

MONOGRAFIE INSTITUTU INTEGRACJI EUROPEJSKIEJ

SOCIAL AND LEGAL ASPECTS OF THE DEVELOPMENT OF CIVIL SOCIETY INSTITUTIONS

Warszawa 2019

Part I



**Institute of European Integration
(Warsaw, Poland)**



**Instytut Integracji Europejskiej
(Warszawa, Polska)**

**SOCIAL AND LEGAL ASPECTS OF THE DEVELOPMENT OF
CIVIL SOCIETY INSTITUTIONS**

Collective monograph

Part I

Warsaw, Poland
2019

Scientific Board:

Grażyna Dzwonkowska – Chairman of the Board of Institute of European Integration, Poland.
Bogusław Sygit – Doctor Habilitated of Law, Professor, Uniwersytet Łódzki, Poland.
Jelena Lukjanova – Associate Professor, Department of Law, ISMA University, Latvia.
Mariana Petrova – Doctor of Science in Physics and Mathematics, Professor, Associate Professor, St.Cyril and St.Methodius University of Veliko Tarnovo, Bulgaria.
Krzysztof Gaska – Doctor Habilitated, Professor, Silesian University of Technology, Poland.
Talgat Uteubayev – PhD, L.N. Gumilyov Eurasian National University, Republic of Kazakhstan.
Marzena Smol – PhD, Mineral and Energy Economic Research Institute, Poland.

Reviewers:

Włodzimierz Kobrzyński – Doctor Habilitated of Law, Uniwersytet Warszawski, Poland.
Pukala Ryszard – PhD, Professor, Bronisław Markiewicz State Higher School of Technology and Economics, Poland.

Social and legal aspects of the development of civil society institutions:
collective monograph. Part I. Warsaw: BMT Erida Sp.z o.o., 2019. 536 p.

ISBN 978-83-950153-7-3

This collective monograph offers the description and analysis of the formation and development of civil society institutions at various levels of government in the field of politics, economics, education and culture. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study. Theoretical and applied problems and the existing legal base of practical activities of civil society institutions in the context of growing interdependence of economic, cultural, demographic, political, environmental processes are investigated. The prospects for the further development of civil society and its institutions, their relations with the state, as well as the promotion of the participation of civil society organizations in socio-economic development.

Publisher: BMT Erida Sp. z o.o.
erida@erida.com.pl

ISBN 978-83-950153-7-3

Authors are responsible for the content and accuracy

Published under the terms of the Creative Commons
CC BY-NC 4.0 License

© Instytut Integracji Europejskiej, 2019
© Zespół autorów, 2019

CONTENTS

Ietyana Shabelnik

COMPLEX OF SYSTEM-DYNAMIC SIMULATION MODELS OF MANAGEMENT
AND CONTROL OF STOCKS OF PHARMACEUTICAL PRODUCTS..... 6

Iryna Krupenya

THE UKRAINIAN CRISIS: A TEST FOR THE RULE OF LAW 19

Olha Hulai, Iryna Moroz, Vasylyna Shemet

CHEMISTRY KNOWLEDGE COMPETENCES OF TECHICAL UNIVERSITY
STUDENTS..... 33

Anatolii Silvestr, Mykola Mokliuk

USE OF THE INTERACTIVE WHITEBOARD AT PHYSICS LESSONS FOR
STUDENTS OF NON-PHYSICAL SPECIALTIES OF PEDAGOGICAL
UNIVERSITIES..... 47

Marina Hrabar, Kashka Mariya

TOURIST INTERNET ADVERTISING: CURRENT STATE AND TRENDS OF
DEVELOPMENT..... 61

Oksana Voznyuk, Hanna Shayner

CONTINUOUS EDUCATION AS A MEANS OF FORMING PROFESSIONAL
CULTURE OF FUTURE SPECIALISTS..... 76

Valeriya Yesina, Olga Rudachenko

FORECASTING TRENDS FOR DEVELOPMENT OF UKRAINIAN
ENTERPRISES OF SPIHERES IN MUNICIPAL SERVICES IN MODERN
CONDITIONS..... 90

Sergio Smirnov

ANALYSIS OF PROFESSIONAL PREPARATION FOR FUTURE OFFICERS OF
THE STATE OF ARMED FORCES OF UKRAINE IN THE SYSTEM OF MODERN
MILITARY EDUCATION..... 104

