



SOCIO-HUMANITARIAN EDUCATION IN EU COUNTRIES: EXPERIENCE AND PROSPECTS OF IMPLEMENTATION INTO THE UKRAINIAN EDUCATIONAL SYSTEM

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Abstract

Relevance of studying foreign experience in the development of socio-humanitarian education in Ukraine is driven by public demand for: the use of effective global practices in the socio-humanitarian training of higher education students for life and professional activity in conditions of socio-economic and geopolitical uncertainty; the formation of state educational policy aimed at strengthening democratic values and protecting democracy; the development of a new paradigm for the socio-humanitarian education of future specialists to enhance the resilience and cohesion of Ukrainian society in conditions of war and post-war recovery.

Purpose: to identify current trends in the development of socio-humanitarian education in EU higher education institutions and to substantiate the directions for implementing the best European experience in Ukraine to increase the effectiveness of educational reforms, develop civil society, preserve democratic values, and accelerate the post-war recovery of Ukraine.

Methods: information-search and complex analysis of sources – to identify the stages and trends in the development of the studied phenomenon; theoretical analysis, comparison, and generalization – to determine the characteristics of the development of socio-humanitarian education in EU countries; predictive scenarios – to distinguish the goals and ways of utilizing foreign experience in the development of socio-humanitarian education in Ukraine.

Results: trends in the development of socio-humanitarian education in EU countries have been identified; probable directions for the implementation of the best European experience into the Ukrainian education system have been forecasted; challenges and obstacles to the introduction of foreign experience in the development of socio-humanitarian education into the Ukrainian education system have been determined; practical recommendations have been formulated, and an algorithm for implementing the best foreign practices into the domestic system of socio-humanitarian education has been proposed.

Conclusions: in modern scientific discourse, a rethinking of the consequences of the Bologna Process is taking place; the functioning of higher education institutions in EU countries is influenced by globalization, digital transformation, and the militarization of the information space; the modern context of socio-humanitarian education in EU countries is defined by trends aimed at forming an innovative, responsible, and critical-thinking citizen (internationalization of education, interdisciplinarity and meta-disciplinarity, the competency-based approach, the implementation of innovative technologies and teaching methods, focus on civic education and social responsibility, flexibility and adaptability of educational programs, decentralization and democratization of education systems); three main goals for applying foreign experience in the development of socio-humanitarian education in Ukraine have been identified (for the development of the domestic education system, strengthening the capacity of civil society, strengthening democratic values, and preserving democracy); probable ways of its utilization have been outlined (modernization of programs with the implementation of foreign practices, improving the quality of science and education based on international standards, integration into the global scientific and educational space through the development of academic mobility, participation of educational process

subjects in grant programs); the successful implementation of this experience is not only an academic but also a strategic task for protecting national interests and preserving democracy in Ukraine.

Keywords: *socio-humanitarian education, higher education, third mission of universities, social responsibility, critical thinking, democratic values, digitalization of education, state educational policy.*

Introduction. In the context of contemporary challenges, the importance of studying foreign experience in the development of socio-humanitarian education for Ukraine is extremely high, as it has a direct impact on the development of human capital, the quality of youth preparation for personal and social life and professional activity, the strengthening of civil society, and the preservation of democratic values. The implementation of the best foreign experience in Ukraine contributes to the renewal of outdated educational models inherited from the Soviet system, helps modernize educational programs, improve the quality of education, and accelerate integration into the global scientific and educational space.

Modern socio-humanitarian education abroad focuses not only on theoretical knowledge but also on nurturing an active and responsible citizen. It forms critical thinking and stimulates social responsibility. In conditions of external aggression and internal threats to democratic institutions, socio-humanitarian education becomes a key tool for preserving democracy. Foreign experience of its development shows how democratic institutions were created in the world's developed countries, how rights and freedoms were strengthened, how the value of human rights was realized, and how the readiness to protect them was formed. Therefore, the study of this experience is not only an academic task but also a strategic step towards achieving Ukraine's most important humanistic goal, which consists in building a modern democratic society based on the maximum disclosure of the potential of all citizens capable of critical thinking and able to defend democracy (Kachan & Ivanov, 2023, p. 177; Petruk, 2020, p. 54; Kulalaieva, Romanov, Yershov, Romanova, & Yershova, 2024).

Modern development of education in Ukraine and the world takes place in a difficult period of globalization, digital transformation, powerful geopolitical, socio-economic, and national challenges, and is identified in scientific sources as post-Bologna (Sytnyk, 2019, p. 159). The education system in EU countries develops on principles defined by the Bologna Process, relies on fundamental values of Western culture, and is characterized by attention to

the competency-based approach, a course towards further unification of educational standards, the development of student mobility, academic freedom, etc. At the same time, in modern scientific discourse, there is a rethinking of the consequences of the Bologna Process, and attempts appear to move away from its excessive technocratism and utilitarianism, focusing attention on the development of educational mechanisms for strengthening and protecting democracy.

The purpose of the article is to identify current trends in the development of socio-humanitarian education in EU higher education institutions and to substantiate directions for implementing the best European experience in Ukraine to increase the effectiveness of educational reforms, develop civil society, preserve democratic values, and accelerate the post-war recovery of Ukraine.

