

Liudmyla Lakhtionova 

PhD in Economics, Associate Professor,
Deputy Director of the Educational and Scientific Institute for Education
Development of National Aviation University,
Kyiv, Ukraine
Ludmilala@i.ua

EDUCATION OF THE XXI CENTURY: CHALLENGES AND PROSPECTS

***Annotation.** The challenges to education in the global aspect and the conditions of the martial law regime and the subsequent reconstruction of Ukraine are highlighted. Recommendations regarding the prospects for the development of education in the 21st century at the state and global level were considered.*

***Key words:** education, globalization, war, higher education.*

***Анотація.** Висвітлено виклики до освіти в глобальному аспекті та умовах режиму воєнного стану і подальшої відбудови України. Розглянуто рекомендації щодо перспектив розвитку освіти у XXI столітті на державному та світовому рівні.*

***Ключові слова:** освіта, глобалізація, війна, вища освіта.*

Introduction. The world exists in new conditions associated with the processes of globalization and digitalization of human life. And in Ukraine, a full-scale war barbarically launched by Russia on February 24, 2024, is continuing for three years already. The global and digital revolutions and AI spreading pose new challenges to society. This stays for the education sector also. There is an urgent need to develop a new educational paradigm. Therefore, the chosen research topic is extremely important and relevant.

The main purpose of the article is to reveal the challenges and prospects for the development of education in the twenty-first century.

Results of the study. After gaining independence in 1991, the national education system of Ukraine vastly needed a radical transformation. In three years, the State National Program «Education» («Ukraine of the XXI Century») was elaborated, approved by the Cabinet of Ministers of Ukraine on November 3, 1993, № 896 (currently valid) [1].

As stated in the Program, after Ukraine’s transformation into an independent state, education has become the Ukrainian people’s own business. The education system development and its fundamental reform should become the basis for the reproduction of the intellectual and spiritual potential of the people, upshifting the national science, technology and culture to the world level, national revival, the establishment of statehood and democratization of society in Ukraine. The modern civilization dynamics, the social role growth of the individual, the humanization and democratization of society, the intellectualization of labor, the rapid change in equipment and technology all around the world – all this requires the conditions creation under which the people of Ukraine would become a permanent learning nation [1].

The strategic objectives of education reform in Ukraine are shown in the figure 1 below.

Strategic objectives of education reform in Ukraine (Ukraine of the XXI Century)	
<p>The national education system revival and development as the most important aspect in the education of conscious Ukrainian citizens, an educated & creative personality formation, formation of its physical and moral health, ensuring the priority of human development, reproduction and transmission of culture and spirituality in all the diversity of national and world models.</p>	<p>Bringing education in Ukraine to the level of developed countries through a radical reform of its conceptual, structural, organizational foundations; overcoming the state monopoly position in the educational sphere through the non-governmental educational institutions creation on an equal footing; the traditional educational institutions deep democratization; formation of a multivariate investment policy in the field of education.</p>

Fig. 1. Strategic objectives of education reform in Ukraine*

**author’s compilation based on the [1]*

The priority areas of education reform are shown in Fig. 2.

The main ways of the education reforming are shown in Fig. 3.

Priority areas of education reform in Ukraine (Ukraine of the XXI Century)				
The national education system development considering the fundamental changes in all the public life spheres in Ukraine	Ensuring the citizens moral, intellectual and psychological readiness to get education	A qualitatively new level reaching at the study of basic subjects' including Ukrainian and foreign languages, history, literature, mathematics and natural sciences	The conditions creating for meeting the educational and professional needs and the opportunities providing for every citizen of Ukraine to constantly improve their education, raise their professional level, and master new specialties	Ensuring at each educational institution an appropriate conditions for the quality education and upbringing of physically and mentally healthy persons; prevention of alcoholism, drug addiction, and violence that negatively affect people's health

