Peculiarities of Formation and Implementation of State Policy in the Field of Continuous Education in Ukraine

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Abstract. The main purpose of the article is to highlight the peculiarities of the formation of the system of continuing education in Ukraine. The evolution of the views of scientists of different periods on the need for continuing education is analyzed. The influence of government institutions on the creation of regulatory and legal and organizational support for the implementation of state policy for the development of continuing education in modern Ukraine. The role of the state in the implementation of primary and secondary school reforms for the formation of quality knowledge as a basis for the development of the individual and his need to learn throughout life. The article analyzes the effect of legal and organizational mechanisms of public management of the system of continuing education in the conditions of innovative development of society and implementation of educational reforms. The main problems of legal and organizational nature regarding the formation of a single educational space as a favorable environment for the development of continuing education are identified. On the example of educational institutions of Ukraine the efficiency of mechanisms of public management of the system of continuous education and quality assurance of education in the conditions of application of innovative technologies of education is estimated.

Keywords: Education policy · Lifelong learning · Public education management · Educational service · Consumer of educational services · Satisfaction with the quality of education

1 Introduction

In the modern world there is a tendency to actively implement the concept of continuing education - lifelong learning. Continuing education is becoming an integral part of the education system as it helps to increase competition, reduce unemployment and attract social and economic innovation. It is continuing education that unites the entire

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educational space of the country. We are in solidarity with Sychenko and other scientists [1], that due to this education the following features and characteristics: responsibility for the level of national intelligence; compliance of continuing education with European and world trends in economic and social development; advanced development compared to the dynamics of society; systemicity, continuity, problems and compatibility at the global, state and regional levels. However, the issues of forming public policy in the field of continuing education in Ukraine, especially from the standpoint of the science of public administration, are still insufficiently studied. Most scientific papers cover the practical aspects of the development of the educational system, but there are no works on a comprehensive analysis of the formation and development of public policy in the field of continuing education.

Some ideas about the need and continuity of education, which should take care of the state, some researchers in philosophical [2], historical [3] and pedagogical sciences [4–7] are found in the scholars of antiquity - Herodotus, Aristotle, Socrates, Plato, Confucius, Seneca. It was the ancient philosophers who formed the idea and doctrine of the constant spiritual improvement of man and his need and ability to learn throughout life.

The forerunner of modern views on continuing education is the Czech scientist J.A. Comenius [2, 8], who noted that every age is suitable for learning and a person in life has no purpose other than learning.

Among domestic contemporaries, the apologist for the need for continuing education is Nychkalo [9], who noted in his work that in modern conditions have developed different approaches to defining the essence of the concept of "continuing education", at the same time as a philosophical and pedagogical concept, according to which education is interpreted as a process covering all human life and as an important aspect of educational practice at various levels of the education system, and as a principle of organization of education at the national and regional levels, and as a principle of implementation of state policy in the field of education. At the same time, the author is convinced that due to its content and unlimited time, continuing professional education has opportunities to perform socio-cultural, developmental, general education, compensatory, adaptive and economic functions that are interconnected and complementary. Along with this, new functions appear, due to the specifics and dynamics of changes in socio-cultural development in each state at different historical stages [10], so it is the state that should take care of the development of continuing education. In addition, some countries have regional, national and international centers that develop issues and coordinate programs and information exchange on continuing education (mainly on adult education).

In the works of Lugovyy [11] the problems of formation of continuous education in the countries of organization of economic cooperation and development and the value of their experience for Ukraine are highlighted. And in the works of Russian scientist Wolfson [12] notes that in each country the process of development of the theory and practice of continuing education has its own specific features. At the same time, there are general principles: flexibility and variability of the education system; improving the organization and operation of the general education system, restructuring vocational education systems and coordinating the activities of vocational schools with the broad interests of production, meeting the non-professional needs of people, developing so-called third age education, using the latest technology, which greatly expands learning

opportunities and information at all stages of human life. Problems of organization of lifelong learning for adults are covered in the works of Oliynyk (2010) [13].

Other scholars are investigating various aspects of the development of continuing education. In particular, the article by Teteruk (2020) [14] highlights the peculiarities of the formation of human capital in the implementation of the concept of "lifelong learning". The work of Zastrozhnikova (2021) [15] reveals the problems of financial and economic autonomy in the field of higher education. Thus, the problem of implementing educational policy in Ukraine is relevant and widely covered in the scientific literature.