Methods: information-search analysis – for the formation of the source base; historiographical analysis of the researched problem – to identify the stages and trends of the development of socio-humanitarian education in democratic countries of the world as a historical-pedagogical phenomenon; complex analysis of selected sources using a multidimensional approach – to identify quantitative and qualitative characteristics of academic discourse; theoretical analysis, comparison, and generalization – to determine innovative approaches to the development of socio-humanitarian education in EU countries, study their impact on the formation of critical thinking and social responsibility of youth, and the development of civil society; forecasting (historical analogy – to transfer the identified patterns of development of socio-humanitarian education in EU countries to the process of reforming the national education system; establishing cause-and-effect relationships – to identify interdependencies between various factors of socio-humanitarian education development; forecast scenarios – to build probable directions, problems, and challenges of using foreign

experience in the development of socio-humanitarian education in Ukraine).

Sources. To form the source base in the study, the Google Scholar search engine was used, where 1,750 publications were identified for the query "socio-humanitarian education in EU countries." For a complex analysis of the selected sources, a multidimensional approach was applied, which allows for identifying not only quantitative but also qualitative characteristics of academic discourse. The purpose of the analysis was not only the quantitative outlining of thematic trends but also a deep interpretation of structural patterns, conceptual emphases, and interdisciplinary relationships that shape academic discourse in this field.

The methodological matrix of publication analysis is built on the basis of the following logical sequence: criterion → goal → result. The following analysis criteria have been determined: industry affiliation – determining the dominant scientific fields (pedagogy, sociology, political science, economics), which allows for assessing the interdisciplinarity of the problem; geographical representation – the distribution of publications by EU countries, which allows for tracking regional imbalances in the study of

socio-humanitarian education; type of publication – classification of sources by format (journals, conference materials, monographs, policy papers), reflecting various channels of academic communication; degree of proximity to the problem – differentiation between works directly related to socio-humanitarian education and publications of a broader profile (general education, higher education, educational policy, public policy). The justification for the choice of criteria has been provided: the sectoral cross-section allows for identifying whether socio-humanitarian education is considered as an independent object of research or as a derivative of other disciplines; the geographical aspect shows which countries form the core of the discourse and which remain peripheral; the typology of publications reflects the balance between academic and applied publication formats; the degree of proximity allows for evaluating the depth of conceptualization of the problem or the risks of its marginalization in broader educational or political discourses. Thus, the analysis methodology combines quantitative and qualitative parameters, providing a comprehensive vision of the state of research on socio-humanitarian education in EU countries.

Table 1

Generalized results of publication analysis for the query "socio-humanitarian education in EU countries" in Google Scholar, indicating the share of each category in the total number of sources (1,750)

By scientific branch	Number of sources	Share, %
Pedagogy and educational sciences	~ 875	50
Sociology, cultural studies	~ 350	20
Political science, public administration	~ 280	16
Economics, education management	~ 105	6
Others	~ 140	8
By country	Number of sources	Share, %
Poland	~ 260	15
Germany	~ 210	12
France	~ 175	10
Scandinavian countries (SE, FI, DK)	~ 140	8
Italy, Spain, Greece	~ 105	6
Other EU countries	~ 860	49
By type of publication	Number of sources	Share, %
Scientific journals	~ 1,050	60
Conference proceedings	~ 350	20
Monographs and books	~ 175	10
Analytical reports	~ 175	10

By degree of proximity to the topic	Number of sources	Share, %
Direct study of socio-humanitarian education	~ 210	12
General education	~ 875	50
Educational policy	~ 455	26
Public policy in general (mentioning educational issues)	~ 210	12

Compiled by the author based on the Google Scholar search function and with the help of the Copilot analytical tool.

An analysis of sources by disciplinary affiliation showed that the vast majority (50%) belong to pedagogy and educational sciences, among which studies focusing on didactic and competency-based approaches to the study of social-humanitarian education dominate. At the same time, a significant share of works (20%) falls under sociology and cultural studies, where attention is focused on the social functions of education and the formation of civic values and identities. Publications in political science and public administration (16%) mostly consider education as an instrument of political influence, especially in the context of European integration. Works on the economics and management of education (6%) address tasks oriented toward the efficiency and commercialization of educational processes. The remaining sources (8%) cover education in the context of philosophy, law, psychology, and other sciences, which emphasizes the interdisciplinary potential of the problem under study.

The geographical representation of selected publications revealed significant regional imbalances in the presentation of social-humanitarian education in EU countries within Ukraine's academic space. In terms of quantity, publications dedicated to the educational systems of Poland (15%), Germany (12%), and France (10%) lead, indicating the interest of the Ukrainian scientific community in the academic infrastructure of these countries and the effectiveness of their educational programs. Works dedicated to education in the Scandinavian countries (8%) demonstrate the steady interest of domestic scientists in studying socially-oriented models of education. Education in Southern Europe (6%) is presented less actively in scientific discourse, primarily in the context of European integration processes.

Typological analysis showed that 60% of sources are articles in scientific journals, confirming the academic legitimacy of the topic. Conference proceedings account for 20%, reflecting the dynamics of interdisciplinary discussion. Monographs and books cover 10%, typically offering deeper theoretical generalizations. Another 10% falls to analytical reports and policy papers, which have applied significance for educational policy.

