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Theoretical and methodological approaches to the educational potential of students in higher education institutions

Теоретико-методологічні підходи виховного потенціалу студентів у закладах вищої освіти

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Abstract


The article examines the effective aspects of the identified necessary theoretical and methodological approaches that are most important for the theory of development and the process of personality education in institutions of higher education – ontological, anthropological, valuable, axiological, regional, acmeological, cultural, competence, humanistic, synergistic, environmental, praxeological, systemic, personal approaches. In the context of the formation of theoretical and methodological humanitarian approaches to upbringing and education, there is a revival of the value attitude to upbringing, actualization of the human-creating function. An exploratory and experimental study was conducted, the purpose of which was to identify and verify the effectiveness of theoretical and methodological approaches in the institution of higher education to the process of education, which contribute to dynamic changes in the field of education on a global scale, occurring in the life of mankind and in all spheres of professional activity of modern specialists and

Анотація


У статті розглянуто дієві аспекти виокремлених необхідних теоретико-методологічних підходів, що є найбільш важливими для теорії розвитку й процесу виховання особистості у закладах вищої освіти – онтологічний, антропологічний, ціннісний, аксіологічний, регіональний, акмеологічний, культурологічний, компетентнісний, гуманістичний, синергетичний, середовищний, праксеологічний, системний, особистісний підходи. У контексті становлення теоретико-методологічних гуманітарних підходів до виховання і освіти відбувається відродження ціннісного ставлення до виховання, актуалізація людинотворчої функції. Проведено дослідно-експериментальне дослідження, мета якого полягала у виокремленні та перевірці дієвості теоретико-методологічних підходів у закладі вищої освіти до процесу виховання, які сприяють динамічним змінам у виховній галузі світового

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require changes in the educational paradigm for innovative professional training of specialists. The experiment showed that the developed educational and pedagogical foundations of the interaction of teachers and students, ways of forming professional educational influences based on the effective theoretical and methodological approaches to the education process that we identified, increase the quality of professional training of future specialists.

Keywords: educational process, theoretical and methodological approaches, institutions of higher education, students, educational paradigm.

Introduction

New challenges of civilization caused by the development of the scientific field and information technologies in education; radical changes taking place in the modern information society; the magnitude of the tasks facing the educational sector require a new way of thinking, a new quality of innovative activity (Kolomiets & Lazarenko, 2016).

Dynamic changes occurring in all areas of professional activity of modern specialists require the determination of methodological approaches and changes in the educational paradigm in institutions of higher education for innovative professional training of specialists and education of leadership qualities in specialists (Cherkashyn, 2019).

One of the oldest and most important tasks for the development of an "intelligent" society is personality education. When training specialists in the field of education at the current stage of education development, various theoretical and methodological approaches should be used as a priority. For the future specialist, the integration of theoretical and methodological approaches contributes to the optimization of the mechanisms of his professional formation and the development of the pedagogical sphere in general, the process of nurturing a valuable attitude to life and society of future specialists, in particular (Molchaniuk, 2018).

Literature Review

H. Tarasenko & T. Halych (2022) substantiated the new educational priorities of education from a methodological perspective; analyzed the peculiarities of reforming the educational sector, showed the importance of education based on a

масштабу, що відбуваються в житті людства та у всіх сферах професійної діяльності сучасних спеціалістів і вимагають змін виховної парадигми для інноваційної фахової підготовки фахівців. Експеримент показав, що розроблені виховні педагогічні основи взаємодії викладачів та студентів, шляхи формування професійних виховних впливів на основі виокремлених нами дієвих теоретико-методологічних підходів до процесу виховання підвищують якість професійної підготовки майбутніх фахівців.

Ключові слова: процес виховання, теоретико-методологічні підходи, заклади вищої освіти, студенти, виховна парадигма.

cultural approach. The methodology of the research of the education process is based on the use of activity, competence, cultural, axiological approaches in the study of educational phenomena. It shows the ways in the modern educational process of the cultural paradigm, which is based on a number of such dominant axiology, which are consonant with human universal values. Ensuring the technological and axiological culture of the educational process in the individual during the acquisition of education will allow raising education and society to the appropriate level of competence, which will meet the standards of world education.

