideas is not the same as monopolization of mineral resources and means of production. The existence of an information monopoly raises the threshold for participation in cultural processes so much that it can lead to a multiple reduction in the social base of culture, especially now that networked means of information transmission are so widely used. Thus, the social benefits of the existence of new information, ideas and creative forms will decrease. The nation will not be able to accelerate the production of new ideas, meanings, ways of creative self-expression, and the pace of innovation in the economy will slow down if social participation is limited. This is the content of future cultural policy and a condition for creating an innovative society. But the question of what to consider in this case «culture» remains relevant. The information society

demands clarification of this term from the point of view of politics and international relations.

In order to achieve all the benefits that a creative and open information society can provide to humanity, it is necessary to develop, first of all, global approaches that will generalize the various national approaches conditioned by domestic policy. These international approaches should address, in particular, intellectual property rights, public access, competition policy in the field of content, Internet governance and the right to free expression. It is the international framework that should define the content of responsibilities in accordance with constitutional, legislative and regulatory frameworks. This is in line, for example, with the principle that universal human rights oblige every state to respect certain rights and freedoms and to enshrine them in its constitutions. The same goes for information, access to culture and creative expression: states are committed to providing access to information and knowledge for all citizens. Moreover, the information society must confront all social and cultural restrictions, imbalances that arise as a result of ill-considered policies, as well as inequalities that arise as a result of the monopolization of intellectual property.

Ukraine approached these processes in 2019, amending the Law of Ukraine «On Culture» by the Resolution of the Verkhovna Rada «Amendments to the Law of Ukraine «On Culture» to define the concept of «creative industries». The definition of creative industries in the Law is now as follows: «Creative industries – economic activities aimed to create added value and jobs through cultural (artistic) and / or creative expression, and their products and services as the result of individual creativity» [2, p.1]. A big step forward was the recognition that there is a need «... to protect, encourage and support cultural diversity as one of the most important factors of sustainable development of the state» [2, Article 4]. The Government also approved a list of economic activities industries. The normative act was developed by the Ministry of Culture of Ukraine. This list is compiled in accordance with the National

Classification of Occupations of Ukraine. It covers economic activities in the field of creative industries at the stage of creating a creative product [8].

The use of the list makes it possible to identify creative industries in the structure of the Ukrainian economy and creates the preconditions for obtaining statistical information on the state of creative industries in the country. As creative industries have a positive impact on the economy, social integration, humanitarian sphere, the use of the list will provide a quantitative and qualitative understanding of the contribution of creative industries to GDP, employment, entrepreneurship, decentralization, cultural and educational processes. The basis for the creation of the Ukrainian list is a document of the United Nations Conference on Trade and Development (UNCTAD).

Ensuring state support and development of creative industries is that they fall under the EU's Creative Europe Program 2014–2020 (which Ukraine joined in 2016), as well as under the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions of 2005 (obligations under it are set out in Articles 439-440 of the Association Agreement between Ukraine and the EU). Thus, at the level of political will, the state has taken significant steps to understand the cultural shifts in the world.

The next step is the formation of the main resource of the country – people, professionals with developed intellectual abilities, talent and creativity. The personality of a creative person – mobile and versatile – characterizes the ability to generate new ideas. As a result, new creative professions appear, and old, traditional ones are filled with new content. Representatives of these professions learn to generate new ideas more often and more efficiently than others. Creativity gives the imagination an artistic color, which allows you to be guided more by intuition, not just calculation. In economic terms, the idea of creativity makes it possible to blur the line between necessity and freedom, work and self-realization, means and goals. Creativity is introduced in business, entrepreneurship, because the creative approach guarantees competitiveness in almost any field.

«Creativity is understood as the realization of creative thought in traditional spheres of life, but in non-traditional ways and in a non-traditional form. The secret of creativity lies in the very methodology of creativity – an activity that creates a qualitatively new, unique and original» [3, p. 20]. Creativity is a key prerequisite for creating innovation, as creative activity leads to the creation of new knowledge and their transformation into goods and services. The main economic resource of society is creative human activity, and the basis for the development of economic relations is a free, effective and purposeful exchange of creative ideas and creative energy between all market participants [1].

It often seems that globalization results in monotony (shops, souvenirs, exhibition spaces, museums and cultural events). But any industry develops or disappears through culture, which makes culture the only means of manipulation in the age of globalization. Examining the impact of culture on modern society in terms of creative industries, researchers conclude: «... it turns out that the modern economy is not just the production and distribution of goods and services, it is a kind of transfer of cultural values, which in some cases may be material (fee for visiting a museum, theater), instead, in others – spiritual (visual acquaintance with the new architecture). This allows us to predict that the demand for information and aesthetic knowledge will continue to grow ...» [10, p. 32].

After the invention of the alphabet, the human communication system split into two parts: the written and audiovisual systems of perception. Written communication has been a mainstay for many centuries, pushing the world of sounds and images into the realm of sensory perception. Only with the advent of the Internet and multimedia has it become possible to integrate text, images and sound in one system in an open and inexpensive way. They cover most types of cultural expression in all their diversity. This radically changed the nature of communication. And since culture is transmitted through communication, culture itself undergoes transformation.

Conclusions from the study and perspectives of further exploration in this direction The processes of cultural change must increasingly affect the education system, making it global and interactive. In order to grow your cultural and economic power, you need a bright variety of audiovisual, publishing, multimedia content embedded in the education system, where new generations will grow. Theories that shape the thinking of modern youth must be built outside the use of purely rational and technological functions, and begin to integrate social, political, and, above all, cultural factors in the educational process.

Thus, the most important question before us today concerns the opportunities to participate in the emergence of new cultural forms available to the majority of society. And the environment of free economic education is able to form the mental conditions most favorable for production and synthesis, as well as the breadth of social participation in the formation of new ideas are a real test of the cultural energy of future professionals in various fields.

The problem of transformations in the content of higher education requires constant attention from the scientific community and the educational community. The introduction of a cultural context into this content is the subject of future research, as diverse as the approaches to the concept of culture themselves.

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ТЕОРЕТИЧНИЙ АНАЛІЗ ВИВЧЕННЯ ПРОБЛЕМИ ПРОФЕСІЙНОГО ВИГОРАННЯ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ

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