At the same time, it is worth noting that only 12% of sources are directly dedicated to social-humanitarian education, indicating its marginalization in academic discourse. The largest share (50%) consists of publications on general education, where the social-humanitarian component is mentioned indirectly. Educational policy covers 26% of the sources, with an emphasis on reforms, standardization, and managerial aspects. Another 12% is accounted for by works on public policy in general, where social-humanitarian education is viewed as a tool of social influence.

Consequently, the attention of Ukrainian scientists is primarily focused on the adaptation of European models of social-humanitarian education to the national context, reflecting the desire for integration into the European academic space. At the same time, the insufficiency of empirical research must be acknowledged, which complicates a deep understanding of the specifics of social-humanitarian education in EU countries. Ukrainian researchers note that in scientific discussions, social-humanitarian education often remains marginalized, which limits the study of its impact on educational policy and practice. The lack of clear conceptual models complicates its institutionalization and development as an independent object of study. Simultaneously, it outlines the potential for further interdisciplinary studies, particularly in the context of

educational policy, civic education, and academic freedom.

An additional 260 sources (dissertations, research reports, monographs) were added to the research source base following the information-search analysis of NRAT (National Repository of Academic Texts) materials, identified through general search queries such as "education in EU countries" (17), "education in the countries of the European Union" (38), and specific queries regarding education in each European country. The chart (Fig.

1) demonstrates the unevenness of academic attention toward the study of education in the EU. The scientific attention of Ukrainian scholars is most concentrated on studying the educational systems of Poland (66), Germany (52), France (24), Hungary (14), and Sweden (11). Presumably, the reason for such an imbalance may be the varying levels of institutional support for educational research, language barriers, as well as the differing relevance of educational reforms.

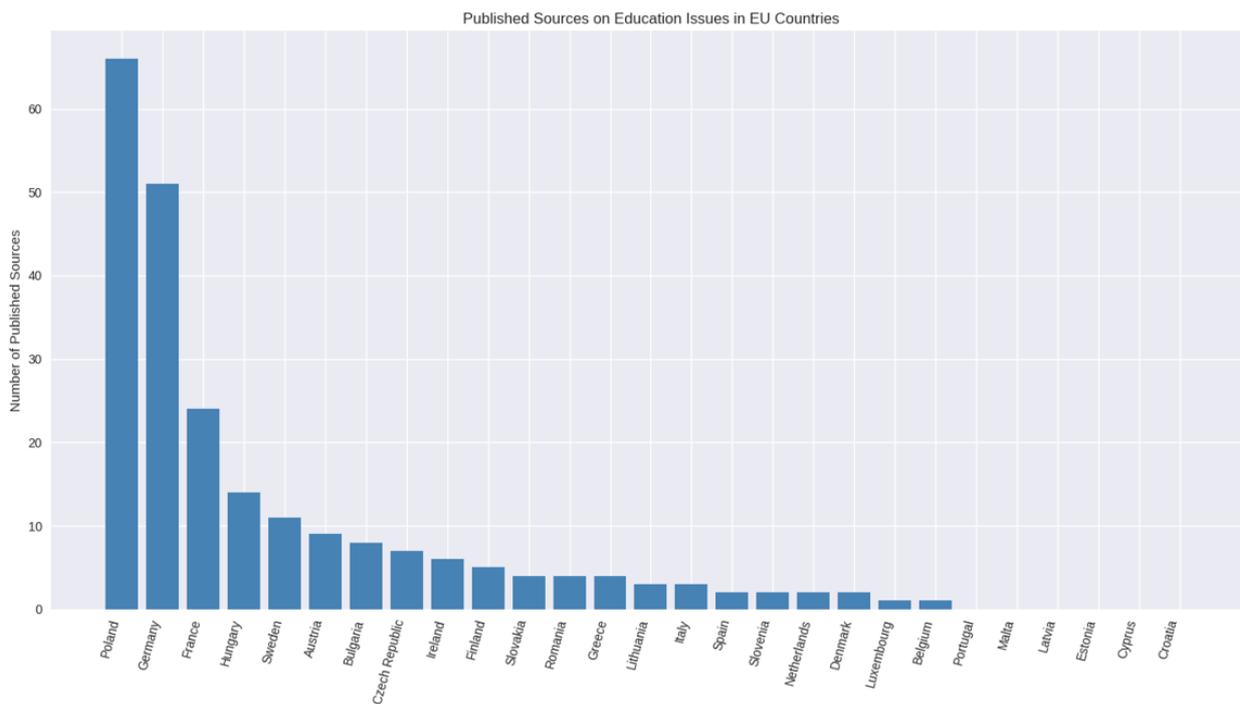


Fig. 1. Number of scientific sources on the problems of education in EU countries (Compiled by the author based on NRAT data)

The subject matter of sources from the NRAT database also demonstrates their interdisciplinary nature, with the dominance of pedagogical and social sciences. Geographically, Central and Western European countries are most represented in them; typologically, dissertations and monographs prevail. Directly, social-humanitarian education is covered limitedly—most materials concern general education and educational policy. Overall, this confirms the trend identified during the analysis of sources from the Google Scholar database.