Fig. 2. Strategic objectives of education reform in the Ukrainian state*

**author's compilation based on the [1]*

The main ways of education reform in Ukraine (Ukraine of the XXI Century)
An atmosphere creating in the society of nationwide support for the education development, constant concern for increasing the intellectual and spiritual potential of the nation, intensifying the whole society efforts to bring education to the level of the modern civilization achievements, involving all state, public, private institutions, families, and every citizen into the development of education.
Overcoming the universal humanistic values and national nihilism devaluation, and the isolation of education from national sources.
Ensuring the development of education based on new progressive concepts, introduction of modern pedagogical technologies and scientific and methodological achievements into the educational process.
Withdrawing off the principles of authoritarian pedagogy, which were typical to the totalitarian state and led to the leveling of natural inclinations and capabilities, as well as the interests of all the educational process participants.
Training a new generation of teaching staff, raising their professional and general cultural level
Formation of new economic foundation of the education system, creation of an appropriate material and technical base.
Reorganization of existing and creating the educational institutions of new generation, regional centers and experimental sites for testing and selecting the effective pedagogical innovations and educational modules.
Radical restructuring of education management through its democratization, decentralization, and creation of regional management systems for educational institutions.
Organic integration of education and science, active use of the scientific potential of higher education and research institutions, the latest theoretical developments and achievements of innovative teachers, and public creative associations in the educational process.
Creating a new legal and regulatory framework for education.

Fig. 3. The main ways of education reform in Ukraine*

**author's compilation based on the [1]*

The principles of implementing the Education Reform Program in Ukraine are shown in the fig. 4 below.

Implementation Principles of the Education Reform Program in Ukraine (Ukraine of the XXI Century)
<i>Prioritization of education</i> , which means the advancing nature of its development, a new society's attitude towards education, knowledge and intelligence, and radically new approaches to investment policy in the education sector.
<i>Democratization of education</i> , which implies decentralization and regionalization of education system management in compliance with the most fundamental principles of the educational policy of the Ukrainian state, granting autonomy to educational institutions in solving the main issues of their activities, overcoming the state monopoly on education, transition to a state-public system of education management in which the individual, society and the state will become equal subjects, and the creation of a system of partnership between pupils, students and teachers.
<i>Humanization of education</i> , which consists in affirming a person as the highest social value, the fullest disclosure of his or her abilities and meeting various educational needs, ensuring the priority of universal values, harmony of relations between
«Humanitarization» of education , which is designed to form a holistic picture of the world, spirituality, personal culture and planetary thinking.
<i>The national orientation of education</i> , which means that education is inseparable from the national soil, its organic combination with national history and folk traditions, preservation and enrichment of the culture of the Ukrainian people, and recognition of education as an important tool for national development and harmonization of national relations.
<i>The openness of the education system</i> , which is associated with its focus on the whole indivisible world, its global problems, awareness of the priority of universal values over group and class values, and integration into global educational structures.
<i>Continuity of education</i> , which opens up the possibility of continuous deepening of general and professional training, achieving integrity and continuity in education and upbringing; turning education into a process that lasts throughout a person's life.
<i>Inseparability of education and upbringing</i> , which consists in their organic combination, subordination of the content of education and upbringing to the formation of a holistic and comprehensively developed personality.
<i>Multiple forms and variants of education</i> , which provides for the opportunities' creation for a wide choice of of education forms, educational institutions, teaching and upbringing tools that would meet the individual educational needs; introduction of a variant component of the content of education, differentiation and individualization of the educational process, creation of a network of non-state educational institutions.

Fig. 4. Principles of Implementation of the Education Reform Program in Ukraine *

**author's compilation based on the [1]*

Updating the content of education is a crucial component of education reform in Ukraine and involves bringing it in line with the modern needs of individuals and society.

The strategic objectives of the education content reforming are shown in Fig. 5.

Subsequently, the National Doctrine of Education Development was adopted, approved by the Decree of the President of Ukraine of April 17, 2002, № 347/2002

(current) [2], and the National Strategy for the Development of Education in Ukraine for the period up to 2021 was developed, approved by the Decree of the President of Ukraine of June 25, 2013, № 344/2013 [3].

Strategic tasks of reforming the education content in Ukraine (Ukraine of the XXI Century)
The state standards elaboration and the corresponding system & scope formation of knowledge, skills, creative activity, and other personal qualities at different educational and qualification levels.
Selection and structuring of educational material based on differentiation and integration, providing alternative opportunities for education in accordance with individual needs and abilities.
Organic combination of general education and professional components in the content of education in accordance with the educational levels and peculiarities of the regions of Ukraine.
Teaching the Ukrainian language in all educational institutions, establishing it as the main language of general education, vocational and higher education.
Focusing on integral courses, searching for new approaches to structuring knowledge as a means of holistic understanding and cognition of the world.
Optimal combination of humanitarian and natural-mathematical components of education, theoretical and practical components, classical heritage and modern achievements of scientific thought, organic connection with national history, culture, and traditions.
Preconditions creation for the development of young people's abilities, formation of readiness and ability for self-education, and widespread use of new pedagogical and information technologies.
Promoting the physical and mental health of young people, taking into account the needs of individual correctional and compensatory education and upbringing of children with disabilities.