N. Todosiienko & T. Marynchuk (2020) devoted their research to the current problems of educating younger schoolchildren, substantiated the possible ways of aesthetic perception in primary school children and revealed their methodological approaches, showed the peculiarities of their implementation in the educational process of the modern school. In order to use the creative potential of the students of education, the testing and selection of a set of innovative methods for activating the perception of society in primary school children was carried out as much as possible. In the context of the formation of a highly spiritual, creative personality, a complex of cultural arts is applied with the aim of aesthetic perception by the individual of the educational space and mastering the system of holistic knowledge about art in classes.

H. Lialiuk (2020) studied the problem of raising orphaned children during their stay in state care institutions. In the conditions of transformational changes, the need to strengthen the relevance of personal support for the growth of orphans is

shown. In the context of the personal paradigm, the theoretical and methodological principles of the educational process of orphans are substantiated. Methodological approaches (personal-active, personal, subjective, humanistic, synergistic) necessary for organizing the education of orphans were analyzed. In the context of the personal paradigm, the strategy of humanistic education of the acquirer of the educational space determines the load of humanistic technological means of its implementation, while characteristic important features are pedagogical support and assistance; dialogicity, empathic attitude towards the child as an individual, etc.

A. Kolomiets, & N. Lazarenko (2016) concluded about the importance and necessity of a new pedagogical methodology of professional education based on the analysis of changes in the innovative society. The methodological basis of the organization of activities of higher education institutions is disclosed; the process of symbiosis of various methodological approaches is shown in the organization of the educational process. The main methodological approaches that require the implementation of a holistic educational process in institutions of higher education (synergistic, systemic, activity, personal, axiological, competence, cultural) are defined. Scientists have proven by examples that a graduate of a modern innovative higher school, on the basis of acquired knowledge and values, should be ready to construct their own behavioral programs, possess information flows, be ready for personal life and self-realization in society, be able to analyze life-practical situations.

A. Cherkashyn (2019) shows the main methodological approaches in institutions of higher education regarding the formation of the personality of future specialists-leaders. In all spheres of professional activity, the dynamism of changes of modern specialists has been proven, which require changes in the educational paradigm and the definition of innovative, methodological approaches with the aim of educating leading specialists and quality professional training in higher education institutions. The ways that ensure the functioning and organization of social production of a competitive specialist and the formation of the phenomenon of leadership, which is one of the main system-forming factors in society, are shown. It has been proven that in order to promote the formation of a high level of professionalism in higher education institutions, it is necessary to take into account approaches (personal, cultural, axiological, activity,

synergistic, systemic, competence).

O. Molchaniuk (2018) revealed and proved the significance of the methodology; substantiated methodological approaches for the educational and educational field: axiological (value), ecopsychological, competence, cultural, noospheric, etc.; revealed the content of the conceptual development of the foundations of upbringing and education. The paradigm of personal education is presented by the researcher as one that affirms and declares the child as the highest value in life, implies the recognition of his originality, individuality, self-worth. The student is presented as an individual who can independently choose such a path and direction of education and upbringing, which will help the individual achieve the best significant results.

L. Butenko (2015) presented, as a component of methodological support, the essence of the regional approach to the study of the problem of the educational process in the socio-cultural modern conditions of the educational space. The importance for the educational space of the interdisciplinary context of the definition of the basic theoretical foundations for the regional approach has been revealed and proven. The author's developed complex of concepts representing the scientific innovative core of the regional approach for the educational space is presented. The relationship between the concepts of "regionalization" and "globalization" is highlighted in the scientific and pedagogical discourse. The main principles and conditions of use in scientific and pedagogical research of the regional approach in general and in the study of the problems of the educational process in particular are characterized.

N. Dira (2020) revealed the essence of the methodology; considered the main methodical approaches of secondary school students to the education of a valuable attitude to nature; substantiated the content of education of ecological culture in secondary school students, showed ways of forming a valuable attitude to living nature as a separate component that should be used, focusing on modern methodological approaches, in particular cultural, competence, noospheric, ecopsychological, valuable (axiological), etc.; noted that the level of ecological culture lies in the improvement of human qualities. She proved that the educational sector is the main influential instrument on human consciousness.

So, our analysis of the sources testifies to various aspects of the ways to the formation of the

educational phenomenon. The main substantive dominants of the education of future specialists in the educational process of the higher school are shown; the significance of the methodology is proven; a conclusion is made about the importance and necessity of a new methodology of professional education based on the analysis of changes in the innovative society. But the theoretical and methodological approaches to the educational process in the higher education institution have not been considered enough.