Yana Kryvyeh, Anna Buriak, Kateryna Serdiuk

INFLATION AND DEVALUATION EXPECTATIONS AS PUBLIC TRUST
INDICATOR TO THE CENTRAL BANK: CASE OF UKRAINE..... 117

Ljudmila Batchenko, Liliia Honchar

BUSINESS REPUTATION IN BUSINESS PRACTICE: ECONOMIC CONTENT
AND EVALUATION..... 134

Serhii Bilan, Lilia Pylypenko

BACKGROUND OF UKRAINIAN-POLISH CONTRADICTION..... 148

Valentyna Yakubiv, Myroslava Poliuk

STRATEGIC ANALYSIS OF INTRODUCTION OF INNOVATIVE ASSESSMENT
METHODS FOR AGRICULTURAL ENTERPRISES WORKFORCE..... 163

Grygoriy Denysyk, Olga Chyzh, Volodymyr Kanskyy	
THE NEED FOR RESTRUCTURING AND THE PROSPECTS FOR THE DEVELOPMENT OF NATURAL GEOGRAPHY IN UKRAINIAN HIGHER EDUCATION INSTITUTIONS.....	175
Alla Kizyun	
REGIONAL FEATURES OF THE NATURAL ENVIRONMENT AND THEIR CONSIDERATION IN THE PROCESS OF EXTREME TOURISM DEVELOPMENT...	190
Kathryn Dumanska, Nataliya Ponomaryova	
THE IMPORTANCE OF CONSOLIDATION PROCESSES FOR INTERNATIONAL COMPANIES IN CONDITIONS OF THE WORLD ECONOMIC GLOBALIZATION...	204
Alona Melnyk, Zorina Shatska	
BUSINESS STRUCTURES, AS NEW FORMS OF INSTITUTION, IN CONTEXT OF THE CIVIL SOCIETY DEVELOPMENT.....	219
Yana Polyakova, Anastasiia Yazieva	
EVALUATION OF THE RESULTS OF THE FOREIGN ECONOMIC ACTIVITY OF THE ENTERPRISE BASED ON THE BALANCED SCORECARD.....	232
Svitlana Onyshchenko, Inna Kulchii, Iryna Pasichna	
FOREIGN EXPERIENCE IN PUBLIC ADMINISTRATION REFORMING AND ITS ADAPTATION IN UKRAINE.....	251
Anastasiia Dziuba, Angelina Symkina	
PREVENTION OF CORRUPTION IN THE SPHERE OF PRIVATE ECONOMY: INTERNATIONAL STANDARDS AND PRACTICE OF THEIR IMPLEMENTATION.....	264
Liudmyla Kuznetsova, Oleksandra Kazarian	
DEVELOPMENT OF INTERACTION OF BANKS WITH SMALL AND MEDIUM ENTERPRISES IN THE CONTEXT OF DIGITALIZATION OF THE ECONOMY....	278
Olga Ostapenko	
STUDY OF ENERGY-ECONOMIC EFFICIENCY OF ENERGY SUPPLY SYSTEMS WITH COGENERATION HEAT PUMP INSTALLATIONS, USING THE HEAT OF THE INDUSTRIAL AND NATURAL SOURCES, IN INDUSTRY AND MUNICIPAL HEAT POWER BRANCH OF UKRAINE.....	292
Tetyana Kravchenko	
ADAPTATION OF PUBLIC POLICY IN THE FIELD OF MANAGEMENT SOCIAL RISKS IN UKRAINE TO EUROPEAN STANDARDS OF SOCIAL SUPPORT.....	309
Olga Nikogosyan	
THE DEVELOPMENT OF POLITICAL PARTIES IN CIVIL SOCIETY.....	326
Maryna Lazareva	
CONDITIONS FOR SUSTAINABILITY OF BUSINESS ASSOCIATIONS.....	340

Yuliia Zhezherun

PROBLEMS AND PROSPECTS FOR DEVELOPMENT OF BANK LENDING TO
THE AGRICULTURAL SECTOR OF THE UKRAINIAN ECONOMY..... 354

Olena Boiko, Nataliia Vasiutkina, Oksana Kondratiuk

INNOVATIVE DETERMINANTS OF DEVELOPMENT OF INDUSTRIAL
ENTERPRISES OF KYIV..... 368

Oksana Derkach, Iryna Horbas, Alla Stepanova

EVALUATION OF AN ENTERPRISE COMPETITIVENESS ON THE
CONSULTING SERVICES MARKET..... 381

Daria Piddubna

THE RIGHT OF OWNERS OF SOME NATURAL RESOURCES FOR DRIVING
THE ARMS. AS A ELEMENT TO PROVIDE SAFETY OF ACTIVITY..... 395

Katerina Bachynskay, Elena Maruschak

TAXES AND LAW..... 409

Liliya Filipishyna, Olena Lomakina

SOCIAL AND ECONOMIC, AND LEGAL PRECONDITIONS OF THE RISK OF
ILLEGAL TAKEOVER..... 421

Natalia Sytnyk, Olena Gerasymenko

MANAGEMENT OF COMMUNICATIVE ASPECT OF MOTIVATIONAL
PHILOSOPHY OF CIVIL SERVANTS IN PUBLIC FINANCE SYSTEM..... 437

Oleksandr Bezruchko

LEGEND OF THE UKRAINIAN CINEMATOLOGY AND CINEMAPEDAGOGICS
OKSANA MOUSSIENKO..... 450

Natalia Kolesnichenko, Iryna Andreykova

THE METHODOICAL WORK OF THE CHAIR OF FOREIGN LANGUAGES
RELATED TO TEACHERS' TRAINING FOR STAGING OF FOREIGN LANGUAGE
STUDIES 464

