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## Training of Future Doctors of Philosophy in The Specialty “Education and Pedagogical Sciences” in Ukraine: Theoretical and Applied Aspects

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### Keywords:

Doctor of Philosophy, PhD degree holder, “Educational and Pedagogical Sciences” specialty, educational and scientific program, theoretical and applied aspects of training

### Abstract:

The article summarizes the theoretical aspects and practical experience of training PhD degree holders in the specialty “Educational and Pedagogical Sciences” at the Rivne State Humanitarian University (RSHU). The normative-legal provision of doctoral training, the ten Salzburg Principles for the Development of Doctoral Programs are described, the observance of which makes it possible to develop Ukrainian educational-scientific programs of doctoral training that should meet modern requirements not only in Ukraine, but also be competitive in the European space. The features of the practical training of PhD degree holders at RSHU are determined, the content of the educational and scientific program in the specialty “Educational and Pedagogical Sciences”

is characterized, and innovative technologies of teaching academic disciplines from cycles of general and professional training are characterized. The practice of re-enrollment of study results of PhD degree holders is described; recognition of study results obtained in non-formal and informal education; conducting guest lectures by invited professors. The results of anonymous surveys of PhD degree holders were analyzed.

## 1. Introduction

An actual factor determining the development of the modern domestic scientific sphere in the state is its human resources. Accordingly, the latter determines the need to substantiate and develop new strategic directions for improving the system of training highly qualified scientific personnel as an extrapolation of the national scientific policy into domestic science and higher education. Therefore, it is important in this context to define and implement in practice the conceptual foundations of modernization of the training of such specialists, taking into account globalization and European integration trends, and at the same time, without losing national achievements and the original national nature of solving this problem. Therefore, an important part of domestic state-building is the entry of Ukraine into the world and European educational and scientific space, which leads to the search for new determinants of the modernization of the structure of educational and qualification levels, updating the requirements for the third level of higher education – obtaining the



degree of Doctor of Philosophy (Philosophy Doctor, PhD), the essence which is defined in the Bologna Declaration as an integral component of the three-stage training system.

In this context, I. Reheilo emphasizes that it is the preparation of educational and scientific degree holders who actively implement reformation transformations following the challenges of time and innovative development of society, which is an extremely important process for every country (Reheilo, 2014).

At the same time, the domestic system of training and attestation of highly qualified scientific personnel during more than twenty years of Ukrainian independence has undergone significant transformations, especially in the last decade, in connection with which the need for thorough scientific research on this issue is becoming more urgent. This applies, in particular, to the experience of preparing for a PhD in the specialty "Educational and Pedagogical Sciences".

## 2. Theoretical foundations of the research

Carrying out fundamental and systemic reform of higher education in Ukraine, taking into account the experience of the leading countries of the world, involves a three-level system of education, under which, following Art. 5 of the Law of Ukraine "On Higher Education", at the third level of higher education, doctors of philosophy (PhD) are trained based on the master's degree (Pro vyshchu osvitu, 2014). The law stipulates the training period for doctors of philosophy – 4 years, and the educational component of the educational and scientific program must have a volume of 30–60 ECTS credits and provide for the acquisition of in-depth knowledge of the specialty, research, and communicative competences, in a foreign language (Pro vyshchu osvitu, 2014).

In accordance with the Bologna process, a list of competencies for the third level, which must be mastered by a student of higher education to receive the degree of doctor of philosophy, is determined. This list is based on the Salzburg principles, and Dublin descriptors, which are the basis of the European Qualifications Framework and corresponds to the 8th level of the National Qualifications Framework (Pro zatverdzhennia Natsionalnoi ramky kvalifikatsii, 2011). The specified list provides for the mastery of conceptual and methodological knowledge in the field, the formation of the skills of conducting thorough scientific research with due academic integrity, and the desire for constant self-development and self-improvement. At the same time, research competencies (oral and written presentation of the results of one's own scientific research, management of scientific projects and/or making proposals for financing scientific research, registration of intellectual property rights, etc.) are distinguished among general philosophical, linguistic and special competences defined by the Order of 2016 (Pro zatverdzhennia poriadku pidhotovky zdobuvachiv vyshchoi osvity stupenia doktora filosofii ta doktora nauk u zakladakh vyshchoi osvity (naukovykh ustanovakh), 2016).