The aim of the study. To consider and single out theoretical and methodological approaches in institutions of higher education to the process of education, which require dynamic changes in the world that occur in all spheres of professional activity of modern specialists and require changes in the educational paradigm for innovative professional training of specialists.

Methodology

At various stages of scientific work, we used a set of methods of scientific and pedagogical research: *general scientific*: analysis of monographic studies of experts on the theoretical component of education, sociological, philosophical, psychological, pedagogical literature on the problems of globalization, reforming education to determine the main approaches to the process of education in institutions of higher education; synthesis and analysis of educational materials to achieve a holistic understanding of theoretical and methodological approaches to the process of education as a pedagogical phenomenon; specification and generalization of theoretical provisions – to determine the research methodology of the education process in institutions of higher education; deduction and induction – to establish the ratio of specific and general in the process of education, substantiation of trends in personality development in institutions of higher education; *concrete-scientific*: terminological analysis – with the aim of studying educational sources that report on the activities of higher education institutions in the process of improving the education process, with the aim of comparing the content of educational concepts and terms; comparative-typological method – with the purpose of explaining the identity of processes and phenomena of theoretical-methodological approaches to education in institutions of higher education; comparative-comparative method – to identify the nature of heterogeneous objects in the process of education in higher education institutions; *exploratory and experimental* – with

the aim of checking the effective aspects of the necessary theoretical and methodological approaches identified by us, which are the most important for the theory of development and the process of personality education in institutions of higher education.

Pedagogical research covered three stages of scientific research:

- 1) analytical-methodological – the evolution of theoretical-methodological approaches to the education process was studied in institutions of higher education; the source base of the research was formed; sociological, philosophical, pedagogical scientific literature was analyzed; methodological principles were theoretically substantiated; research problem;
- 2) evaluative and summarizing – researched sources; a comparative-typological, comparative-historical, comparative-comparative analysis of the main concepts and ideas was carried out; specific and general characteristics of the educational process in institutions of higher education, problems of the functioning of the educational process, trends in the development of theoretical and methodological approaches to the educational process in institutions of higher education were determined;
- 3) result-prognostic – the results of the study of pedagogical theory and practice were summarized; perspectives of theoretical and methodological approaches to the process of education in higher education institutions were revealed.

We considered the effective aspects of the identified necessary theoretical and methodological approaches, which are most important for the theory of development and the process of personality education in institutions of higher education.

Our scientific and experimental work was aimed at checking the effectiveness of theoretical and methodological approaches to the organization of the educational process in a higher educational institution. The experiment took place in several stages. Students of 3-4 years participated in it.

The experiment was conducted at several universities: V. O. Sukhomlynskyi National University of Mykolaiv; Oleksandr Dovzhenko Hlukhiv National Pedagogical University; National University of Life and Environmental Sciences of Ukraine. Permission to conduct the

experiment was approved by the academic councils of these universities and considered by the ethics committee of these educational institutions.

To assess the homogeneity of experimental and control data, statistical processing was performed using MS Excel and SPSS (Statistical Package for Social Science).

The purpose of the experimental study was to check the effectiveness of theoretical and methodological approaches of a higher educational institution to the learning process, which contribute to dynamic changes in the field of education on a global scale that occur in life. humanity and in all spheres of professional activity of modern specialists and require changes in the educational paradigms of innovative professional training of specialists.

The research was planned and conducted in accordance with the main approaches to the organization of a pedagogical experiment and covered three stages of scientific research: analytical and methodical; evaluative and generalizing; result-prognostic, which are disclosed above. It should be noted that this division was quite conditional. Specific tasks were developed for each stage, which determined its content.

As part of our research, we have planned: ascertaining (preparatory) and formative (educational) stages of the experiment.

To evaluate the effectiveness of our proposed methodology, a comparative experiment was conducted, which involves the formation of experimental and control groups. Groups of 22-24 students each (about 50 people in total) participated in the experiment.

Having analyzed the variety of approaches to determining the criteria for the effectiveness of educational methods, it was found that:

- the level of assimilation of the process of theoretical and methodological approaches in the higher educational institution to the learning process or the quality of their assimilation;
- level of formation of educational skills.