However, most scientific papers investigate the problems of continuing education for adults. At the same time, there are almost no studies of the initial stage of the organization of the educational process, starting with preschool education, as well as school education as a foundation for further education. It is from preschool and school education that personality formation begins. Therefore, the formation of public policy in the field of continuing education should start from the lowest level. This article is devoted to these issues.

2 Materials and Methods

To achieve the goal of the study, the authors used a systematic approach and methods of comparative, functional-legal and organizational-functional analysis, mathematical and statistical methods and techniques and techniques of sociological surveys. The theoretical and methodological bases of the study were the scientific works of Ukrainian and foreign scientists. Processing and systematization of data from the survey of participants in the educational process and consumers of educational services allowed to make a comprehensive analysis of students and their parents' satisfaction with the quality of educational services provided in secondary schools and specialized lyceums in higher education. Structural and functional analysis determined the elements of the institutional and legal framework for the development of public education management. The use of a systematic approach to the formation and implementation of public policy in the field of continuing education made it possible to identify problems and provide recommendations for improving the system of public administration in the field of continuing education.

3 Results and Discussion

3.1 Theoretical Approaches to the Formation of State Policy in the Field of Continuing Education

External and internal socio-economic conditions significantly affect the modern educational environment and society's requirements for the formation of new professional and social knowledge, skills and abilities. The formation of a personality that develops constantly and continuously from birth and throughout life is a requirement of the modern world. Therefore, one of the leading educational ideas today is the idea of continuing education, which is closely related to the desire to constantly enrich the potential of the

individual, professional opportunities in accordance with the ideals of culture, morality, professionalism, full self-realization in life [1].

These ideas in the form of principles, rights and freedoms are enshrined in a number of fundamental international legal instruments and norms of the European Community.

In general, as noted in his works [10, 16, 17], the continuity of vocational education, as a global trend, is formed in the second half of XX century. It was during this period that the trend towards international cooperation in the field of vocational education intensified. First of all, we are talking about the broad activities of the UN, UNESCO, and the International Labor Organization (ILO), which have adopted documents on the problems of continuing vocational training for various categories of the population (Table 1):

Table 1. The main international legal instruments governing lifelong learning

Document: year of adoption, title	Level of document approval
1962 recommendation on vocational training)	46th session of the general conference of the international labor organization
1974 recommendations on vocational and technical training	UN general conference on education, science and culture
1975 convention on vocational guidance and training in human resources development; recommendations for career guidance and training in the field of human resources	General conference of the international labor organization
1976 recommendations on the development of adult education UN	General conference on science, education and culture, 19th conference
1989 convention on technical and vocational education UN	General conference on science, education and culture
1997 resolutions on two programs: "Education for All Lifelong Learning"	"Educational Reform for Lifelong Learning" UNBSCO General conference
1999 Recommendations to the director-general of UNESCO "Technical and Vocational Education and Training: A Look for the 21st Century"	Second UNESCO international congress on technical and vocational education "Education and Lifelong Learning: A Roadmap to the Future"

Source: compiled by the authors

These documents clearly substantiate the need for continuity of vocational training, which is enshrined in specially formulated postulates and corresponds to the principle: training is a process that lasts throughout a person's working life in accordance with his needs as an individual and a member of society;

The same approaches are stated in the basic EU documents regulating the social rights of people in the field of education. Some documents state that everyone has the right to quality and inclusive education, basic and lifelong learning to acquire and maintain skills that enable them to participate fully in society and successfully adapt to changes in the labor market [18].

The same principles were declared in the Community Charter of the Fundamental Social Rights of Workers, adopted by the Heads of State or Government of the Member States of the European Community at a meeting in Strasbourg on 9 December 1989. In particular, paragraph 15 of this Charter states that every employee of the European Community must have access to and use of vocational training throughout his or her employment. These principles were ratified by the Verkhovna Rada of Ukraine in 2005 [19]. It is also clearly stated in this document that the competent public authorities and enterprises, as two social partners, each within its own sphere of competence, must introduce continuous and continuous training systems that enable each person to undergo re-training, especially by granting study leave, in order to improve her professional skills or acquire new professional skills, in particular in the light of technical development (ibid.).