The main ten principles of the development of doctoral programs in the European space within the framework of the Bologna process were considered in Salzburg (2005) and improved and adapted to the modern requirements of society in 2010 (Salzburg II recommendations. European Universities achievements since 2005 in implementing the Salzburg principles, 2005).

These principles are described in the context of their implementation in Ukrainian higher education institutions.

1. The main component of the training of those obtaining the scientific degree of Doctor of Philosophy is the promotion of knowledge through the conduct of original research. At the same time, it is recognized that doctoral training must increasingly meet the needs of the labor market, which is broader than academia.
2. Embedding into institutional strategies and policies: universities as institutions must take responsibility for ensuring that the doctoral programs and research training they offer meet new challenges and provide for appropriate career development.
3. The wide diversity of doctoral programs in Europe, including joint programs, is a strong advantage that must be supported by quality assurance procedures and sound practices.
4. Applicants as beginning researchers should be recognized as professionals who are endowed with equal rights and make a key contribution to the generation of new knowledge.
5. The crucial role of supervision and evaluation: the organization of counseling and evaluation of each grantee should be based on a transparent contractual basis, in which the joint responsibility of the grantees, academic supervisors, and the institution should be enshrined.



6. Achieving critical mass: PhD programs should strive to achieve critical mass and apply different innovative practices implemented in European universities, bearing in mind that different practices may be appropriate in different contexts, in particular in larger and smaller European countries.
7. Duration: Doctoral programs must be of sufficient duration (usually three to four years of full-time study).
8. Formation of innovative structures that will provide interdisciplinary training and development of universal competencies.
9. Increased mobility: doctoral programs should offer geographic, interdisciplinary, and cross-industry mobility, as well as international cooperation within the framework of cooperation between universities and other partners.
10. Ensuring adequate funding: the development of quality doctoral programs and their successful completion by applicants requires adequate and stable funding (Salzburg II recommendations. European Universities' achievements since 2005 in implementing the Salzburg principles, 2005).

Observance of these principles, according to V. Kremen, stimulates the transition to a new innovative system of education and culture of thinking, to a new methodology (Kremen, 2016, p. 6). This becomes possible only in the case of the development of new methodological concepts that are organically integrated into the body of existing theoretical knowledge.

The analysis of the modern normative legal framework for the development of national science and higher education, in particular the Laws of Ukraine "On Higher Education" and "On Scientific and Scientific and Technical Activity", gives reason to assert that the development and implementation in practice of the innovative content of the educational and scientific program for the preparation of future of doctors of philosophy is due to a number of factors: 1) first of all, the updating of legislative acts and documents on the functioning of the scientific sphere and higher education; 2) the activation of European integration processes in the domestic scientific sphere and higher education, which determines the need to establish international cooperation both at the level of the institution of higher education or scientific institution, and at the level of cooperation of the recipient of the scientific degree of Doctor of Philosophy or his participation in foreign scientific projects; 3) creation and introduction into practice of a number of disciplines as a theoretical and practical basis for such training; 4) integration of educational and scientific programs into a single educational system; 5) involvement of future doctors of philosophy in the educational process in institutions of higher education with the aim of implementing in practice scientific achievements as a result of conducted research; 6) the need to create a national educational thesaurus that would correspond to the European and international glossary; 7) granting greater autonomy to specialized scientific councils in deciding the issue of awarding scientific degrees, etc. (Pro vyshchu osvitu, 2014; Pro naukovu i naukovu-tekhnichnu diialnist, 2015).