A comparison of the results in the experimental and control groups makes it possible to assert that the effective theoretical and methodological approaches to the learning process proposed in the study and identified by us, their use in higher education institutions contribute to improving

the quality of educational and professional training of students.

As a result of research and experimental work, the effective aspects of the necessary theoretical and methodological approaches, which are the most important for the theory of development and the process of personality education in higher education institutions, have been determined - ontological, anthropological, value, axiological, regional, acmeological, cultural, competence, humanistic - proven synergistic, environmental, praxeological, systemic, personal approaches. So, in the context of the formation of theoretical and methodological humanitarian approaches to upbringing and education, there is a revival of the value attitude to upbringing, actualization of the human-creating function.

Results and Discussion

Taking into account the most important trends in the development of educational work in the institution of higher education, we are guided by the main effective and weighty approaches in the development, education, training of the individual (Polishchuk et al., 2022).

Let's consider the effective aspects of the identified necessary theoretical and methodological approaches, which are most important for the theory of development and the process of personality education in institutions of higher education (Bekh, 2018).

The ontological approach from the point of view of the logic of being a pupil and an educator examines the problems of education in the temporal space and is closely related to anthropological and existential research methods (Ponomaryova, 2014).

The anthropological approach substantiates the ontology (methodology) of understanding, which makes it possible to consider approaches for the purpose of studying the processes of upbringing and the educational influence on the personality on the basis of interpretationism. This implies the inclusion of the entire integrity of the subject's mental and spiritual life in the process of understanding the spiritual personal reality (Zhuravel et al., 2022).

The anthropological approach aims at a specific humanistic, philosophical orientation as a methodological and worldview preparation for the research activity of a specialist, the practical activity of an educator, and as a general orientation of the individual. This is the

peculiarity of the anthropological approach. Therefore, the subject, the value of education and its purpose from the point of view of an anthropological approach is Personality and its existence in the world space (Chymak et al., 2021).

An important theoretical-methodological approach to the process of education in a higher education institution is the value approach, which directs researchers to obtain values as the meaning-making basis of the education of higher education seekers, which are understood as examples of a dignified, cultural life of society and man; which makes it possible to understand the examples of a person's personal culture approved by society and passed down from generation to generation, the values of education, its cultural content, reflected in the examples of educational relations, the spiritual manifestation of a person, in educational theories, technologies, systems (Ponomaryova, 2014).

In the educational activity of a modern institution of higher education, the axiological approach allows recognizing the vital and personally significant needs of the individual as the self-development of the subjects of the educational process, as the highest value of human development, as the value of education and upbringing; in the process of education in a higher education institution, the axiological approach warns against the danger of intuitive ideas about human values, orients to the identification of various connections of human self-realization. The axiological approach defines a person as the end in itself of social development and education, the highest goal of society; orients interaction on national, universal, professional values as an extended reproduction of socio-cultural experience (Kolomiets & Lazarenko, 2016).

In a modern institution of higher education, the axiological approach fulfills the role of a connecting link between a practical and cognitive attitude to the world and educational influences (theory and practice), since the content of educational, effective, evaluation and goal aspects of the life of a student of higher education is determined by the orientation of the activity of the student of education to actualization, recognition, understanding and creation of material and spiritual educational values (Molchaniuk, 2018).

In studies of educational problems, the regional approach is associated with the study of the content, methods, forms of patriotic, aesthetic,

moral, and other directions of educational influence on education seekers at the regional level; improvement of education management, development of regional education systems, use of regional ethno-cultural traditions, formation of ethno-pedagogical culture of future specialists, etc (Bialyk, 2017).

The regional theoretical-methodological approach in the system of higher education involves taking into account ethno-cultural, sociological, political, psychological scientific research, taking into account the specifics of the region; involves a transition to the disclosure of the functional potential of various elements of the socio-cultural space from the declarative and descriptive aspects of the study of education problems; in the solution of regional problems of education and the process of upbringing, involves the implementation of social partnership. The regional approach acquires special importance in the space of practice and theory of patriotic education of higher education students (Butenko, 2015).

The next theoretical and methodological approach to the process of education in a higher education institution is the acmeological approach, which consists in reproducing the integrity of the subject, in a comprehensive study.

The essence of the acmeological approach consists in carrying out research that is comprehensive for the formation of the integrity of the subject who is passing the degree of maturity, in the study of his subject-activity and personal characteristics, which are studied in all relationships, in unity, with the aim of contributing to the achievement high levels of personal development, which can be reached by every student in a higher education institution (Ponomaryova, 2014).