The article also took into account the ideas of foreign authors, whose works were selected according to the following criteria: relevance, citation rate, topic significance, and influence on EU

policy. Specifically, the following concepts were utilized: Andy Green (Green, 2013), where education is substantiated as a tool for state-building and a factor influencing social cohesion; Ronald Barnett (Barnett, 1990; Barnett, Bengtsen, Davids, & Peters, 2023), where the university is defined as a space for the formation of critical thinking and preparing youth for life in a "supercomplex" world; Guy Standing (Standing, 2016), where the role of education in youth mobility and its impact on employment instability is characterized; Gert Biesta (Biesta, 2006), highlighting the influence of education on the civic agency of youth and their participation in democratic processes; Andreas Schleicher (Schleicher, 2018), where the impact of skills on youth competitiveness is defined; Martin

Carnoy (Carnoy, 2024), presenting the economic and political factors that determine the effectiveness of educational systems and highlighting their impact on social mobility and the labor market. These researchers represent different disciplines: sociology (A. Green, G. Standing), philosophy of education (G. Biesta, R. Barnett), economic foundations of education (M. Carnoy), and educational measurement (A. Schleicher). Such a spectrum ensures a comprehensive analysis of education as a social institution that influences both the professional and social lives of young people. Their works are actively published in the 21st century, have high citation indices in scientific databases such as Scopus, Web of Science, or Google Scholar, OECD or Routledge, are cited in the publications of Ukrainian researchers (Google Scholar citation search), and reflect contemporary educational challenges (globalization, digitalization, labor market instability, democratic transformations). This makes it possible to use the aforementioned concepts as a basis for analyzing the development of social-humanitarian education in EU countries.

Results and Discussion. Based on the analysis of the source base characterized in the article, several stages in the development of social-humanitarian education in European countries can be identified. The first stage is the pre-Bologna period (1990s – 2003). During this time, attention to concepts such as "post-national citizenship," "world citizenship," and "global outlook" was activated. Several new concepts were formed. The first is the education of a global citizen, which involves providing high-quality social-humanitarian education for the awareness and adoption of a system of universal human values (peace, democracy, pluralism, respect for other cultures), understanding global environmental, social, and political problems (poverty, environment, xenophobia, violence, illiteracy, intolerance, terrorism, etc.), forming critical thinking, and developing readiness to counteract planetary threats (Gilbert, 1992, pp. 51-68; Habermas, 1995, pp. 255-281; Ichilov, pp. 11-27). The second concept is democratic citizenship, aimed at forming a new generation of Europeans with a progressive outlook (personal responsibility and activity of citizens of a united Europe and collective responsibility for

building democracy in the community). For its implementation, high-quality social-humanitarian education (civic, political, axiological, global, peace education, human rights education) is also necessary (Barnett, 1990; Birzea, 2000, pp. 36-37). During this period, technologies for teaching democratic citizenship in general secondary schools were actively developed (learning through practical experience and cooperation, intercultural and contextual learning, learning by doing, political socialization, etc.), oriented toward the formation of participatory democracy in educational institutions (direct active participation of students in the management of the educational institution) (Birzea, 2000, p. 47). In this concept, the school is considered a micro-model of a democratic learning community (Barnett, 1990; Volynets, Yehorov, Lavrychenko, Lokshyna, Melnychenko, Pershukova, & Sheverun, 2014, p. 49). Significant attention at this stage was also paid to: classic models of university education formed in the 19th–20th centuries; studying the role of the humanities in the formation of national elites (historical and philosophical studies examining the development of universities as centers of culture and knowledge); and defining differences between the educational systems of different countries, reflected in well-known concepts of university education – Napoleonic (French), Humboldtian (German), Newmanian (English), and American.

The second stage is the Bologna period (early 2004 – 2014). This is the most active period of research dedicated to studying the Bologna Process and its impact on the social-humanitarian sciences. In the field of European social-humanitarian education, Ukrainian scholars considered the key trend of this period to be the enrichment of content with democratic values by implementing the idea of the European dimension in education (Volynets, Yehorov, Lavrychenko, Lokshyna, Melnychenko, Pershukova, & Sheverun, 2014, p. 21).

At the current stage (from 2014 to the present), scientific thought moves beyond the Bologna Process, considering global challenges for the development of social-humanitarian education. Publications appear dedicated to the criticism of the Bologna Process for its excessive utilitarianism and commercialization. The key research areas at this stage are: digital transformation (studying the

impact of online courses (MOOCs), artificial intelligence, and digital tools on social-humanitarian education); interdisciplinarity (describing successful cases of combining the humanities with IT, business, and natural sciences); and the "third mission" of universities (analyzing the role of universities in social service, civil society development, and regional development).