Later, on 7 December 2000, the Charter of Fundamental Rights of the European Union was adopted by EU member states in Nice, which enshrines in Article 14 the right of everyone to education and to have access to vocational training and retraining. And on 17 January 2018, the European Parliament and the Council of the European Union approved a Framework Program on renewed key competences for lifelong learning (Council of the European Union, 2018) [20], which was adopted in the framework of Recommendation 2006/962 / EU of the European Parliament and of the Council (EU) of 18.12.2006 and ratified in Ukraine [21].

The main objectives of the European Union Framework Program are:

1. Identify the key competencies needed for employment, personal capacity building, active citizenship and social inclusion.
2. Create a handbook for developers of educational policies, providers of educational and training services, managers of educational institutions, employers, as well as directly those who study.
3. Support efforts at European, national, regional and local levels to promote the development of lifelong learning competencies.

Competences are defined as a combination of knowledge, skills and attitudes, where:

- knowledge consists of facts and figures, concepts, ideas and theories that are already established and support the understanding of a particular area or subject;
- skills are defined as the ability and capacity to perform processes and use existing knowledge to achieve results;
- Attitudes describe the dispositions of perception and attitude towards ideas, people or situations and encourage appropriate reactions or actions.

However, it should be noted that both in the world and in most domestic scientific and practical approaches, the concept of continuing education is seen as a process consisting of basic and further education and involves the second stage of sequential alternation of training in specially created educational institutions with professional activities. The process of personality formation in the system of continuing education consists of two main stages: 1) basic education - preparatory training and education, which chronologically precedes the activities of the individual in the professional sphere; 2) post-basic

(postgraduate) education - further training and education, combined with practical activities in the field of social production. At the same time, the period of preschool and school education is practically ignored, which in our opinion is the main thing in a person's life, because it shapes him as a person.

However, it is worth noting another foreign experience. In particular, in the United States there are Pre-School classes, which are located directly in the primary school, where children study from 4 years until the end of primary school with a gradual transition to learning and learning about the world. After graduating from primary school, children move to the senior adolescent school (secondary school) where they study until the 9 th grade with a gradual transition to graduating classes, which are considered from 10 to 12. According to the results of education, graduates enter universities or colleges.

An attempt to consider the field of education as a systemic phenomenon that combines all types of educational activities and the provision of educational services and really provides continuing education throughout life is carried out in Ukraine. Thus, at the legislative level, such an approach is enshrined in Art. 10 of the Law of Ukraine "On Education" [22] where it is determined that the integral components of the education system are: preschool education; complete secondary education; extracurricular education; specialized education; professional (vocational) education; professional higher education; Higher Education; adult education, including postgraduate education. This is the approach we consider systemic and one that meets the needs of society.

However, the implementation of this approach is determined by a number of other pieces of legislation and various public administration bodies, which raises a number of different problems and inconsistencies. In the course of this study, we will focus in more detail on the organization and legal regulation of the system of continuing education in Ukraine with an emphasis on school and extracurricular education as a defining component of this system. It should be noted that in practice for continuing education, educational institutions use mainly the following mechanisms of public administration: administrative and managerial; socio-economic; institutional and design-analytical.

Marchak (2007) [23] in his research emphasizes the role of civil society in the system of public education management, on the example of a secondary school. She notes that community-based management of an educational institution is a type of flexible management that involves public involvement in management decisions at various levels of management (from the Ministry of Education and Science to the student), establishing a moving balance between community demands and providing educational services. Achieving maximum results in teaching and educating students, local community development.

Analyzing the scientific experience of Onats and Kalinina (2015) [24] it can be concluded that public administration and public administration in education provide for coordinated interaction between the state and the community in the implementation of continuing education, to effectively influence educational policy, management decisions, gaining equal access to quality education.

3.2 Analysis of the Current State of Implementation of State Policy in the Field of Continuing Education

In Ukraine, preschools, secondary schools and higher education institutions operate on separate subsystems.

Preschool institutions are separate institutions that have their own structure and systemic subordination, which is focused on the implementation of goals, objectives, principles and functions of state policy in the field of preschool education.

Secondary schools in Ukraine are currently in the process of reform until 2024 and should have certain levels and distinctions:

- Primary school for students of grades 1–4;
- Gymnasium for students of 5–9 grades;
- Gymnasium, which may include a separate unit of primary school, as an exception for demographics for students in grades 1–9;
- Lyceum for students of 10–12 grades;
- Lyceum, which may include a separate unit of primary school and gymnasium, as an exception under an international agreement, or private ownership, for students in grades 1–12.