The theoretical-methodological cultural approach to the process of education in a higher education institution considers education as a culture-creating process that contributes to the value-meaning development of an individual and takes place in a certain cultural and informational environment.

In the educational field of higher education, the cultural approach is the basis of humanistic pedagogy. It contributes to the formation of personality in the modern historical and cultural conditions of life, which includes education and upbringing (Gumennykova et al., 2022).

From the point of view of the cultural approach, the main subject of research is the personality in the system of value relations to others, to the world, to oneself, which is oriented to humanistic ideals; it has inherent values that are provided by an axiological approach (creativity, morality, intellectual personal potential) and with the help of which a person in a higher education institution is capable of self-correction of his activity, his self-regulation and self-analysis. There is an interaction with this approach to educational activity: between a practical and theoretical attitude to the world and a direction not only towards the understanding and recognition of spiritual values, but also the motivation to create them (Dira, 2020).

The value of the cultural approach in the educational process of a higher education institution is studied as a part of culture, while the following basic functions are performed: integration of people, organization of life activities of the disabled, establishment of communications in the community, enabling of intergenerational ties, development, preservation and changes of the value system, creation of conditions for the self-development of a person and his creative self-realization, designing samples of a person's cultural life, etc. In institutions of higher education, the cultural approach is a system of appropriate methods and forms aimed at the formation of cultural values and the appropriate behavior of each specialist (Cherkashyn, 2019).

The theoretical-methodological competence approach to the education process means the reorientation of the leading educational paradigm in the institution of higher education with the formation of skills and the gradual predominant translation of knowledge, the creation of conditions with the aim of mastering a complex of competencies, which include the ability of the student of higher education to survive and apply sustainable life activities, the renewal of educational potential in the conditions of the modern market-economic, socio-political saturated space (Molchaniuk, 2018).

The humanistic theoretical-methodological approach to the process of education in a higher education institution is an educational scientific-practical modern strategy, where the center is a concrete personality, an individual, his creative self-expression and opportunities (Vekova, 2023). The educational process under such a strategy becomes a tool for solving life's problems, a space for a full-fledged life and personal growth. Relying on a person's ability to

develop, on the positive in the individual, trust and confidentiality in cooperation with the student, respect for his rights – the principles of implementing such an approach in the context of the personal paradigm, in the education of the individual. Taking into account the basic needs of the individual, when carrying out pedagogical activities, the educator must carefully monitor the changes that occur in the personal qualities of a person: promptly adjust the process of education, direct life plans to the orientation of a person to meet personal needs, distinguish value orientations, monitor behavior (Oseredchuk et al., 2022).

The humanistic theoretical and methodological approach is based on recognition, understanding, acceptance of the person, a positive, kind-hearted attitude towards the person, the desire to help (Lialiuik, 2020).

One of the important aspects in education is the theoretical and methodological synergistic approach, which is related to the adaptation of a person in the field of his education, the theory of synergy as the acquisition of knowledge about the self-organization of dynamic nonlinear environments, as well as the recognition of education as an open two-way process (Kuchai et al., 2017).

In the field of education, with the involvement of the main provisions of synergy, it is possible to consider the characteristics of the educational phenomenon, such as the interaction of the process, activity, disparate parts of the educational system; instability of the education system, frankness and non-linearity; recognition of a possible priority over the state of reality of the entire educational system; accounting, as a natural state, of external and internal fluctuations of the educational system; the presence of dynamic quantitative and qualitative changes of subjects and the educational process involved in it; emergence of spatio-temporal and functional structures of education; identifying new qualities of the educational system. Thus, in the process of education and upbringing, ideas of synergy are used as a method of managing the educational process and as a method of researching the pedagogical process and as a method of cognition; in the modernization of education – as a means of implementing the ideas of integration and humanitarianization, as a pedagogical means of forming cultural values in the individual and a synergistic style of development of the individual's thinking (Pononyova, 2014).

The theoretical-methodological environmental approach creates a part of the general socio-cultural environment in higher education, therefore it contributes to the establishment of links of interaction with the environment, harmonization of place, role, functions in society (Voropayeva et al., 2022).