Oliver Orlov, Yevgenia Ryasnykh, Olena Savchenko

INNOVATIONS IN INDUSTRIAL PRODUCTION PLANNING BASED ON
MARGINAL INCOME CONCEPT..... 475

Svitlana Belikova

EXECUTIVE PRODUCTION: ITS PARTICIPANTS AND RELEVANT
PROBLEMS OF THE PRESENT..... 491

Vladimir Artemov, Aleksandr Rusnak

FORMATION OF THE LEGAL CONSCIOUSNESS OF SECURITY PERSONNEL
AS A MEANS OF IMPROVING PROFESSIONAL RISK MANAGEMENT..... 506

Igor Ozerskyi

THE PROBLEMS OF THE MEDIAN PROCEDURE REALIZATION BEYOND
CRIMINAL JUSTICE..... 520

Oksana Voznyuk

Ph.D. in Pedagogic Sciences, Associate Professor,

*Lviv affiliate of Dnipropetrovsk National University of Railway Transport
named after Academician V. Lazarian,*

Lviv, Ukraine

oksa_w2000@yahoo.com

orcid.org/0000-0002-4186-6113

Hanna Shayner

Ph.D. in Pedagogic Sciences,

*Associate Professor of the Institute of the Humanities and Social Sciences,
Lviv Polytechnic National University*

Lviv, Ukraine

ann.shayner@gmail.com

orcid.org/0000-0002-0086-5579

CONTINUOUS EDUCATION AS A MEANS OF FORMING PROFESSIONAL CULTURE OF FUTURE SPECIALISTS

Abstract. *The article highlights professional culture as a vector of forming successful professional self-development on the basis of continuous education. The etymology of concepts "continuous education" as well as "professional culture" is analyzed, the definition of the concept "professional culture" is formulated, the peculiarities of professional culture together with its elements are stated. The source of the concept of continuous education is noted to be the religious and philosophical ideas as well as the doctrine of the constant spiritual perfection of man. The notion of continuous education is described. The principles of designing a system of continuous education: integrity, multiculturalism, continuity, interactivity, humanistic orientation and democracy are defined. The principles, that form the basis for theoretical and practical development of the concept of continuous education are indicated. The content and conditions for the formation of the professional culture of future specialists throughout life, the levels of the modern specialist professional culture shaping are determined and described. The role of future specialists as a subject of professional culture is singled out. It is proved that specialists in the process of professional activity implement and create socio-cultural values. This paper analyzes the essence of continuous education together with its values. The conceptual notions and contradictions in the role of education content change are defined, the essence of continuous education as a means of forming professional culture of a specialist. professional training and his/her professional formation is analyzed.*

JEL Classification: I 26

Introduction.

One of the characteristics of the development of education is the concept "Continuous Education", namely the adaptation of the educational process to the needs of the individual, creating conditions for its implementation. The state program "Education" outlines that one of the principles of its implementation is the continuity, which "opens the opportunity for continuous deepening of general education and vocational training, achievement of integrity and continuity in education and upbringing; transformation of the acquisition of education in a process that lasts throughout the life of a person".

Education is considered in this concept as a general social form of human development. It is a system that includes three basic interrelated processes: upbringing, education and development of human consciousness. The system of education is structured according to other principles, and includes a number of links: a system of preschool education, comprehensive school, vocational education, secondary specialized education, higher education, postgraduate education, a system of professional development and retraining, education according to the interests.

Continuous education is a supportive process for the growth of the educational (general and professional) potential of a person throughout life, which is organizationally secured by a system of state and social institutions and meets the needs of the individual and society. The continuous improvement of social welfare and economic development requires the implementation of the concept of continuous education in regional development strategies. The contribution of education into economic growth promotes the acquirement of new knowledge, stimulates the process of producing new ideas and applying them into practice. Taking into account the practice of the education development state regulation, the existence of such dependence requires the creation of conditions for the constant upgrading of citizens' knowledge as an enrichment of universal knowledge.

If the last two structural components of the continuous education (university and postgraduate periods) are looked through, then the difference will be spotted. The first means a period of accumulation of knowledge, the development of certain skills and abilities. But due to the fact that knowledge in our society is not tangible, it is not perceived by the mass consciousness as a value for which it is necessary to struggle while obtaining it, the decrease in competitions in recent years determines this statement.

Postgraduate period is characterized primarily by work, the usage of the earlier gained knowledge in practice. Learning here is of a second priority. Forms and methods of obtaining knowledge at this time are largely different from the previous stage, especially they have little in common with the period of school education. After graduating from higher educational establishment, a specialist should focus on cognitive activity based on individual methods of gaining and upgrading knowledge. Various types of training and retraining play, nevertheless, not the main role, but auxiliary one. The main thing in this period is independent cognitive activity of a person.

Self-education is responsible for obtaining all new information. "The more you know, the better you understand the particular issue, the more valuable you are" is the motto of the next century. Self-development, self-improvement of the person, his/her potential are the main factors of professional development and the level of success in a career. Higher education institutions play a key role in the implementation of lifelong learning. This is primarily due to the fact that they train staff who must ensure the implementation of lifelong learning. Higher educational establishments constantly strengthen ties with the labor market, search for the optimal ways of adapting to changing market requirements and consumers' demand for educational services.