Fig. 5. Strategic tasks of reforming the education content in Ukraine*

**author's compilation based on the [1]*

The *National Strategy for the Development of Education in Ukraine until 2021* elaboration is driven by the need for fundamental changes aimed at improving the quality and competitiveness of education in the new economic, social and cultural environment, and accelerating Ukraine's integration into the international educational space. The National Strategy specifies the main ways of implementing the conceptual ideas and views of education development defined by the National Doctrine of Education Development [2; 3].

The goal and priority areas of education development according to the National Doctrine of Education Development are shown in the figure 6 below.

Particularly relevant during the Russian-Ukrainian war is the statement in the National Doctrine of Education Development that "education affirms the national

idea, promotes national self-identification, development of the culture of the Ukrainian people, mastery of the values of world culture and universal heritage. National education is one of the main priorities, an organic component of education. Its main goal is to educate a conscious citizen, a patriot, to give young people social experience, a high culture of interethnic relations, to form in young people the need and ability to live in a civil society, spirituality and physical perfection, moral, artistic and aesthetic, labor and environmental culture [2].

The purpose and priority areas of education development in Ukraine according to <i>National Doctrine of Education Development</i>
The purpose of the state policy on the development of education is to create conditions for personal development and creative self-realization of every citizen of Ukraine, to educate a generation of people capable of working and learning effectively throughout their lives, to protect and enhance the values of national culture and civil society, to develop and strengthen a sovereign, independent, democratic, social and legal state as an integral part of the European community and thw whole world.
Priority areas of state policy for the education development
Personal orientation of education
Formation of national and universal values
Creating equal opportunities for citizens in obtaining education
Continuous improvement of the quality of education, updating its content and forms of organization of the educational process
Development of the system of continuous education and lifelong learning
Promoting a healthy lifestyle
Expansion of the Ukrainian-language educational space
Meeting the educational needs of national minorities
Ensuring economic and social guarantees for professional self-realization of pedagogical, scientific and pedagogical workers, raising their social status
Development of preschool, out-of-school, general secondary education in rural areas and vocational education
Organic combination of education and science, development of pedagogical and psychological science, distance education
Introduction of educational innovations and information technologies
Creation of an industry of modern teaching and learning aids, full provision of educational institutions with them
Creating a market for educational services and its scientific and methodological support

Fig. 6. The purpose and priority areas of education development in Ukraine according to the National Doctrine of Education Development*

**author's compilation based on the [2]*

The doctrine emphasizes the following:

- language education strategy (the state creates a system of continuous language education that ensures compulsory mastery of the state language by Ukrainian citizens, the opportunity to master their native (national) language and practically
 - to master their native (national) language and to practically master at least one foreign language. Education contributes to the development of a high linguistic culture of citizens, fostering respect for the state language and languages of national minorities of Ukraine, tolerance towards speakers of different languages and cultures);
 - education as a driving force for the development of civil society;
 - education and physical education as the basis for ensuring the health of citizens;
 - equal access to quality education;
 - continuity of education, lifelong learning;
 - introduction of modern information and communication technologies that ensure further improvement of the educational process, accessibility and efficiency of education, preparation of the younger generation for life in the information society;
 - modernization of education management;
 - modern economy of education, which should create sustainable prerequisites for the development of all areas of the industry in order to form a high educational level of the Ukrainian people;
 - combining education and science, which is a condition for modernization of the education system and the main factor of its further development;
 - support of pedagogical and scientific-pedagogical workers, increasing their responsibility for the quality of professional activity;
 - social guarantees for participants of the educational process;
 - international cooperation and integration in the field of education by bringing education acquired in Ukraine to the world market of educational services, deepening international cooperation, expanding participation of educational institutions, scientists, teachers, pupils and students in projects of international organizations and communities.

The National Doctrine of Education Development states that «the advanced development of education will ensure a standard of living worthy of the 21st century person» [2].

In 2014, the Ministry of Education and Science presented a draft *Concept of Education Development for 2015-2025*. The document must be approved after a public discussion procedure. The draft concept was developed by the Strategic Advisory Group «Education» (SAG «Education»), established within the framework of a joint project of the International Renaissance Foundation and the Foundation «Institute for Education Development» in July 2014 to provide advisory and expert support to the Ministry of Education and Science in developing the Roadmap for Education Reform. [4; 5].