In the educational and scientific program (ESP) of PhD training in the specialty "Educational and Pedagogical Sciences", the purpose of such training is to train highly qualified competitive professionals, integrated into the domestic and global scientific and educational space, capable of producing new ideas, solving complex problems of professional and research – innovative activity in educational and pedagogical sciences, apply the methodology of the scientific and pedagogical activity, demonstrate innovativeness, a high degree of independence, academic integrity, as well as conduct own scientific research, the results of which have scientific novelty, theoretical and practical significance in the field of education and pedagogy (Osvitno-naukova prohrama "Osvitni, pedahohichni nauky" 2022).

At the beginning of the 21st century, special attention is paid to pedagogical theory, which contributes to the systematic thinking of future teachers. The ESP training of doctors of philosophy in educational and pedagogical sciences provides for the formation in future PhDs of the competencies necessary for scientific and research activities, mastering the methodology of research in the field of education, and the formation of the methodological culture of the future doctor of philosophy.

Postgraduate training for future PhDs should not be formal, because the formation of a scientist is an "artificial" and not a "mass" work, an individual approach on the part of teachers, and full immersion in scientific activity on the part of the PhD degree holder.

Therefore, the educational and scientific program in specialty 011 "Educational, pedagogical sciences" must be constantly updated, and include new educational disciplines that will meet the demands of the development of science and the scientific interests of applicants.



### 3. Practical aspects of PhD preparation in the specialty "Educational and Pedagogical Sciences"

At the Rivne State Humanities University, as in most higher education institutions (HEIs) of Ukraine, the training of candidates for the degree of Doctor of Philosophy according to the new standards began in the fall of 2016. In December 2021, ESP successfully passed NAQA accreditation, as evidenced by the certificate received for 5 years (Sertyfikat pro akredytatsiiu osvitnoi prohramy. 2021).

The ESP itself and all the necessary materials for teachers and applicants are posted on the website of the Department of Educational Theory and Methodology (Pidhotovka zdobuvachiv stupnia PhD, 2022).

The educational component of the program contains 60 ECTS credits and involves the completion of the academic plan by the recipient of the Doctor of Philosophy degree during the first three years of study.

The scientific component of the educational-scientific program involves the conduct of own scientific research under the supervision of a scientific supervisor and the preparation of its results in the form of a dissertation. The recipient of the scientific degree of Doctor of Philosophy draws up the scientific component of the educational and scientific program in the form of an individual plan of scientific work.

In 2016–2022, 29 people were enrolled in the postgraduate program of RSHU majoring in "Educational and Pedagogical Sciences", 9 of them have already completed their studies. It should be noted that all nine graduates passed the preliminary defense at the graduation department, six of whom have already successfully defended their dissertation research for the PhD degree, and three are preparing for the defense.

During the 6 years of the program's existence, certain experience has been accumulated, which allows us to make certain generalizations.

For the sake of quality training of future doctors of philosophy (PhD) in the educational component of graduate studies, it is necessary to ensure a real competence approach, not a declarative one, that is, not to limit oneself to the prescription of subject competencies of the graduate student, leaving the traditional informational and reproductive method of teaching and evaluation, naturally cultivating the objectivity of the position of the graduate student. As T. Franchuk believes (and we fully agree with her), "overcoming traditional formalism should be classified as a strategic vector of modernization of the system of scientific and educational activity of a graduate student, preparing him for successful teaching activity according to the standards of competence education" (Franchuk, 2017, p.49).

During the specified period, we managed to overcome the problems of the traditional training of PhD candidates, which are caused by the features of the informational and reproductive (knowledge) education system, according to which the highest value was professional knowledge, which could be taught in any convenient way for the teacher and the candidate. We have formed an individual trajectory of competence development for a PhD degree holder, which is the main reference point for the modernization of education at all levels. In this context, innovative educational technologies for a teacher who is developing his competence are defined and programmed as a goal and as a means of organizing educational activities at the same time (otherwise, a traditional conflict of systems is provoked).