1. Continuous education as a global trend of professional development

The analysis of scientific literature allows to distinguish the following preconditions of the continuous education concept development: acceleration of the rate of the aging knowledge coefficient growth; the desire to enhance professional and social status; the need for access of different categories of the population to education; development of information and communication technologies; transformation of forms and methods of teaching; globalization processes; leveling the division of human life into periods of education, work and professional de-stabilization; change of employers' requirements regarding employee competences; growth of academic freedom of educational institutions and organizations; change in demographic situation towards population's aging.

E. Gruber introduces the concept "education that accompanies a person throughout life" [6, p.175]. Continuous education is stated to be a direction towards the modernization of education as a whole in the US and Canada. The conceptual foundations of continuing education are based on the need to develop critical thinking skills that can be learnt during classes at school and university, and then successfully should be used throughout life in different situations.

According to experts from the European Center for the Development of Vocational Education (CEDEFOP), it is the continuous education that is the most effective way of solving many problems and ensuring the progress of mankind [7, p. 31].

The development of educational systems occurs as a reaction to social changes; it is based on the need to resolve contradictions in terms of satisfying individual and social needs. The category of continuous education is stated to cover a range of interpretations and meanings that describe different educational settings, including non-formal learning.

The complicated development of society nowadays is accompanied by a number of changes and approaches to education. In the field of education, the change of the established among the objects of socio-cultural activity relations is accompanied by the emergence of a new paradigm of education. It is based on the fact that the purpose of education as a person-oriented cultural activity is the formation of "human culture".

This phenomenon determines the more active appeal of scientists to the development of creative potential of the individual, the peculiarities of his/her establishment in the process of continuous education. Currently, the number of works, aimed at studying continuous education as a branch of the most effective formation of personality, including the direction of the person's professional development and growth of professional skills, has considerably expanded.

Young people must become accustomed to the fact that success in the subsequent life depends on the search for the status, the rating of social prestige in the social requests of the individual.

The goal of the development of continuous education is to recreate human capital and the intelligence of society in order to ensure sustainable human development of the country through qualitative staff training, creation of an effective and advanced system of training based on a combination of national achievements of world importance and established European traditions. These approaches will be capable of providing continuing education in the process of constant modernization of principles of humanism, democracy, free competition and high technologies, as well as guaranteeing citizens' continuous education, carrying out the practical implementation of educational policy as a priority function of the state.

At the same time, the information society changes the role of education in the process of formation and development of personality. Its current task is to ensure general access to various forms of continuous education in order to obtain and upgrade the key and professional competencies of the individual, whose list meets the requirements of the contemporary society [3, p. 15].

Continuity of professional education is a key condition of human life, acts as a leading lever of educational policy at various age and professional stages of its development, associated with the assimilation of man's socio-cultural experience of different generations.

It is the continuity of professional education that is becoming one of the leading principles of the national educational policy implementation, the spokesman of modern trends in competitive professionals training. Without exaggeration, it can be noted that continuity is the core of a modern educational system aimed at continuous professional improvement of a person throughout life.

This provision is grounded in the National Doctrine of Education Development. The needs for consistent implementation of the ideas of continuous vocational education, under the conditions of dynamic changes in the world in our state, are constantly growing.

The purposeful systematic improvement of the level of the specialist is an important guarantee of work employment in the labor market, extends the prospect of professional career and stimulates the development of business activity, professional mobility.

Continuity of professional education is closely linked with the principles of unity and consistency in the education system, its multilevel, flexibility and predictability.

From the standpoint of the modern humanistic paradigm of continuous education, the effective formation of a person's professional skills in the conditions of continuous socio-cultural education is perceived as the most important factor for the further successful self-realization at work, readiness for constant self-improvement. An important tendency in the development of a modern high school in the world can be called the transition from the qualification approach to the competence one.

The phenomenon of continuous education is becoming the first-priority in a pedagogical society. The person with needs, interests and abilities is at the heart of the idea of continuous education. The vision of the problem of continuous education is described in researches of modern Ukrainian scientists: V. Bykov, M. Bilynska, I. Zaziun, L. Karamushka, V. Kryzhko, V. Luhovyi, T. Lukina, S. Maiboroda, N. Nychkalo, O. Obolenskyi, I. Rozputenko, S. Sysoieva and others, as well as foreign ones - A. Bakhmutskyi, N. Bylinskyi, H. Draiden, E. Korotkov, V. Panasiuk, M. Potashnik, N. Selezniova, A. Subetto, T. Shamova and others.

Today, the need for continuous education is determined by the life itself, the innovative activity of educational institutions, the needs of the individuals to constantly improve, enhance their professional image and status. System organization and methodological support of continuous improvement of professionalism promotes creative growth, self-realization, self-education.