If the Lyceum has a scientific status, the Lyceum may include a Gymnasium, but such lyceums have the opportunity to teach children from 8 to 12 classes, subject to close cooperation with higher education and must contain in its teaching staff at least 5% teachers with a degree.

Higher education institutions are also in the process of reformation, but a clear legal framework has not yet been formed, which will have a certain course for its implementation.

During the study we made an author's comparison of the features of public management systems: preschool education, general secondary education, higher education, continuing education and the differences between them (Table 2).

Table 2. Matrix of expectations of customers of educational services from educational institutions of different levels.

Society's orders	Preschool education	General secondary education	Higher education	Continuing education
Mandatory presence of the control object in the system	Yes	Yes	Yes	Selectively

(*continued*)

Table 2. (*continued*)

Society's orders	Preschool education	General secondary education	Higher education	Continuing education
Mandatory regulatory support (rules and regulations)	Yes	Yes	Yes	It is recommended
Strategic goals, objectives, principles and functions of management	Yes	Yes	Yes	It is recommended
Performance evaluation	Yes	Yes	Yes	Selectively
Adapted transition from learning to learning	No	No	No	No

Source: compiled by the authors

That is, such subsystems of the education system as: preschool, general secondary and higher education have clear economic, political, social and organizational mechanisms of public administration, while the system of continuing education does not have clear regulatory influences to ensure sustainable development of society (recommended nature).

In addition, each stage of transition now becomes a psychological aspect of the impact on each individual through a sharp change in educational space and constant changes in learning conditions, which mostly negatively affects the education of each individual, as the process of personality development depends on team change and management. At the same time, it is important that the functions and tasks facing the subjects of management of educational institutions and the educational sector as a whole are correlated with each other and do not contradict, but are subordinated to the tasks that ensure the implementation of state policy in education.

Unfortunately, there is currently no clear sequence in the formation of a holistic education management system. The peculiarities of the provision of educational services at different levels of education are not taken into account, taking into account the needs of society for the formation of a holistic system of lifelong learning. This leads to some differences and chaotic actions in the implementation of educational reform. Government bodies are not able to develop common approaches and set clear tasks for all participants in the educational process to implement reforms, and performers at different levels cannot set a clear task in the internal system for implementing public education policy in educational institutions at different levels (Fig. 1).

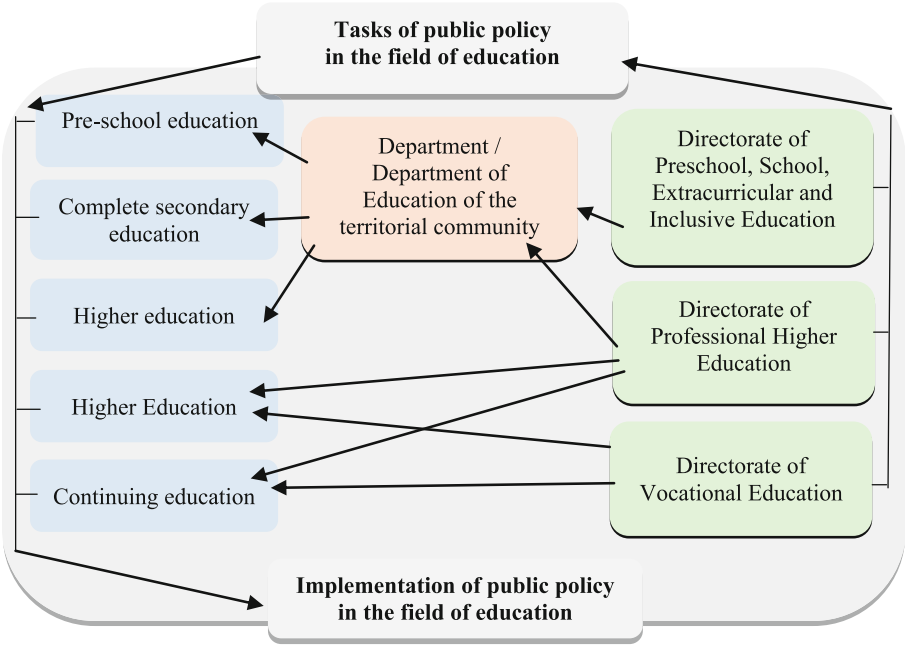

Fig. 1. The current education management system

In our opinion, there is an urgent need to introduce radical changes in the context of continuing education and education in general, with the aim of innovative integration into the international educational space. To form areas of non-traditional types and forms of educational activities, to determine their effectiveness and the possibility of explication and extrapolation in educational institutions of different levels in Ukraine is possible through project management using web learning methods.