It is this stage that is the main object of our analysis, conducted to determine modern trends in the development of social-humanitarian education in EU countries. We specifically relied on the work of M. Wihlborg (2019), which analyzed 38 articles containing certain concerns about the possible negative consequences of the Bologna Process. Recognizing the Bologna Process as the most powerful educational phenomenon of modern times, the author attests to the lack of adequate analysis of its results and strategic forecasts, and the ambiguity and caution of researchers' conclusions. More clearly formulated warnings are generally focused on threats of an ideological and economic nature (Burnett, 2007; Curaj, Hâj, & Pricopie, 2024; Quinteri, & Kajee, 2025). The former are associated with the globalization of educational policy and the internationalization of education. They are expressed through the actualization of phenomena such as "transnational education," "cross-border learning," and "global citizen," and, in the opinion of scientists, potentially threaten to compromise multilingual diversity, which lowers the quality of education, and lead to the emergence of a crisis of national identity. The latter are related to the transformation of education into a tool for economic efficiency and market competitiveness, the excessive commercialization of universities, the diminishing role of humanitarian disciplines, the strengthening of intellectual leadership, the emergence of conflicts of economic interests, the transformation of education into a business, and the student into a client, and the increased risk of losing academic freedom through standardization and bureaucratization. Consequently, the Bologna Process undoubtedly modernized the European education system but also created conditions not entirely favorable for preserving the social-humanitarian values upon which the life of the democratic world is built.

An important role in studying the educational systems of EU countries belongs to Ukrainian scientists, who considered: the impact of the Bologna Process on overcoming post-Soviet stereotypes in Ukrainian education (Kushnir, 2021, p. 42); trends in the development of the content of school humanities education in EU countries (Volynets, Yehorov, Lavrychenko, Lokshyna, Melnychenko, Pershukova, & Sheverun, 2011); processes of decentralization, democratization, and ensuring the resilience of foreign educational systems (Kohut, 2017; Londar, Bosenko, & Gaiduk, 2024), trends in the development of academic freedom in foreign countries (Zaiets, 2025, p. 40), European traditions of developing university responsibility, forming critical thinking and social responsibility, introducing the principles of open science, the participation of universities in achieving sustainable development goals (Luhovyi, Drach, Petroie et al., 2022, pp. 41, 82), European experience in conducting humanitarian research in integration with public organizations and business (Borodiienko, Vitrenko, Vorona et al., pp. 41, 67), and the dominance of the moral-ethical component in preparing youth for the profession (Babkina, 2019, pp. 31-32). Furthermore, the problem of studying the foreign experience of social-humanitarian education development as a value-activity basis for raising citizens and leaders of a democratic society is the subject of not only pedagogical dissertation research but also philosophical (N. Habrusieva), psychological (O. Kovalchuk), legal (V. Nesterovych), political (Kh. Holynska), public administration (N. Popadiuk), etc.

It is worth noting that in these studies, special attention was paid to the development of social-humanitarian education in post-Soviet countries. It was found that the political and social changes caused by the collapse of the Soviet Union had a deep and often contradictory impact on the social-humanitarian education of the former republics. After emerging from under Russian ideological influence, they gained the opportunity to free themselves from ideological control but simultaneously faced new challenges. In this context, the impact on social-humanitarian education was highlighted regarding: political and social changes after the collapse of the Soviet Union, the modern concept of the "third mission of

universities," digitalization and open educational resources, and the integration of social-humanitarian and technical knowledge.

The impact of political changes on the state of social-humanitarian education is reflected through its de-ideologization. Political liberalization paved the way for rethinking scientific disciplines that were previously under the strict control of the Communist Party. This made it possible to abandon the dogmas of Marxism-Leninism, develop a new methodology, introduce new practices, and freely research previously forbidden topics. This was also facilitated by integration into global science, as post-Soviet countries gained the opportunity to join international scientific networks, participate in joint research, and grant programs, which contributed to the exchange of social-humanitarian knowledge and experience. At the same time, not all post-Soviet countries were able to take advantage of the window of opportunity for democracy development, which affected the content of their social-humanitarian education. For example, Russia and Belarus returned to political control over the social-humanitarian sciences. Their scientists, researching "inconvenient" topics (historical, political, social), face censorship, financial restrictions, and persecution.

Social changes also affected the state of social-humanitarian education in post-Soviet countries. Social-humanitarian sciences began to research new topics relevant to society: gender issues, migration, social inequality, and the development of civil society. This made them more relevant and in demand. A change in funding sources occurred. The objective reduction of state funding during the formation of young economies forced researchers to seek grants from international foundations and other sources. This contributed to the development of project-based thinking but simultaneously made some research areas dependent on external priorities. Consequently, phenomena such as commercialization and plagiarism emerged. The transition to a market economy and the deterioration of the financial situation of scientists led to the spread of academic dishonesty. This phenomenon became a serious challenge to the reputation and quality of science in post-Soviet countries. Thus, the post-Soviet period became a time of great opportunities and, at the

same time, serious challenges for social-humanitarian science. It was found that, depending on the political course of a specific country, this influence was both stimulating and hindering.

It should also be noted that in EU countries, the development of social-humanitarian education is a transnational process focusing on strengthening interdisciplinarity, digitalization, and increasing ties with society. These initiatives are part of a broader strategy known as the third mission of universities, which involves moving beyond purely academic functions to address contemporary social challenges. Such, in particular, is the "European University Initiative." This is a network of transnational alliances that unite universities from different EU countries. They create joint educational programs that encourage student and faculty mobility, as well as collaboration in research. For example, the CIVIS Alliance unites 11 universities, including Vilnius University (Lithuania), Aix-Marseille University (France), and others. It focuses on studying global challenges such as climate change, migration, and development, the solution of which requires the use of social-humanitarian science. The strengthening of the "third mission" occurs through science parks and clusters. Universities collaborate with local communities and government authorities. This allows for the implementation of projects that have a direct social and cultural impact and respond to the needs of society.