The Recommendation of International Labor Organization on planning and managing vocational training on a national scale, in our opinion, is timely and includes the following provisions [5, p.165-181]: - each country needs a network of educational institutions that meets the needs of the population, the number, location and programs of which must be adapted to economic needs and employment opportunities throughout the country or where it is most appropriate (in each district, area); - it is advisable to organize this network in such a way that, without difficulties, it is possible to switch from one type to another one and have access to successive stages and different levels of education so that any person can achieve the highest level of education according to his/her abilities and inclinations; - ways and means of obtaining a profession and mastering a craft must be effective in meeting the needs of all sectors of economic activity and various personal abilities, interests and needs of the learners; - if the conditions of the country do not provide the possibility to create a full network on a national scale, the country should explore the possibility of cooperation with neighboring states for the development of a common network, one or more general educational institutions; - public authorities and various civic organizations that deal with educational issues allowing freedom of initiative and adapting to the needs of different sectors of the economy, districts and localities are stated to cooperate in the development of fully coordinated learning tools.

The idea of continuous education, lifelong learning is closely linked to one of the key provisions of the Bologna Declaration on the introduction of cycle training in the higher education system. Continuous education is represented by the cycles of Bachelor's and Master's degrees as well as Doctor of Philosophy – PhD in the pedagogical system of the single European higher education space.

The person who is the subject of upbringing and education, with his/her interests and abilities is in the center of the idea of continuing education.

Modern society, the development of which is predetermined by socio-economic transformations, globalization both in the spiritual sphere and in the spheres of material production and services, renders new requirements for the professional training of engineers.

The state and public institutions place an order for a domestic higher education system concerning the training of a self-sufficient and competent specialist, an intelligent person, whose spiritual potential is integrated with mental abilities. Solving this complex task is possible due to the focus on the comprehensive development of a specialist's professional training in higher education institutions.

Continuity of professional education is a key condition of human life, acts as a leading lever of educational policy at various age and professional stages of individual's development, associated with the assimilation of man socio-cultural experience of different generations.

It is the continuity of professional education that is becoming one of the leading principles of the national educational policy implementation, the spokesman of modern trends in competitive professionals training. It should be noted that continuity is the core of modern education system, aimed at continuous professional improvement of a person throughout life. This provision is grounded in the National Doctrine of Education Development.

Constant attention to the creative implementation of the ideas of continuous vocational education creates opportunities for the implementation of socio-cultural, general, compensatory, adaptive, economic and other important functions in the daily activities and work of man.

Such conceptual approach involves the development of a person both vertically (professional level improvement) and horizontally (necessary changes in the profile of the profession, the transition from one profession to another, etc.).

Continuity of professional education is closely related to the principles of unity and continuity in the education system, its multilevel, flexibility and predictability. Consequently, the continuity and diversity of education, as its basic principles, are closely linked to the principles of unity and continuity in the education system, its degree of phases, flexibility and predictability.

The essence of continuous education is to understand the educational system as holistic, covering all various stages of human life, from preschool education to postgraduate studies, retraining, advanced training, self-education, that is, there is a consistent and interconnected process of human development throughout life, which enhances the role of personal orientation in lifelong education.

To determine effective approaches to the organization of professional formation of a modern specialist, it is necessary to take into account the fact that the most important determinant of professional development is the internal significance of labor, its satisfaction.

The improvement of professional skills and abilities, the development of creative potential, self-affirmation of a person as a successful self-realizing person is to be witnessed only in the continuous creative search and the unification of technology of adult learning with the technology of independent work. According to Ben Svitlend's expression: "Success is a way, but not a goal."

2. Professional culture in the aspect of training specialists.

The peculiarities of the objects of professional activity and the specifics of the sectoral activity of future specialists predetermine the acute need for rethinking the content and methods of their training with a reorientation towards the formation of their professional culture.

Professional culture is the sphere of creative use and application of the future specialist's personal abilities, and therefore its formation should be granted on subjective bases, when the student from the object of study, education and vocational education becomes the highest value, that is, acquires the essence of the subject. This approach is supported by such scientists as I. Bekh, I. Zaziun, N. Nychkalo, S. Slaktionin, R. Sierikova and others.

Professional culture is considered by scientists as an attributive property of a professional group of people, a set of knowledge and skills that provides high professional performance as well as the ability to solve professional problems (O.Homoniuk). At the same time, professional culture is an integral quality, formed on a solid ground of developed professional qualities and cultural, philosophical, social, economic and environmental thinking.

The rudiments of professional culture are significant for professional activity, especially in terms of providing services to different categories of the population. The major requirement for the formation of a professional culture is the presence of psychological and pedagogical conditions, which are understood as a combination of elements of content, methods, techniques, organizational learning forms that positively affect the effectiveness of the educational process.

Psychological and pedagogical conditions are the development of cognitive interest, activity, independence in educational activity; stimula for the self-improvement mechanisms in the learning process. The psycho-pedagogical condition is predetermined by the results of professional culture enhancement which is expressed by the help of: the purposefulness of cognitive actions and their expediency; the nature of knowledge, skills, activity, the mobility of the skills use; the desire to expand and deepen cognitive activity. The final result depends on the activity of independent cognitive activity of future specialists. Professional self-improvement of a specialist is a conscious, purposeful process of raising the level of professional competence and developing professionally relevant qualities in accordance with external social requirements, conditions of professional activity and personal development program.