Today, such changes can be made through web-based learning. Project management is one of the most relevant and advanced management technologies, which is constantly evolving. Due to project management, the application of technologies and methods for web-learning is relevant for the development of education in Ukraine, but this concept has not yet been widely used in government.

Researchers understand the web as an information component of a local or wide area network, through which the use of web resources (text, graphics, audio, video resources), which are interconnected by hypertext links. When it comes to the use of educational web resources, then the term “web learning” is used.

Analyzing scientific and methodological research and achievements of online learning in the lyceum as a structural unit of the university, we will reveal our own experience of using various web technologies (Google services (Google Classroom, Google Docs, Google Sites, YouTube), cloud services Canva, Piktochart, Scratch and etc.) in the process of preparing students for grades 8–10 of the lyceum, as well as describe the main ways in the educational process.

With the help of Google Sites, students developed and presented their IT projects. Lyceum students create their multimedia abilities with the help of the online service Canvata and Microsoft Power Point, project videos on how to do homework are posted on YouTube to increase their own competencies. The Google Classroom is a convenient and effective platform for blended learning in the discipline. The Google Drive course contains all the necessary materials saved in Google Docs format: lectures, laboratory classes and independent work, questions for final control, samples of work. Students learn to create their own web quests using the Scratch service.

Note that web-learning in Ukraine can exist as a project, and any project in the public sphere is understood as a set of interconnected logically-structured tasks and activities, organized on a time scale, aimed at solving the most important problems of state development, individual sectors of the economy, administrative-territorial units or territorial communities, organizations and institutions and are carried out in conditions of financial and other resource constraints in a timely manner. Project management is one of the most relevant and advanced management technologies, which is constantly evolving. Many areas are used in project management, but this concept has not yet been widely used in government.

It should be noted that the project in the public sphere is understood as a set of interconnected logically-structured tasks and measures, arranged in the scale of time, which are aimed at solving the most important problems of state development, individual sectors of the economy, administrative-territorial units or territorial communities, organizations and institutions and are carried out in conditions of financial and other resource constraints in due time.

Project management in the public sphere is a process of institutionalization in a program-targeted format of ways of intervention of state authorities or local self- government bodies in social reality in order to solve a public problem. At the same time, as noted by A. Chemeryz (2012) [25], in conditions of limited time and resources, unique products or services are created that have not been developed before and differ from existing analogues. Therefore, we believe that the application of modern methods of project management is the best, proven way to quickly and effectively implement change with the involvement in the management process of society or a group of people who are considered leaders of public opinion.

And we support the position of Azarenkova and Piskunov (2015) [26], who note that based on the methodology of project management can develop projects in any area of public administration, including in the field of continuing education.

In the political sphere, these are draft legislation and legal regulation, improvement of the institution of power, and so on.

In economic - reforming and creating new enterprises; fuel and energy systems development projects; creation of ecological systems of regions; projects of demonopolization, development of the private sector; financial system rehabilitation projects, etc.

In the social sphere - insurance and social security projects, housing projects, pension projects.

Equally important are educational projects, health and health care projects, projects to overcome technological backwardness and many others [27].

John Pfiffner [28], a professor at the University of Southern California et al., noted in his paper "Public Administration" that it is "paradoxical because it reflects, among other things, the proper balance between the flexible decision-making mechanism needed in management and certain rules." provided by law".

Therefore, for the formation of knowledge, skills, rational behavior, ways of critical thinking and the acquisition of other competencies necessary for a competitive individual, it is important to explore the forms, methods and consequences of public administration mechanisms in modern educational activities.