Digitalization and open educational resources contribute to the development of social-humanitarian education in democratic countries around the world. Universities create online courses (MOOCs) and open educational resources, making social-humanitarian knowledge accessible to a wider audience. An example is the Coursera platform, which hosts courses in history, philosophy, and political science from leading European universities, including Edinburgh and Amsterdam. In many foreign countries, the practice of integrating social-humanitarian and technical knowledge is widespread. Universities create programs that combine social-humanitarian sciences with technical, natural, and other sciences. This helps students solve complex problems (climate change, migration, cybersecurity, etc.). For example, the Netherlands is introducing a "Digital

Humanities" program that combines history, linguistics, and information technology (Digital Humanities: official website of the University of Amsterdam, n.d.). These examples illustrate the fact that social-humanitarian education in democratic countries is moving away from purely academic functions and becoming an active tool for addressing modern global, national, and local challenges for the individual, society, and the state.

The main task of domestic pedagogical science is to adapt successful foreign practices to Ukrainian realities. This will contribute to strengthening the "third mission" of domestic universities and the social role of social-humanitarian education. The implementation of European experience can transform Ukrainian social-humanitarian faculties into centers of social service. Students can be involved in community projects, collaborate with local communities, analyze social problems, and propose ways to solve them. This will make education more practical and meaningful for society. For example, sociology students can conduct research for local governments, while historians can develop projects for local communities to preserve cultural heritage. Foreign experience will positively influence the development of interdisciplinary programs. The practice of European universities shows that social-humanitarian sciences become particularly valuable at the intersection with other fields. Ukraine has the potential to create programs that combine "digital humanities," where history or philology is combined with Big Data analysis. This will expand employment opportunities for humanities graduates in the IT sector. Foreign experience is an impetus for rethinking traditional scientific approaches to preparing future specialists, optimizing the cycle of social-humanitarian disciplines, transitioning from outdated methodologies to modern ones, introducing the latest approaches to academic ethics

and open science, and strengthening the influence of social-humanitarian education on social consciousness and behavior (Petruk, 2020, pp. 54-55). This will help Ukrainian humanities researchers, integrating into the international scientific community, to convey information about the unique Ukrainian identity and freedom-loving Ukrainian mentality to the international scientific community.

However, it is worth noting that the implementation of foreign experience in the development of social-humanitarian education in Ukraine faces a number of significant challenges (Fig. 2). Among them, the most obvious are institutional and bureaucratic obstacles related to: the slowness of decision-making due to a complex bureaucratic mechanism for approving innovations at various levels; the lack of a unified strategy for selecting cases for their implementation; and the unreadiness of many educators to abandon traditional working methods. The introduction of new social-humanitarian programs, technologies, and methodologies requires significant investment in faculty development, modernization of educational premises, and updating of material and technical supplies. Therefore, many educational institutions refuse expenditures not directly related to the professional training of future specialists. The implementation of foreign experience is also hindered by: discrepancies in the transmission of social-humanitarian knowledge in Ukraine (knowledge-based paradigm, individual responsibility of the person for the quality of social-humanitarian skills) and EU countries (activity-based approach, state orientation toward developing critical thinking and social activity); insufficient proficiency in foreign languages, and a low level of access to foreign scientific sources and exchange programs.