The concept (project) covers 5 main areas of development (reform) of the education sector:

- bringing the structure of education in line with the needs of the modern economy and Ukraine's integration into the European economic and cultural space;
- reforming the content of education;
- Ensuring equal access to quality education for all citizens of Ukraine and turning education into a social elevator;
- Reforming the system of training and retraining of pedagogical and managerial personnel in the education sector and ensuring high social standards for education workers;
- reorganization of the governance, financing and management system of education through decentralization, deregulation, introduction of institutional, academic and financial autonomy of educational institutions, adherence to the principle of responsibility of educational institutions for the results of educational and upbringing activities [4; 5].

The results of education reform in Ukraine over the 30 years of independence (1991-2021) have been disclosed by the author in previous studies [6 - 8].

And the processes of the education digitalization using distance learning tools were disclosed in scientific presentations at various international scientific events

outside Ukraine with the publication of research results in international scientific journals in period of 2021-2022 [9-11].

At the end of June 2023, the Ministry of Education and Science of Ukraine invited the public society to collaborate in a strategy development for the transformation of education and science. Minister Oksen Lisovyi noted in his social media post: «The key request is to put people in the focus of attention. All changes are for people and about people. We rely on technology and innovation so that Ukrainians have the best opportunities, and the state has powerful human capital» [12].

Ukrinform collected the opinions of representatives of education and science on what changes they expect.

Recently, at several educational events, Oksen Lisovyi has emphasized the need to move away finally from the Soviet legacy in the educational sphere, remove the metastases of ideological layers, and offer interesting classes to the educational process participants that would not discourage them from learning, but rather encourage them.

«A complete rethinking of Soviet school spaces is one of the tasks of the education system transformation. The modern educational environment has a positive impact on all the participants of the educational process, especially children, who become more confident, curious and open-minded. Today, we have more than three hundred destroyed and more than three thousand damaged schools in Ukraine. And the challenge we face is to rebuild them in a new quality», says Minister of Education and Science of Ukraine Oksen Lisovyi [12].

Education prepares a person for tomorrow, so today we must form conscious citizens who will rebuild the country after our victory. To implement such plans, the Ministry of Education and Science is developing a National Strategy for Education and Science, which was discussed by more than 1700 experts. More than 6 000 existing problems were outlined; 11 000 proposals were made on how to solve them. The document is expected to be finalized in the nearest future [12].

The Cabinet of Ministers is preparing a public presentation of the education reform, which is expected to become one of Ukraine's most fundamental reforms. This was stated by Deputy Prime Minister for Innovation, Education, Science and Technology Mykhailo Fedorov during a discussion on the restoration of Ukraine [13].

«It will be... about innovations, about different thinking of children, etc.», – emphasized Fedorov. He noted that the education system changes will be based on children implementing innovations through entrepreneurship, quality work, and value creation.

«I am very inspired by the education system reform. If we want to have a GDP of more than \$100,000 per capita, we need to have companies with high added value that will be worth more than a billion, preferably tens of billions. The US economy is developing in a similar way. To do this, we need to generate human capital. We need to actively develop innovations» the Deputy Prime Minister said [13]. He also emphasized that the experience of countries that are developing innovations shows the importance of studying mathematics, English, natural sciences, etc.

Ukraine is striving for world standards of living, improving its education and science system on its way to the European Union and NATO, considering the processes of globalization and digitalization of human existence.

At the end of the twentieth century (1999), the work «The Learning Revolution» by Gordon Dryden and Jeannette Vos was published [14; 15]. 7,5 million copies were sold in China in 25 years. In 1999 this book was absolute bestseller in the world (in terms of number of copies), except for the Bible! It tells the story of a revolution in learning that must be matched by a revolution in technology and communications. It highlights the worldwide research on how each of us, at any age, can bring about this revolution right now.

Among the topics which this book addresses are:

- How to learn something much faster, better, and easier.
- How to read four books a day and memorize what you read.
- How to learn the basics of a new language in 8 weeks.

- How to overcome a 5-year reading gap in 10 weeks.
- How to read and write before entering school.
- How to make the most of your amazing brain.
- How to create an intelligence map to improve your grades.
- How to create successful, profitable ideas.
- How to use the world's best learning technologies.

A new paradigm of education in the global world had emerged. What are the main challenges and priorities of education in the 21st century?

In the 21st, certain challenges of our time, global educational goals, a new model of education, and psychosocial skills for a new era of education are being identified.