The Concept of the new Ukrainian school defines the following key competencies of student youth:

- the ability of students by means of the Ukrainian language to successfully interact in the process of solving age-old life problems;
- the ability and inner need to independently acquire knowledge and develop skills in accordance with the goals for self-improvement and self-realization;
- the ability of an individual to apply mathematical skills in real life, to work with numerical information;
- ability to navigate in the information space, to own and operate information according to needs, to use ICT in education and everyday life, to find, process and systematize information;
- ability to be open to innovations, to realize oneself in the changing technological, life, educational and work environment;
- the ability to understand the information environment, critically analyze the necessary information, transform, store and broadcast it and act in accordance with their goals and accepted in society communication ethics;
- ability to plan, self-organize and organize entrepreneurial activity, to implement ideas in the sphere of economic life, to resolve conflict situations, to make decisions, to take responsibility, to form models of behavior necessary for successful solution of urgent production problems;
- ability to take an active position in life in matters of environmental protection and to adhere to a healthy lifestyle and promote it;
- awareness of civic duty and responsibility, ability to exercise civil rights and responsibilities;
- ability to consciously perceive cultural heritage as a value, analyze and evaluate the achievements of national and world culture, navigate in the cultural and spiritual context of modern society, apply traditional methods of self-education for the culture of the Ukrainian people.

Based on the above, the study initiated the project in the context of improving the mechanisms of public administration of continuing education, in particular, with the formation of key competencies in future students with adaptation to higher education, as well as improving the competencies of high school students using web methods -learning, in various subjects and profiles of study to choose a future profession to improve the mechanisms of public administration of continuing education in terms of innovative development of society.

Guided by the Laws of Ukraine: "On Education", "On Higher Education", "On Complete General Secondary Education", Resolution of the Cabinet of Ministers of Ukraine of May 22, 2019 № 438 "On Approval of the Regulations on the Scientific Lyceum" and Concepts: "New Ukrainian School", "Development of pedagogical education" and "Profile education in high school", a separate structural subdivision "Scientific Lyceum of International Relations of II-III degrees" of the University of Customs and Finance "indicating changes in the structure of the University of Customs and Finance.

During the project implementation, licenses were obtained to conduct educational activities at the level of basic secondary education with a licensed volume of 210 people and to conduct educational activities at the level of specialized secondary education with a licensed volume of 210 people.

To determine public satisfaction with the quality of education in the senior classes, due to admission to higher education and higher education institutions, as well as to obtain comparative results on the implemented project "separate structural unit" Scientific Lyceum of International Relations II-III degrees "University of Customs and Finance" interviewed 10768 people in Ukraine who study and work in traditional educational institutions from 8th to 11th grade and separately people who study and work in the newly formed structural unit of the University to get quality results of the implemented project which used web technologies as teaching methods. The survey was conducted in the form of a questionnaire for students, parents, teachers and public figures in the field of education. The results of assessing the level of satisfaction of society have reached different indicators.

Given the results of the survey of parents, students and public figures in the field of education, we have a level of satisfaction with the quality of education in grades 8–11 among respondents by 76.97% from 100%, which on a 5-point scale corresponds to a score of 3.85 points (Fig. 2).

The survey also covered students studying in the newly formed structural unit - the Lyceum of the University of Customs and Finance, which used web technologies as methods of the educational process to obtain results of satisfaction with the quality of education in grades 8–11. They are satisfied with the quality of education by 87.27% out of 100%, which on a 5-point scale corresponds to a score of 4.36 points (Fig. 3).

Analyzing the answers of respondents, we have a significant discrepancy of 10.3%. Thus, we can assume that the relevance of lyceums in the structure of higher education should be studied, start such institutions and analyze their quality of education.

This necessitates further research and development of recommendations for improving the mechanisms of public administration of the continuing education system based on the results of the study.

Education is a priority of state policy of Ukraine, a strategic resource of socio-economic, cultural and spiritual development, guaranteeing the national interests of the state, strengthening its international prestige and image, ensuring the personal development of each person in accordance with the requirements of innovative development.

The design and implementation of public administration mechanisms are divided according to goals and results based on the needs and interests of society, taking into account the management process, monitoring and adjustment, design and modeling.