This determines the need to rethink the content basis of the educational activity of the PhD degree holder, to shift the main emphasis to innovative technologies of educational activity. Under such conditions, in the process of educational activity, the holder of the PhD degree will treat academic disciplines not as self-sufficient elements of the educational training of doctors of philosophy (PhD), that is, not just to acquire the knowledge necessary for the future profession, but on their basis to form competencies, gradually approaching the model a successful scientist. On the other hand, we provide the PhD degree holder with a field of independence that enables him to determine his trajectory of professional development in the conditions of the educational and scientific program, taking into account his priorities as much as possible, and strengthening the subjectivity of the position.

In the process of writing a dissertation, there are many special situations, and questions, each of which must be answered properly. How to correctly choose the topic of the dissertation research and how to approve it, how to write an article correctly, how to prepare a presentation, how to correctly allocate time, where to look for information, how to be published in foreign publications, how to speak correctly, lead a discussion, what is academic integrity, do applicants need scientific degree PhD to participate in scientific projects, etc.?

We believe that innovative technologies for teaching educational disciplines from cycles of general and professional training, such as: "Technological aspects of work on a dissertation", "Management of scientific projects", "Methodology of research organization in educational and pedagogical sciences", etc., will give enable PhD degree holders to find answers to questions relevant to them.

For example, the goal of the educational discipline "Methodology of research organization in educational and pedagogical sciences" is the formation in future doctors of philosophy of a complete system of scientific knowledge regarding the organization and conduct of research in the field of education (disciplinary and interdisciplinary). Each candidate for a PhD degree must know the methodology of research organization in educational and pedagogical sciences, and on its basis develop their research technologies and methods. O. Novikov, analyzing the essence of the understanding of the concept of "methodology", believes that it represents "the teaching of the organization of activity" (Novykov, Novykov, 2007, p. 20), the organization of productive activity that contributes to obtaining a new result. The methodology of research organization in educational and pedagogical sciences represents a scientifically based approach to the organization of research activity based on the author's concept, which makes it possible to obtain theoretical and practical predicted results of the necessary depth and validity.

In connection with the fact that every future doctor of philosophy works on his scientific problem, we believe that when studying this educational discipline, it is necessary to familiarize students with the main methodological approaches to the organization of educational and pedagogical sciences. At the same time, future doctors of philosophy should not only know the main methodological approaches but also be able to systematize them, since these approaches, as a rule, mutually overlap each other. For this purpose, when studying the discipline, we offer PhD degree holders the classification of methodological approaches proposed by O. Shevelev, who believes that methodological approaches represent a hierarchical system consisting of four levels: approaches-equals, approaches-discourses, approaches-methods, approaches-accents (Shevelev, 2006).

Equal approaches (macro-historical, micro-historical, parity and priority, cultural-historical and actualizing) reveal the purpose and field of study. Approaches-discourses (socio-cultural, pedagogical, parity, and priority) show what factors the development of educational and pedagogical reality depends on. Approaches-methods (systemic-structural, historical-genetic, biographical) make it possible to record significant states and reveal the constants of the development of educational and pedagogical reality based on the analysis of large factual material. Approaches-accents (axiological, civilizational, paradigmatic, regionalist, urbanist, phenomenological, anthropological, diachronic, synchronous, etc.) make it possible to restore the educational and pedagogical reality through the prism of various tools. At the same time, each of these approaches has its possibilities and confirms the multidimensionality of pedagogical reality. In addition, this is not a complete list of methodological approaches to the organization of research in educational and pedagogical sciences.