The way of living has changed rapidly. We all live in a time of global revolution and global change:

- the way of human living, the conditions of communication, and the way of thinking have completely changed;
- a new vision of the future, a different quality of well-being, and a creative understanding of the place of the individual in the world have emerged.

Thus, *the following areas (challenges of our time) are identified that shape the future of humanity in the 21st century:*

- 1) the era of high-speed broadband communication;
- 2) the era of digitalization;
- 3) the unification of the global economy;
- 4) increased competition in various industries;
- 5) increase in human life duration expectancy;
- 6) growth in the number of low-skilled workers;
- 7) changes in the forms, conditions and requirements for labor;
- 8) the emerging and widespread of joint ventures;
- 9) the discovery of the amazing potential of the brain and artificial intelligence;
- 10) the growth, expansion and strengthening of the service sector (especially educational services);
- 11) the boom of self-education

12) the triumph of the individual;

13) constant military conflicts on planet Earth and new methods of warfare.

To be successful in the 21st century, humanity urgently needs a revolution in education.

The revolution in education in the 21st century must combine the incredible advances in brain research and artificial intelligence with the ability to instantly access a global network of information and knowledge.

The United Nations has identified three global goals to which education should make a significant contribution (Fig. 7).

Global 21st century goals, which should be significantly contributed by education		
Access to lifelong education for everyone for continuous learning, mastering competencies and knowledge that meet the requirements of a globalized society	Ensuring sustainable economic development through improved employment and entrepreneurship	Strengthening social inclusion and cohesion through active engagement in civic activities

Fig. 7. Global 21st century goals, which should be significantly contributed by education*

**author's compilation based on the [14-17]*

These global goals identify the key areas of learning and competencies on which efforts must be focused to meet the demands of a changing world.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), together with the United Nations Children's Fund (UNICEF) and in cooperation with many other international and national organizations, has proposed a conceptual four-dimensional model for the development of educational programs (Fig. 8).

The four dimensions of learning are a transformative vision of education for the 21st century. A conceptual definition of understanding the skills of the 21st century based on the four-dimensional model of learning is proposed.

Four-dimensional model of education for the 21st century (global aspect)			
<i>1st dimension of learning – «Learning to know (knowledge)» or Cognitive dimension (learning to know to know, to learn)</i>	<i>The 2nd dimension of learning – «Learning to act» or the Instrumental dimension (learning to apply knowledge, to act)</i>	<i>3rd dimension of learning – «Learning to be» or Individual dimension (learning to be, living in harmony with oneself)</i>	<i>The 4th dimension of learning – «learning – learning to live together » (to live in peace and harmony with others)</i>

Fig. 8. Four-dimensional model of education for the 21st century (global aspect)*

**author’s compilation based on the [16]*

This model combines and extends the lifelong learning paradigm developed in the 1996 Delors’ report titled «Learning: The Inner Treasure», which considers subsequent developments in education and society.

Repositioned the Delor’s Pillars of Education as Dimensions of Learning to emphasize their dynamic nature.

*The first dimension of learning – «Learning to know» or the **Cognitive Dimension*** – includes the development of aptitude, concentration, problem solving and critical thinking, and emphasizes curiosity and creativity as a desire to better understand the world and other people. The concept of «Learning to know» is becoming increasingly prominent as it underpins the acquisition of basic foundational skills such as literacy, numeracy and information and communication technology (ICT) skills. The cognitive dimension of learning is necessary to develop new skills and ensure the acquisition of new knowledge.

*The second dimension of learning – the «Action Learning» or **Instrumental Dimension***, identifies how children and young people can be supported to implement into the practice what they have learned and how education can be adapted to better serve the world of work. That is, applying the theoretical learning outcomes in the everyday practical contexts. Learning for the rapidly changing world of work must

meet the changing demands of the labor market, new technologies, and the needs of young people transitioning from education to work.

The third dimension of learning – «Learning to be» or the Individual dimension – refers to learning as self-realization, personal growth and support for self-esteem and includes cognitive, intrapersonal and interpersonal skills. Personal growth encompasses both personal and social factors. The skills developed within this dimension are important for self-defense, resilience, and violence prevention. Therefore, they should be considered as contributing factors to other dimensions of learning.

The fourth dimension of learning – «Learning to Live Together» or the Social Dimension, refers to the ethical dimension that supports the vision of civic education in countries. It adopts a human rights-based approach, consistent with democratic and social values, principles of justice, and respect for differences. The social dimension forms the ethical basis of the other three dimensions of learning (cognitive, instrumental and individual).