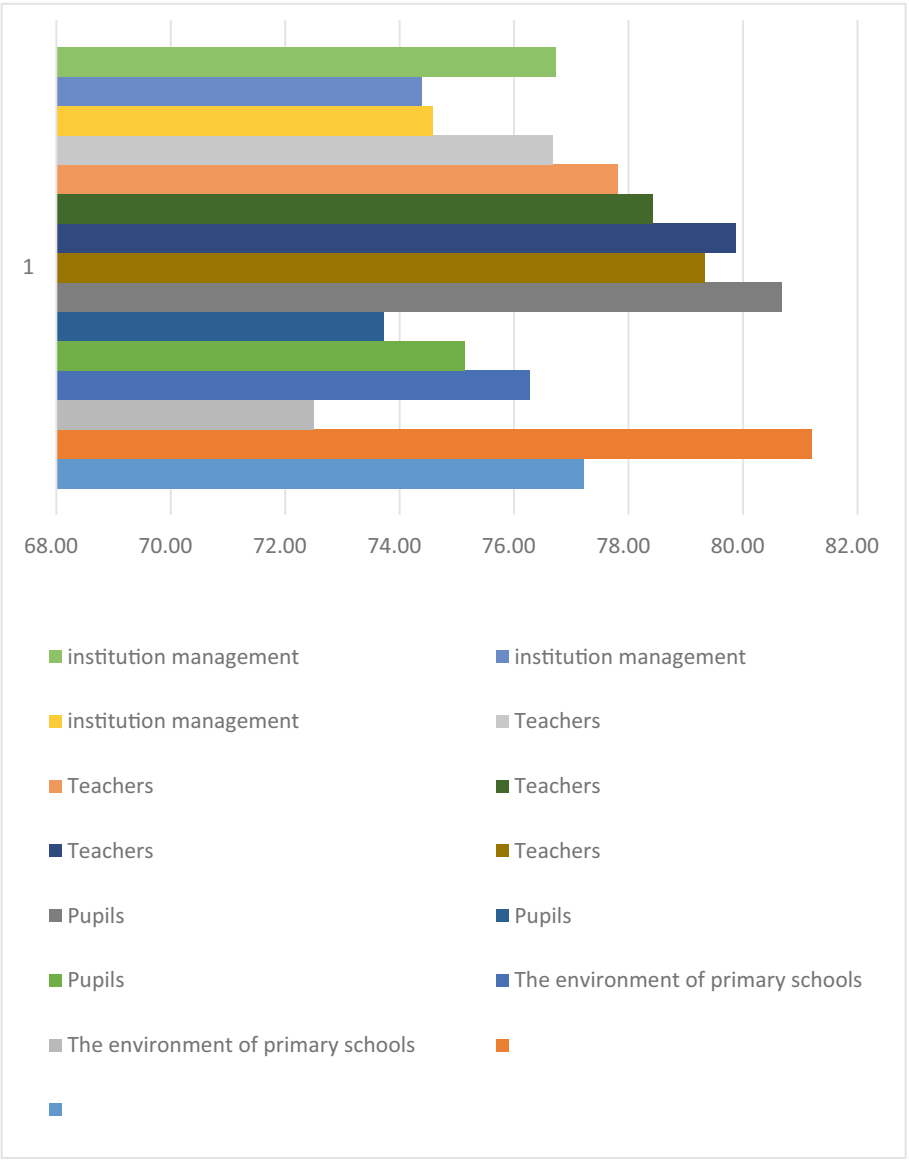

Fig. 2. Results of satisfaction with the quality of education in grades 8–11 among parents, students and public figures (Notation in %).

In the conditions of innovative development of society, any educational institution on educational reform must have close cooperation with public organizations, entrepreneurs, local governments and other educational institutions of the highest level of accreditation. So you can build a constructive partnership and real interaction to solve