Each of the mentioned approaches is extremely important and effective in solving scientific and pedagogical problems, but, as I. Ziaziun rightly argued, the researcher should adhere to the methodological principle of integrity, the so-called holistic approach, which is often referred to by researchers as the methodological basis of research (Ziaziun, 2011). We believe that a holistic approach as an integration of methodological approaches can reflect the holistic nature of complex research in educational and pedagogical sciences. Therefore, PhD degree holders need to learn how to practically use a set of methodological approaches.

Thus, the study of the educational discipline "Methodology of research organization in educational and pedagogical sciences" provides future PhD students with knowledge about the main methodological approaches and the specifics of their use in the organization of scientific research, enables the implementation of methodological reflection, which allows to fully solve research tasks, ensures high-quality training of doctors of philosophy in educational and pedagogical sciences.

In accordance with the scientific interests of PhD degree holders, we introduce such disciplines into the cycle of optional disciplines that would allow us to satisfy these interests as much as possible. For example, the curriculum of 2017 provided for the teaching of the discipline "Creative technologies of education in professional education", but already in 2020, the discipline was withdrawn, since PhD degree holders did not choose it.

The revision of the content of the educational components of the ESP was carried out based on the wishes of the applicants, recommendations of teachers, employers, and other stakeholders regarding the compliance of their content with the needs and requirements of the modern labor market and the realities of a modern



multicultural society. As a result, the disciplines "Innovative and project technologies in the educational process of higher education institutions", "Pedagogical experiment and methods of mathematical statistics", and "Technologies of distance and mixed learning" were introduced.

We consider it a positive experience that we build an individual learning trajectory through informal education and re-enrollment of learning results. In the conditions of quarantine restrictions, the issue of non-formal education is particularly relevant, since those seeking an education are increasingly acquiring relevant competencies precisely through this non-formal and informal education. The issue of recognition of learning results obtained in non-formal and the relevant provisions of the institution regulate informal education. Re-enrollment of the results is carried out voluntarily and involves confirmation that the PhD degree holder has achieved a certain level of learning outcomes provided for by the ESP under which he is studying. The conditions for the enrollment of credits and study results are the presence of a corresponding certificate; compliance with the content, program results, and a list of competencies of the educational service with the professional direction of the educational component of the ESP.

For example, when teaching the academic discipline "Technological aspects of work on a dissertation", we credit PhD degree holders with the results of their training on the Prometheus mass open online course platform "Scientific communication in the digital age" (Naukova komunikatsiia v tsyfrovu epokhu, 2020). We advise students to take this course at the beginning of the academic year – in October, and the academic discipline "Technological aspects of dissertation work" begins to be taught in the second semester – from March. Thus, those seeking education have enough time to complete a 13-week free training, receive certificates, and have constant access to video lectures and the forum if they wish. We chose the course „Scientific communication in the digital age” because its structure and content most closely correspond to the subject of the educational discipline "Technological aspects of work on the dissertation".

To clearly understand how to carry out re-enrollment as correctly as possible, the guarantor of the educational and scientific program and the teachers who teach the academic discipline also completed the course "Scientific communication in the digital age" and received certificates. Note that the procedure involves the enrollment of individual topics and the teacher when determining the final grade for the academic discipline necessarily considers the results.

We consider another positive aspect of the training of PhD holders in the specialty "Educational and Pedagogical Sciences" at RDSU to be the practice of guest lectures by invited professors (O. V. Sukhomlynska, N. M. Kolyada, N. Pobirchenko) following the approved regulations at RSHU.

To determine the actual workload of applicants to the ESP "Education, Educational Sciences" success analyses and surveys are used. According to the results of the survey, in 2021, industrial (pedagogical) practice in the workshop curriculum was transferred from the 6th to the 5th semester, which allows applicants to concentrate on the completion of the dissertation during the following semesters.

We study the interests and proposals of the applicants through an anonymous survey and questionnaire regarding the quality of the ESP, the content of education, and the conditions for conducting scientific research, which we conduct systematically for scientific and pedagogical workers, employers and PhD degree holders (Pidhotovka zdozvachiv stupnia PhD, 2022).