The social dimension involves developing in children and youth the desire and ability to live in peace and harmony.

These four dimensions of learning overlap, interact and reinforce each other.

The four dimensions of learning should not be seen as separate and mutually exclusive. They are interconnected and reinforce each other, combining in the whole personality of the student.

Thus, the four-dimensional model offers a framework for defining key psychosocial competencies (life skills for 21st century education).

Let's consider the key psychosocial skills for 21st century education. UNICEF defines life skills as psychosocial competencies for learning, employment, personal development and active citizenship. These skills are universal abilities of a person, i.e. "meta-skills" that every person needs to apply in all spheres of life, regardless of professional specialization.

UNICEF's four-dimensional model of education for the twenty-first century identifies *12 basic life skills* (Fig. 9).

Dimensions of learning and basic life skills in the twenty-first century – d (global aspect)	
Dimensions of learning	Dominant life skills
<i>The cognitive dimension – «Teaching cognition (knowledge)»</i>	<i>Skills for learning:</i> <ul style="list-style-type: none"> • creativity • critical thinking at problem solving
<i>Instrumental dimension – «Action learning»</i>	<i>Skills for employment:</i> <ul style="list-style-type: none"> • cooperation • decision-making negotiations
<i>The individual dimension – «Learning to be»</i>	<i>Skills for increasing personal potential:</i> <ul style="list-style-type: none"> • self-regulation • resilience communication
<i>Social dimension – «Learning to live together»</i>	<i>Skills for active citizenship:</i> <ul style="list-style-type: none"> • respect for diversity • empathy • participation

Fig. 9. Dimensions of learning and basic life skills in the twenty-first century (global aspect) *

**author's compilation based on the [17]*

Thus, these *dominant life skills of the XXI century are intended to:*

- *first dimension:* to improve learning processes and outcomes, prepare children for success in a rapidly changing world, and increase the satisfaction and relevance of learning;

- *second dimension:* to develop successful entrepreneurs, help solve problems in the workplace, improve employability and career advancement regardless of gender;

- *third dimension:* to promote holistic self-development, self-esteem and self-efficacy; to support the development of coping skills;

- *fourth dimension:* to facilitate the resolution of social problems towards inclusive citizenship, improve social cohesion through creative approaches to conflict management, and promote social participation in promoting the common good

Considering the global aspect of education development in the 21st century and based on previously adopted legal acts on education development in Ukraine, our state must build new educational trajectories under martial law. This greatly complicates the process of reforming education in Ukraine. The requirement to

ensure the safety of the educational process is at the forefront. Therefore, blended learning is widely used, with offline learning changing to online and vice versa depending on the presence or absence of air raids.

The Ministry of Education and Science of Ukraine is strict about building and equipping comfortable bomb shelters to ensure a safe learning process during air raids, bombing and shelling.

A special place is occupied by the issues of providing psychological assistance to students, parents, teaching and research staff.

It is important to provide benefits to applicants from the temporarily occupied Ukrainian territories. For this purpose, the educational centers «Crimea-Ukraine» and «Donbas-Ukraine» were established in the admissions offices of educational institutions. Applicants from the temporarily occupied territories have certain privileges – they can apply through the Educational Centers or under quota 2 [18].

The author of this article personally participated in the creation of the Donbas-Ukraine Educational Center at the National Aviation University in 2020.

From 2020 to 2022, she was responsible for the work of the Donbas-Ukraine Educational Center at NAU [18].

Despite all the hardships of the war, Ukraine continues to reform its education sector in the context of approximation to the education of the European Union and the best international educational practices.

Conclusions. Thus, education is the basis for the development of an individual, society, nation, and state; it is the key to the future of Ukraine and the world. It is a determining factor in the political, socio-economic, cultural and scientific life of society. Education reproduces and increases the intellectual, spiritual and economic potential of the country and the whole world.

Education is a strategic resource for improving the welfare and livelihood of Ukrainians, ensuring national interests, strengthening the authority and competitiveness of the state at the global level.

During the years of independence, the Constitution of Ukraine has defined priorities for the development of education, created an appropriate legal framework,

and implemented practical reforms in the sector in accordance with the State National Program «Education» («Ukraine of the 21st Century»), the National Doctrine of Education Development and the Concepts of Education Development of Ukraine for the future, taking into account the global challenges of our time, global educational goals and a new model of education for the 21st century, psychosocial skills for a new era.

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