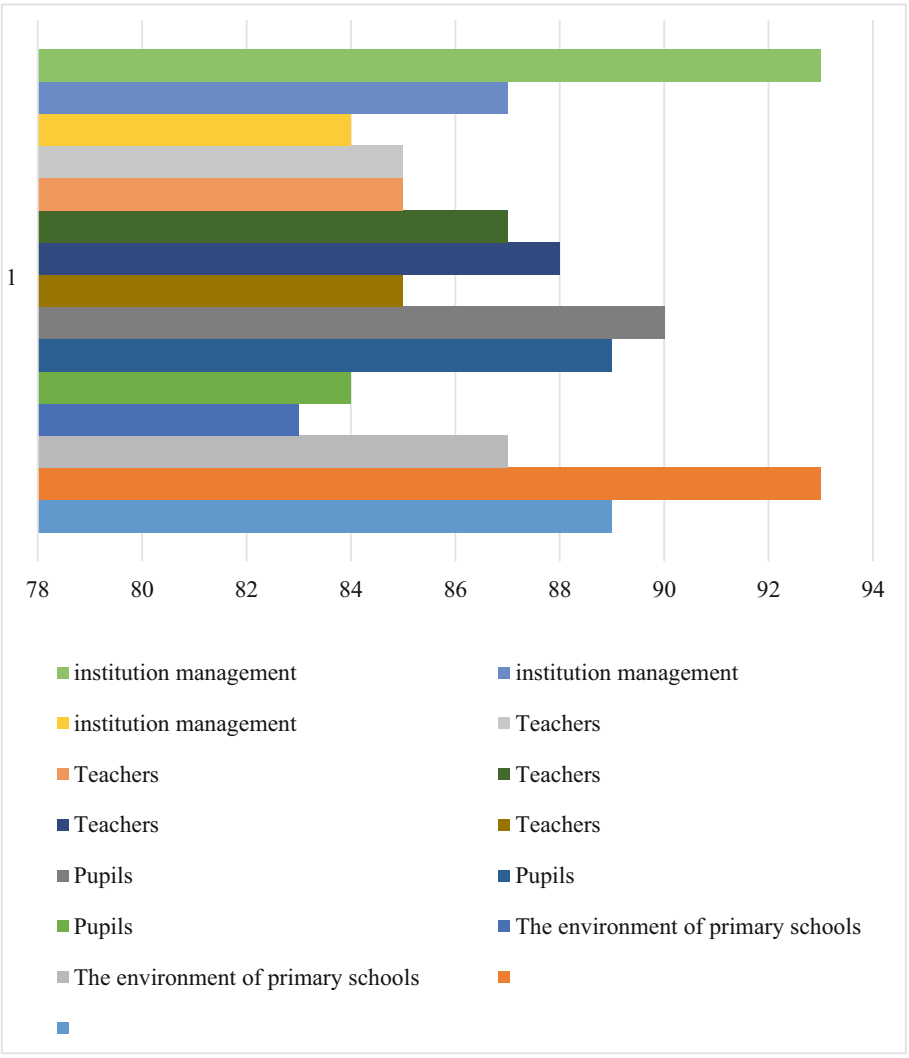

Fig. 3. The results of satisfaction with the quality of education in grades 8–11 in the lyceum of the University of Customs and Finance (Notation in %).

problems in modern education. All participants in the educational process, representatives of government agencies in the field of education and members of the public should be prepared for this. That is possible through scientifically substantiated tested organizational mechanisms that will contribute to the transformation of the school into a social institution in the interests of the individual, society and the state.

Therefore, we can conclude that the development and implementation of projects and programs at the state level in the field of non-traditional types and forms of educational activities of the continuing education system is today one of the most effective vectors of public administration. Project management in educational institutions of different

levels will increase the effectiveness of combating such problematic aspects of state project implementation as blurred project implementation deadlines, revision of project implementation estimates, terms of reference, etc. Thus, project management in the system of continuing education should ensure a clear process of implementation of project implementation plans in order to achieve the strategic goals of the state in a timely manner and taking into account limited resources.

4 Conclusion

According to the results of the study, it can be concluded that the approbation of the project "Separate structural unit" Scientific Lyceum of International Relations II-III degrees "of the University of Customs and Finance" gives positive indicators of satisfaction with the quality of education. For greater analysis of the result it is necessary to discuss the data obtained, refine and improve the results obtained. For the implementation and dissemination of the results of the implemented project are practically significant.

The importance of the implementation of the submitted projects is necessary for a qualitative scientific analysis not only of Ukrainian scientists, but also of foreign scientists who see the importance of integrating the senior classes of secondary school into the structure of higher education. It should be noted that higher education institutions are those institutions that are engaged in science and research of web technologies, services, methods, etc. It is taking into account the speed of development of society, it is necessary to consider the possibility of teaching high school students in a more scientific environment, i.e. in higher education.

For a quality organization of the system of continuing education in Ukraine at the national level and the formation of an effective state policy in the field of continuing education requires an integrated approach taking into account various aspects of development and their relationship in the education system. and improving public administration mechanisms.

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