The analysis of the results of the survey of the PhD degree holders regarding the quality of the ESP in the specialty "Educational, Pedagogical Sciences" allowed us to make certain generalizations (Rezultaty opytuvannia zdozvachiv osvithnoho stupenia PhD shchodo yakosti osvithno-naukovoi prohramy „Osvita/Pedahohika” za spetsialnistiu 011 Osvitni, pedahohichni nauky, 2021).

The study found that all applicants (100%) are familiar with the content of the educational and scientific program, know its purpose, and are familiar with its goals, the list of relevant competencies, and the expected learning outcomes. All the interviewees believe that the content of the OEP makes it possible to achieve the learning outcomes defined by the OEP by specialty; 100% of the interviewees noted that the ratio of theoretical and practical components of ESP is rational.

As for satisfaction with studying in the chosen educational and scientific program, in fact, all interviewed applicants gave positive answers, in particular, about the correspondence between the content of the educational and scientific program and the applicant's scientific interests.

At the same time, 66.7% of the applicants noted that their suggestions regarding the optional components of the OEP during the formation of the list of disciplines for teaching were taken into account; 88.9% of



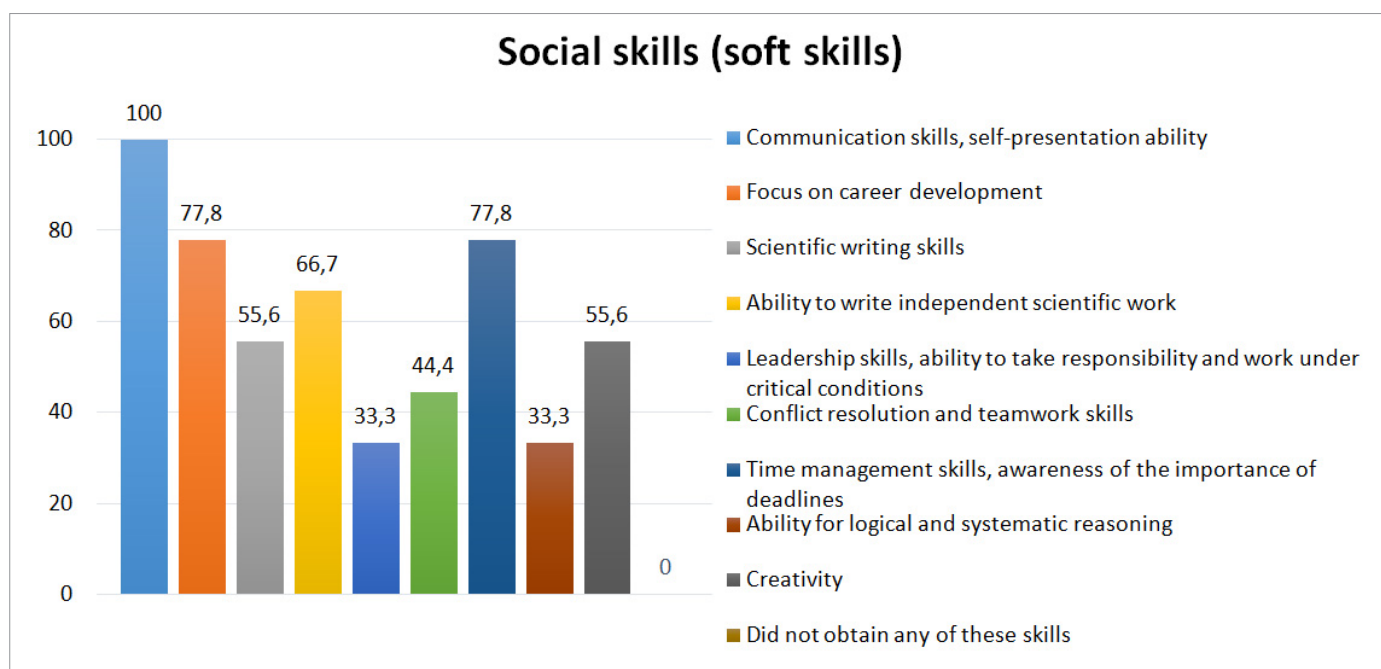
respondents confirmed their satisfaction with the free choice of disciplines as a way of shaping their individual educational trajectory.