Professional culture is the result of a comprehensive goal-oriented productive impact on the student's personality. It is formed on the basis of systematic, culturological, competence, personally oriented approaches. This influence determines the expediency of using the content and structural potential of continuous education. Knowledge and high level of common culture; practical skills and abilities - the last I. Zaziun explains as civil and political qualities (ideological beliefs and social activity); personality orientation; high intellectual activity and cognitive independence; abilities; culture of language and speech skills are of a great importance [4, p. 47]. Scientific and technological, socio-economic development of mankind strengthens the requirements for the training of a fully-developed professional, capable of continuous self-education, self-development and self-improvement; flexible, who tends to perform new, more complex professional functions. This leads to the need theoretical and methodological understanding of the problem of continuous vocational education, the search for solutions, taking into account significant scientific and technological achievements.

On the basis of theoretical analysis of the problem of future specialists' professional culture formation, the study of the possibilities of continuous education, the inclusion of practical experience in training specialists revealed some contradictions between: the objective need to form a future specialist's professional culture under conditions of continuous education and the real result of professional training; the requirement of society and industry for the integrative formation of a fully developed personality and the functional limitations of his/her professional readiness; the proved necessity to substantiate and introduce the system of future specialists' professional culture formation and the lack of its conceptual and methodological principles; the objective need of a system of modern scientific and methodological guidance for the future specialists' professional culture formation and the availability of unsystematic, uncoordinated elements of such support. Professional culture belongs to the sphere of professionally important qualities and naturally, is organically linked with other substructures of a specialist's personality.

Educational work in the higher educational establishments should ensure not only scientific and methodological information gaining, but also provide a developing personality effect in the form of a high professional culture of the future specialist. A specialist's personality professional culture is an integrated ability to consciously master the scientific and technical information, the determined behavior and communicative self-organization in the work team, the creative performance of professional activities on the basis of socio-legal, moral and ethical norms.

Both reforming Ukrainian higher education and integrating into the European educational and scientific space lead to an increase in the requirements for the professionalism of higher educational institutions' graduates under market competition. The focus on the development of the student as a personality, individuality and an active subject of professional activity can be secured only on the humanist-democratic basis of pedagogical activity in institutions of higher education.

Such organization of future specialists' professional training resembles the dialogue, cooperation, co-creation, where the mutually interested exchange of personal values and experience of a teacher and student prevails. This opens up broader opportunities for the students to prepare themselves for successful self-realization, which will be defined as their professional knowledge and mental well-being. Therefore, an important component for students' preparation for future professional activities is the formation of social activity and the recognition of the values of professional culture.

An important aspect of shaping the professional culture of future professionals is the use of new teaching technology in the field of interactive communication between a teacher and a student. It is the individual work with the student that will contribute to the disclosure of his/her creative potential, increase the possibilities for knowledge replenishment, deepen the ability to work with scientific material using modern educational technologies and appropriate tools - this approach will enable educators to obtain the results that are stated by the Bologna Declaration.

On-the-job training is an integral part for forming the professional culture of future specialists. The above mentioned aspects of the professional culture formation are only some elements that should become the basis for the organization of the educational process on the principles of the Bologna Declaration, which, unlike the traditional organization of education, focuses on the development of the students' personality.

The development of theoretical and methodological principles for the future specialists' professional culture formation, with bringing the content and forms of training organization to accordance with European standards, is a prospect of scientific research. There is a need for changing students' psychology about studying at institutions of higher education. And teachers are expected to use more modern pedagogical technologies, local settings and the world computer network Internet.

An individual approach to organizing learning process and assessing students' knowledge requires time and effort from teachers. Even by attaining the characterized goals, the discrepancy with European education will remain significant, so measures for the introduction of European experience should be systemic and rich in content, including changes in organizing training as well as scientific and methodological guidance at higher educational establishments. Subjects of the humanitarian cycle for the choice of personality spiritual references, the comprehension of cultural experience of mankind, historical memory and the possibilities of communication play a significant role in the future specialists' professional culture formation. Humanitarian disciplines are expedient to be considered not only as a component of the professional culture of future specialists, but also as an attributive component of the holistic socio-cultural personality reproduction.

Shaping students' culture of higher educational establishments involves the use of general cultural, content, ideological possibilities of disciplines of the humanitarian cycle. Not less important is the cycle of professionally directed and special disciplines. These subjects are to shape the spiritual potential of the future specialists to the level of the specific content of their future profession. They tend to enable the realization of a new, cultivating form of official duties performance and execution of professional functions.

The study of the main trends in the development of contemporary society involves rethinking the role of culture as an important indicator of the level of human development in the spiritual way. However, it is important to note that the pace of building up the overall cultural potential of a society depends to a large extent on the level of specialists' training to solve problems, the formation of their professional culture. Moreover, an important attention in this personal phenomenon is paid to the value component. This determines the relevance of a problem under research. In general, this problem was the subject of only some theoretical study. The leading idea of the research is based on the concept that the formation of a professional culture of future specialists in the conditions of continuous education should be considered as a pedagogical system, created on the basis of scientifically grounded approaches, theoretical and practical achievements of domestic and foreign pedagogy of higher education, the concept of continuous education, taking into account the main tasks of the domestic technical intelligentsia upbringing.