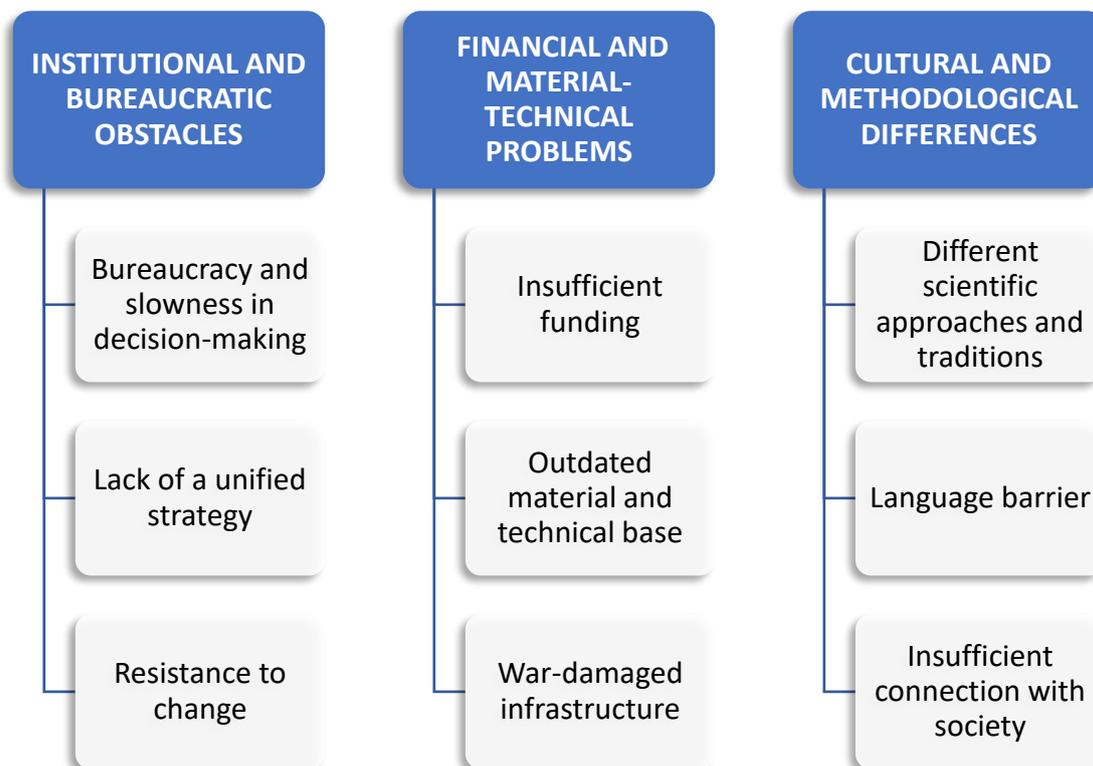


Fig. 2. Challenges for implementing foreign experience in the Ukrainian system of social-humanitarian education (Constructed by the author)

According to Ukrainian researchers (Chubina, Usov, Dmytrenko, Fedorenko, Kosiak, Voronovska, Kryshstal, & Dulherova, 2024, p. 58), the basis for the success of social-humanitarian training of youth in EU countries is the European model of state management of education, which envisages the presence of a certain algorithm: studying theory and practice in dynamics, studying foreign experience, analyzing the possibilities and effectiveness of its use, determining the main problems; developing proposals and drafting

regulatory documents aimed at their implementation. Thus, the prospects for implementing foreign experience in Ukrainian social-humanitarian education are significant but require systematic and balanced approaches. This can be facilitated by systematic state support for the tasks defined by the indicative algorithm for introducing successful foreign practices of social-humanitarian education development in Ukraine (Fig. 3).



Fig. 3. Algorithm for introducing successful foreign practices of social-humanitarian education development in Ukraine.

Constructed by the author taking into account the ideas set forth in the source: Chubina, Usov, Dmytrenko, Fedorenko, Kosiak, Voronovska, Kryshstal, & Dulherova, 2024.

Conclusions. The functioning of higher education institutions in many EU countries is influenced by three main factors: globalization (which caused a global trend toward the integration of educational and value systems), digital transformation (which radically changed teaching methods, promoted the development of online education and interdisciplinary research, strengthened the ties between science and society, significantly influenced value systems by transforming attitudes toward information, communication, identity, and privacy, exacerbating the problem of the ideal of an educated person capable of confidently navigating the virtual and real worlds), and the militarization of the information space (the war unleashed by Russia against Ukraine has forced the entire world to rethink approaches to forming the civic consciousness of its citizens and their readiness to defend democratic values, state sovereignty, and national identity).

Generalization of the development of social-humanitarian education in democratic countries of the

world made it possible to identify the following main trends: internationalization of education – the spread of international academic mobility, intercultural exchange, and joint scientific research aimed at forming global social-humanitarian competence of students; interdisciplinarity and transdisciplinarity – the integration of knowledge from various humanitarian, social, psychological, and economic disciplines to form a comprehensive understanding of societal processes; competence-based approach – orientation of educational programs toward the development not only of knowledge but also of key competencies (critical thinking, civic engagement, social responsibility); introduction of innovative technologies and teaching methods (interactive platforms, forums, social projects) – formation of skills for socially responsible behavior; focus on civic education and social responsibility – formation of an active civic stance, tolerance, respect for cultural diversity, and human rights; flexibility and adaptability of educational programs to changes in society,

economy, and politics – ensuring the compliance of the content of education with contemporary moral-ethical challenges and labor market needs; decentralization and democratization of education systems – promoting the development of autonomy of educational institutions and the involvement of local communities. These trends shape the modern context of the functioning of social-humanitarian education in countries of the democratic world, which is oriented toward the development of an innovative, responsible, and critically thinking citizen capable of assessing the opportunities and advantages of democracy and defending them.

Three main directions for applying foreign experience in Ukraine have been determined: for the development of the domestic higher education system, enhancing the capacity of civil society, strengthening democratic values, and preserving democracy.

It has been found that the development of the domestic higher education system can be achieved through: replacing outdated educational models with successful foreign ones (modernization of educational programs, increasing their flexibility and adaptability, introducing European and American practices of interdisciplinarity and problem-based learning, which will contribute to increasing the competitiveness of domestic personnel and growing employer trust in graduates of Ukrainian higher education institutions); improving the quality of domestic science (adopting standards of publication activity, academic integrity, and the peer review system, which will contribute to reducing the academic community's tolerance for plagiarism and scientific fraud, increasing public and international scientific community trust in Ukrainian scientific degrees); integrating domestic education and science into the global scientific and educational space (development of international academic mobility programs for applicants, pedagogical, scientific-pedagogical, and scientific workers, facilitating their access to international grant programs and projects, which will increase grant culture and form experience in successful educational, research, and project activities).