The level of use of modern pedagogical teaching methods by teachers (master classes, educational discussions, brainstorming, trainings, business games, etc.) was assessed as follows: high – 55.6%, sufficient – 44.4%.

It was found that the surveyed applicants believe that practical classes, seminars, trainings, and lectures should prevail among classroom classes.

The research revealed that all the applicants (100%) agreed that the training courses of the ESP are focused on the formation of social (soft) skills (communication, the ability to work in a team, think creatively, take initiative, etc.).

In addition, the students were asked to identify, from the list given, the social skills (soft skills) that they thought they had acquired in the course of their studies. It was suggested to choose 3-4 options. The respondents' answers were divided as follows: communication skills, ability to self-present and the results of one's work – 100%; focus on career growth and professional development – 77.8%; the ability to write scientific texts – 55.6%; the ability of independent scientific work – 66.7%; leadership skills, ability to take responsibility and work in critical conditions – 33.3%; the ability to resolve conflicts, the ability to work in a team – 44.4%; the ability to manage one's time, understanding the importance of deadlines – 77.8%; the ability to think logically and systematically – 33.3%; creativity – 55.6%; did not receive any of these skills – 0% (See Fig. 1.).



**Fig. 1. Social skills (soft skills) of PhD degree holders**

In addition, the respondents were asked to evaluate the level of stimulation of their self-education and scientific research activities according to the educational program. Yes, 55.6% noted that this level is high; sufficient – 44.4%.

It was established that 100% of the surveyed applicants believe that all disciplines are necessary for professional activity in the specialty "Educational, Pedagogical Sciences", and confirm that their expectations regarding the ESP of the specialty coincided with its real content. It was also established that the respondents did not confirm the duplication of the content of the educational material of the disciplines of the educational and scientific program. However, 11.1% of applicants believe that the amount of practical training provided by the Educational and Scientific Program corresponded partially.

At the same time, 100% of respondents believe that they have the opportunity to participate in scientific conferences, contests, and projects, to be published, and are also aware of opportunities for internships abroad during postgraduate studies.

On the one hand, 88.9% of respondents confirmed that the educational-scientific program is fully equipped with information resources necessary for studying the educational material, however, 66.7% of those seeking

education noted the availability of access to electronic resources (repository) of the university. On the other hand, 33.3% noted partial access to them, which is quite logical in the conditions of martial law.

The given information is the first generalized results of the conducted survey and requires further more analysis that is thorough and conclusions regarding the training of future doctors of philosophy in the specialty "Educational and Pedagogical Sciences".

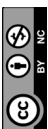
## 4. Conclusions

Therefore, we have summarized the theoretical aspects and practical experience of training PhD degree holders in the specialty "Educational and Pedagogical Sciences" at the Rivne State Humanitarian University. It has been revealed that considerable attention in the training of PhD candidates in the specialty "Educational, pedagogical sciences" is paid to their fulfillment of educational and scientific components of the educational-scientific program, their mastery of the whole range of methods of scientific and pedagogical research and improvement of research competences by forming an individual learning trajectory.

Summarizing what has been considered, we conclude that the high-quality personnel potential of scientific and pedagogical workers and scientific supervisors, the appropriate material and technical base, information and communication technologies, the appropriate scientific infrastructure, qualified support and consulting, the system of motivation and encouragement of applicants for innovative research activities create a favorable environment for the training of future doctors of philosophy in the specialty "Educational and pedagogical sciences" in Ukraine.

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