The implementation of the peculiarities of professionally defined goals and tasks requires a comprehensive analysis of the systems of foreign and domestic continuous professional training in the unity of their elements and links together with determining significance of the professional culture of students, future specialists. The formation of professional culture is considered as a continuous and holistic process that covers the plurality of structural elements that are dialectically interconnected and determined by many factors. The leading one is known to be a personal factor. Formation of the future specialists' professional culture is a component of continuous vocational education.

The professional culture of students of higher educational establishments is formed on the grounds of using progressive ideas of world experience in the national space of higher education, which necessitates a thorough analysis of modern systems of vocational training in foreign countries and the conditions that promote the development of these systems. The main component of the professional culture of the future specialist is the general culture, which determines the need for continuous, systematic, thorough training of specialists who are educated in continuous vocational training. Formation of professional culture is a coherent phenomenon that encompasses the processes of education, upbringing and development of the student. It should be aimed at creating a system of special cultural knowledge, mediated by the content of specialists' professional activities; developing models of the specialist's behavior, determined by the needs of the object of their activity and the code of honor of the employee; preventing the formation of technocratic thinking; enhancing its focus on taking customer-centric solutions.

The concept is introduced by updating the contents of the curricula of humanitarian and professionally oriented students' training by the use of special material. After having worked out the material, the awareness of the role of professional culture in future activities due to the specialty will be ensured. The conceptual approach to the development of such content is based on the principles of the philosophy of education, culturologically and personally oriented education, aimed at training a qualified specialist in accordance with his/her abilities, capabilities and needs of the industry as well as professional activities.

It is advisable to emphasise on the creation of a modern scientific and methodological guidance for forming the cultural component of future specialists' readiness. The main aspects of the concept are reflected in the general hypothesis of the research, which is based on the assumption: the level of professional culture of future specialists will increase considerably providing the scientific substantiation and implementation of the content, forms and methods of professional culture adapted to the requirements of the professional activity in the process of future specialists training are introduced. One of the means of its formation is a holistic system, the main component of which is the activity component. It involves provoking students' conscious pursuit of cultural activities aimed at forming the spiritual component of professional thinking and spiritually moral behavior. The practical value will embrace the creation and testing of methods for the future specialists' professional culture formation under conditions of continuous education; designing methods of culturological and pedagogical training of scientific and pedagogical staff, which will provide efficient teaching of disciplines of professional direction; creation of didactic materials to foster a pedagogical process of the formation of a professional culture, etc. The urgency of the formulation and solving this scientific problem requires the creation of new ways of training specialists of socio-cultural activities, the transition to new modifications of the content of the Bologna educational process, using the potential of domestic didactics, new technologies, based on orderliness, awareness which have become the new spiritual code of a citizen.

The evidence of achieving one or another level of the formation of a specialist's professional culture is considered to be essential. Level is the degree of formation of a professional culture, a certain result of development; criteria are level meters. There is a certain dynamic connection between them, if it is revealed, it is possible to develop the most optimal system of criteria.

The structural components of professional culture include: axiological (value), operational and personality-creative. In order to master all the components of professional culture and be ready to solve the above-mentioned tasks, the content of each academic discipline should be humanized. Such approach, with its purposeful use, is gradually becoming a style of social and professionally oriented thinking of a specialist, the values of culture are updated and systematically organized in its structure. Being equipped with the above mentioned techniques, the future specialist acts as the bearer of progressive social consciousness, general and professional culture. Two sides are distinguished in the structure of professional culture: the first characterizes the way of interaction of the subject with the instruments and the tool of labor, as well as the degree of his/her readiness for a particular type of activity. It includes such elements as professional interest, knowledge, skills and abilities, the style of professional thinking. The second side acts as an integral characteristic of consciousness and self-consciousness of the subject of professional culture, moral-ideological and aesthetic preconditions of activity. Professional consciousness is a kind of reflection of reality, in which the whole set of algorithms, norms, values and language inherent to a separate kind of professional activity is accumulated. Professional culture can be viewed at different levels of development. The initial level can be preliminarily described as informational. The degree of formation of the system of professional knowledge and attitudes is not yet sufficiently wide, professional abilities are in the stage of formation. Attitude to work can be narrowed down by utilitarian factors. The higher the level of knowledge and skills is, the wider the experience is detected, the more likely that a person in his/her work can reach certain heights. A wide professional outlook and a large amount of professional knowledge, interests and skills are common for a higher level. Creative understanding of the industrial situation as a problem task, the ability to solve it productively, originally and effectively are typical to this level. The high level of formation of a professional culture is determined by two characteristics: general and special. The general professional culture of a specialist foresees the unity of belief in the social significance of work and his/her profession, a sense of professional pride; diligence and work capacity; spirit of enterprise and initiative; readiness to an effective, quick and qualitative solving of industrial problems; fluency in applying the norms of the scientific labor organization; knowledge of the management theory and basics of social psychology; organizational skills; readiness and interest in mastering the rudiments of related specialisms, expansion of professional experience.

A special professional culture among specialists of different specialism includes qualities that vary considerably even within the same domain.