It is shown that the development of civil society will be stimulated by the systemic

implementation in the Ukrainian higher education system of the European practice of the "third mission" of universities, focused on ensuring social service and forming an active and responsible citizen. This practice contributes to the formation of: critical thinking (active use of analysis and discussion in the educational process, formation of skills for recognizing manipulations, propaganda, and fake news, which is critically important in conditions of information warfare); social responsibility (orientation of the educational process toward the interests of regional labor markets and local communities; involvement of students in business organization programs and social projects that foster economic patriotism and readiness for responsible leadership).

Strengthening democratic values and enhancing democracy can be achieved through the implementation in the higher education system of: foreign models of integrating humanities and social sciences with the public sector (shifting the competency focus to forming key skills necessary for life activities in conditions of external aggression and internal threats to democratic institutions; involving public organizations in forming the content of educational programs, determining their mission and vision); preparing students for creating and developing democratic institutions (high-quality education in legal and political sciences to prepare a new generation of activists, civic and political leaders, and public servants who will respect the rule of law); studying the history of the development of democratic countries (forming a conscious and responsible attitude of youth toward democratic rights and freedoms; understanding the value meaning of human rights and the necessity of their protection).

An important condition for the successful implementation of foreign experience in the development of social-humanitarian education in Ukraine should be not its blind copying, but systemic and creative use taking into account national interests. This is not only an academic task but also a strategic step for ensuring the future of Ukraine as a modern, democratic, and successful state.

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СОЦІОГУМАНІТАРНА ОСВІТА В КРАЇНАХ ЄС: ДОСВІД І ПЕРСПЕКТИВИ ІМПЛЕМЕНТАЦІЇ В УКРАЇНСЬКУ ОСВІТНЮ СИСТЕМУ

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Реферат:

Актуальність вивчення зарубіжного досвіду розвитку соціогуманітарної освіти зумовлена в Україні суспільним запитом на: використання ефективних світових практик соціогуманітарної підготовки здобувачів вищої освіти до життя і професійної діяльності в умовах соціально-економічної та геополітичної невизначеності; формування державної освітньої політики, орієнтованої на зміцнення демократичних цінностей

і захист демократії; розроблення нової парадигми соціогуманітарної освіти майбутніх фахівців для підвищення стійкості і згуртованості українського суспільства в умовах війни та повоєнного відновлення.

Мета: визначення сучасних тенденцій розвитку соціогуманітарної освіти у закладах вищої освіти ЄС та обґрунтування напрямів імплементації кращого європейського досвіду в Україні для підвищення ефективності освітніх реформ, розвитку громадянського суспільства, збереження демократичних цінностей і прискорення повоєнного відновлення України.

Методи: інформаційно-пошуковий і комплексний аналіз джерел – для виявлення етапів і тенденцій розвитку досліджуваного феномена; теоретичний аналіз, порівняння й узагальнення – для визначення особливостей розвитку соціогуманітарної освіти в країнах ЄС; прогностичні сценарії – для виокремлення цілей і шляхів використання зарубіжного досвіду розвитку соціогуманітарної освіти в Україні).

Результати: виявлено тенденції розвитку соціогуманітарної освіти в країнах ЄС; спрогнозовано ймовірні напрями імплементації кращого європейського досвіду в систему освіти України, визначено виклики і перешкоди на шляху впровадження в українську систему освіти зарубіжного досвіду розвитку соціогуманітарної освіти; сформульовано практичні рекомендації і запропоновано алгоритм упровадження кращих зарубіжних практик у вітчизняну систему соціогуманітарної освіти.

Висновки: у сучасному науковому дискурсі відбувається переосмислення наслідків Болонського процесу; на функціонування закладів вищої освіти у країнах ЄС впливають глобалізація, цифрова трансформація, мілітаризація інформаційного простору; сучасний контекст соціогуманітарної освіти в країнах ЄС визначають тенденції, спрямовані на формування інноваційного, відповідального і критично мислячого громадянина (інтернаціоналізація освіти, міждисциплінарність і метапредметність, компетентнісний підхід, упровадження інноваційних технологій і методів навчання, фокус на громадянському вихованні й соціальній відповідальності, гнучкість і адаптивність освітніх програм, децентралізація і демократизація систем освіти); визначено три основні цілі застосування зарубіжного досвіду розвитку соціогуманітарної освіти в Україні (для розвитку вітчизняної системи освіти, посилення спроможності громадянського суспільства, зміцнення демократичних цінностей та збереження демократії); окреслено ймовірні шляхи його використання (модернізація програм із упровадженням зарубіжних практик, підвищення якості науки й освіти на основі міжнародних стандартів, інтеграція у світовий науково-освітній простір шляхом розвитку академічної мобільності, участь суб'єктів освітнього процесу у грантових програмах); успішна імплементація цього досвіду є не лише академічним, а й стратегічним завданням для захисту національних інтересів та збереження демократії в Україні.

Ключові слова: соціогуманітарна освіта, вища освіта, третя місія університетів, соціальна відповідальність, критичне мислення, демократичні цінності, цифровізація освіти, державна освітня політика.

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