The interaction of the environment and education is manifested in the following aspects: personal growth (self-development, self-determination, self-realization); raising the level of culture (that is, the degree of quality and value expression of the content) of individual educational systems, processes, communities and institutions of higher education; as changes in the socio-cultural context of education, the field as a whole, growth in the development and level of education culture in the process of education in higher education (Ponomaryova, 2014).

The theoretical-methodological praxeological approach in the activity of a teacher of a higher education institution is possible under the following conditions: openness of pedagogical activity, manifestation of initiative, striving for self-realization, self-improvement, orientation of the pedagogical system on the goals of student development, changes in interpersonal relationships between students and teachers, etc. For this, an environment should be created in the institution of higher education, which will provide opportunities for the individual to realize his creative potential (Kolomiets & Lazarenko, 2016).

The theoretical-methodological systemic approach can reproduce a holistic picture of education and consists in the knowledge and transformation of reality, to its objects as systemic ones (Nevřelová & Ruřičková, 2019). The systematic approach arose as a reaction to the long-term dominance of analytical methods of research, allows to consider various social and natural objects from a certain general point of view, and aims to provide an explanation for those processes and phenomena that have not yet received a rational interpretation within the limits of the experimental approach (Ponomaryova, 2014).

The theoretical-methodological personal approach is "a consistent attitude of the teacher towards the pupil as an individual, as a self-aware responsible subject of his own development and as a subject of educational interaction". I. Bekh (2018), claims that the personal approach "...is a kind of methodological toolkit, the basis of which is a set of initial conceptual ideas, target

attitudes, methods of psychodiagnostic and psychological-technological means that provide a deeper, holistic understanding of the cognition of the personality, its development". The basis of the personal approach is: a deep holistic understanding of a person and the harmonious development of personal knowledge (Cherkashyn, 2019).

Our research and experimental work was aimed at checking the effectiveness of theoretical and methodological approaches to the educational process in a higher education institution. The experiment took place in several stages. Students of 3-4 years participated in it.

The purpose of the experimental research was to identify and verify the effectiveness of theoretical and methodological approaches in the institution of higher education to the process of education, which contribute to dynamic changes in the field of education on a global scale, which occur in the life of mankind and in all spheres of professional activity of modern specialists and require changes in the educational paradigms for innovative professional training of specialists.

The research was planned and conducted in accordance with the main approaches to the organization of a pedagogical experiment and covered three stages of scientific research: analytical and methodological; evaluative and generalizing; result-prognostic, which are disclosed above in research methods. It should be noted that this division was quite conditional. Specific tasks were developed for each stage, which determined its content.

As part of our research, we planned: ascertaining (preparatory) and formative (educational) stages of the experiment.

The 1st stage of the experiment – ascertaining (preparatory) was aimed at the analysis of scientific and methodical literature on this topic, consideration of advanced professional experience in the use of effective theoretical and methodological approaches in the institution of higher education to the process of education in the conditions of the modern educational system, the possibilities of using materials were revealed, obtained during the research. The collection of data was carried out, which made it possible to establish the level of formation of education among specialists. These data, the results of the analysis of psychological-pedagogical and

methodical literature served as the basis for the formation of the intermediate research goal of the first stage of the study.

The purpose of the first stage of the experimental study was:

- to analyze the problems of formation of educational potential in the preparation of future specialists.
- to check the knowledge and skills of students in the application of theoretical and methodological approaches in the institution of higher education to the process of education.

At this stage of the experiment, such research methods as observation, conversation, and questionnaires were used.

In order to find out and analyze the problems of education formation of future specialists, a questionnaire (initial cut) of teachers and students was conducted.

2nd stage – formative (educational).

The main task of the formative experiment was to evaluate the effectiveness of the educational impact on students with the introduction of an experimental factor, i.e. a certain method of conducting practical and laboratory classes, educational extracurricular work in the experimental group and without the introduction of an experimental factor in the control group.

The effectiveness of the process of personality education is a rather complex concept, both from the point of view of definition and from the point of view of measurement, that in any experiment it is necessary to determine the qualitative and quantitative parameters of the learning goals, i.e. future result. There are different approaches in determining the criteria for the effectiveness of research into the process of personality education.

To evaluate the effectiveness of our proposed method of implementation during educational activities and extracurricular time of theoretical and methodological approaches to the educational process in a higher education institution, a comparative experiment was conducted, which involves the formation of experimental and control groups. Groups of 3rd-year students of 22-24 people each (about 50 people in total) took part in the experiment.