Highly specialized sections of profессиograms are applied to reflect this set of qualities. The fundamentals of both professional and general culture are laid out by a comprehensive training of a specialist, which, in our opinion, encompasses: fundamental methodological and ideological training; broad humanitarian training; theoretical and practical training in specialized disciplines; creative training according to the specialism; training in the field of scientific research, formation of skills of independent creative activity. The main directions of training include a number of interdependent, more partial due to the content training forms: economic, mathematical, sociological, socio-psychological, pedagogical, managerial, legal, environmental, etc. Their volume and content are focused on the specialty and correspond to the needs of each particular industry in society. The concept "professional culture" is complex, multidimensional and ambiguous. As far as this concept is concerned, there are hundreds of scientific definitions of the notion "culture", none of which has become unific yet. Let us try to examine some of the definitions: "Culture is a form of simultaneous existence and communication of different people - past, present and future - cultures, the form of dialogue and the fruit of these cultures," writes V. Bibler [2, p.289]. In his opinion, this is the integral being of a person, defined as the phenomenon of self-orientation. "Culture is a lifestyle, and in this style it is the creativity of life itself, but not unconscious, in its turn conscious; culture is determined by the level of human consciousness, it is a story about the growth of our "I," it is individual and universal at the same time", - notes A. Bilyi. [1, p.91]. There is own style of activity, indifference to his/her business. And this is an important component of the professional culture of a specialist. It does not matter what profession and what area a person will work in. The main thing is that thanks to the creative attitude and indifference to work, a person will transform into a true master of his/her business, who is good at the components of professional culture: competence; morality; communicative qualities.

Thus, the functions of professional culture which are determined by its specificity and at the same time are a valuable manifestation embrace: the formation of a sense of moral responsibility; strict adherence to the established positive stereotype of behavior; elaboration of moral substantiation of office relations; readiness to perform official duty; development of a culture of professional activities; precaution measures on professional deformation; prevention from bureaucracy manifestations. The notion of professional culture is closely related to the notion of a labour culture. However, they are not identical. When it comes to any work, including unskilled, everyday, where special knowledge is not required, then it is advisable to use the term "labour culture ". But this concept can also mean skilled work related to specialization, professionalism, production activity. This means that the culture of work also contains a professional culture, that is, the first concept is wider than the second one. Professional culture is inseparable from the culture of a person, which is characterized primarily by labour, activity, performance of official duties. Only by labor, by its quality, man transforms the world and materializes his/her abilities. In addition, the person's culture is a philosophical category that reflects the level of human socialization, its suitability for one or another type of professional activity.

Conclusions.

Professional culture as a component of the modern specialist's professionalism is formed by the needs that are satisfied by activity and through activity. The relevant needs are met in activities for understanding the psychological mechanism of forming a professional orientation. Professional culture includes a system of values, convictions, beliefs, expectations, symbols, as well as business and professional principles, norms of conduct, standards, which take place in the organization during the activity and which are perceived by employees. In well-managed organizations, each employee serves as a carrier of culture. A high culture determines the behavior of professionals who know how to act and what is expected from them.

Thus, professional culture provides the necessary level of professional functions performance and the prospect of specialist's self-improvement in the future. It manifests itself through the unity of personal and professional qualities of a specialist, the degree of the level that promotes social and spiritual development under conditions of entry into the domestic and European educational space. Today, there is a need for studying, identifying and analyzing this complex of qualities that are formed in the process of professional training at a higher educational institution and is the basis of success in professional activity. Therefore, professional culture is perceived as the higher level of professional activity, formed as a result of students' mastering professionally significant knowledge, skills and abilities, taking into account their needs for constant creative perfection. Modern education system sets the following tasks, in particular, professional development, vocational training, as well as the system of continuous education. They require a lot of efforts to organize scientific research and implement results in practice, the development of new technologies and appropriate scientific and methodological guidance of the educational process. Continuous vocational education is an essential component of lifelong education, reflects the global concept of "unity of the world", according to which all structural components of human civilization are interrelated, and contributes to the realization of the educational humanistic paradigm, since advanced man is in the center of all educational transformations, creating conditions for full disclosure of his/her abilities during life.

References.

1. Belyi, A. (1991). Ways of culture. *Voprosy pedagogiki*, 5, 91–95 [in Russian].
2. Bibler, V. (1991). *From the doctrine of science to the logic of culture*. Moskov [in Russian].
3. Ziazun, I.A. (2001). Continuous education as a basis for social progress. *Neperervna profesiina osvita: teoriia i praktyka*, 1, 15–23 [in Ukrainian].
4. Ziazun, I.A. (2003). *Philosophical foundations of education: educational and upbringing paradigms, educational technologies, dialectics of pedagogical action*. Pedahohichna maistemist u skladakh profesiinoy osvity, 11–59. Kyiv: APN [in Ukrainian].
5. International Labor Protection Law: Conventions and Recommendations of the Ministry of Labour Protection. (1997). Kyiv: Osnova, 2.
6. Gruber, E. (2009). Theorie und Forschung. *MAGAZIN Erwachsenenbildung* at. 7(8).
7. Cedefop (2005). *Improving lifelong guidance policies and systems: using common European reference tools*. Luxembourg: Retrieved from: <http://www.trainingvillage.gr>.