In order to distinguish the control and experimental groups, a ascertainment experiment was conducted, during which the initial level of upbringing of the students of the 4th year was revealed. At the same time, assessments of the educational impact during the educational process in institutions of higher education and assessments of student behavior during educational activities and the quality of their educational activities were taken into account. Several preliminary sections were conducted, which included both the identification of theoretical knowledge (test, survey) and practical work skills during educational activities.

According to the results of the initial stage of the formative experiment, control and experimental groups were formed, approximately the same in terms of the level of initial training. The group of each type continued educational work in classroom classes according to the previous scenario of educational work.

In the course of the formative experiment, a current verification of the educational effects of theoretical and methodological approaches in the institution of higher education to the educational process was carried out by testing students on the level of familiarity with the theory and conducting control of the ability to solve typical and atypical educational tasks. In order to diagnose various learning parameters, the following methods were used: testing, surveying, etc.

We have developed levels of assimilation of educational influences of theoretical and methodological approaches in a higher education institution to the process of education or the coefficient of the quality of knowledge. By the level of assimilation, we understand the degree of mastery of educational activities achieved by students as a result of the educational process and in extracurricular activities.

For the preliminary assessment of knowledge during the ascertainment experiment, students were offered tests of the first two levels of learning. There are no significant differences in the assimilation of educational influences of theoretical and methodological approaches in the institution of higher education to the process of education at these levels between the students of the control and experimental groups.

To determine the indicators of assimilation during the formative experiment, we once again turned to the level of assimilation of educational influences of the effective theoretical and methodological approaches identified by us in the institution of higher education to the process of education.

In the course of the experiment, the students had to reach the third and fourth levels of assimilation of educational influences on the personality.

They were offered a task of 4 levels of complexity (test-stairs), which provides relatively objective material about the level of knowledge and allows the application of a rating scale for the quantitative characteristics of the education process. The content of multi-level tests was formed from complex tasks reflecting interdisciplinary connections in the process of personality education.

Test tasks were offered according to the level of assimilation of the given educational content.

The first level tests are recognition tests. These tests contained both a task and an answer (or answer options). Test takers only had to find out and choose the correct answer (or answers) from those offered.

Tests of the second level of assimilation of educational influences tested the student's ability to reproduce learned educational information positions from memory. At this level, the experimental and control groups were asked to answer a number of theoretical questions and solve tasks that required them to reproduce known educational actions.

Tests of the third level are non-typical educational tasks that usually require heuristic activity and the search for additional data to bring the educational task under a typical algorithm. Students performed the tasks of this level more successfully if the arguments for choosing a solution were based on theoretical knowledge about the essence of theoretical and methodological approaches.

The students of the experimental group, where the method of educational influences provided for the development of knowledge and skills regarding the use and creation of educational situations, coped more successfully with the tests of the third level.

Fourth-level tests are creative educational tasks that students had to solve during educational situations proposed by the teacher, but these educational tasks are not applicable to all students. In the educational environment and extracurricular work, these were pseudo-tests of the fourth level. Already solved educational problems, but clearly unknown to students, were used as such tests and standards for them. In order to successfully perform the assigned tasks at the fourth level, students need to have a wider range of knowledge and be able to apply educational influences than the educational program provides. The creation of an electronic "Portfolio" was proposed as the task of clarifying the readiness of students at the fourth level of mastering the essence of the main theoretical and methodological approaches we identified. During these works, students of the experimental and control groups developed separate modules for educational disciplines and extracurricular activities.

The processing of the information obtained during the testing was carried out taking into account the methodology using the methods of mathematical statistics, which turns out to be true only if the measure of assessment of educational influences is objective. The criteria for assigning points based on the results of the tasks corresponded to the level of learning and were determined on a twelve-point scale.

On the basis of the conducted control sections, data were obtained on the successful assimilation of the main theoretical and methodological approaches identified by us by students.

The method of obtaining the final grade was to calculate the average score within each level.

If the average score obtained by the student was lower than the minimum possible value of the given level, we considered that the student did not master the content of the main theoretical and methodological approaches identified by us at the given level.

The final grade was determined by the average score of the highest level successfully completed by the student.

The level of formation of students' professional educational skills of the main theoretical and methodological approaches identified by us as a means of forming

professional skills was determined by a certain toolkit for measuring the levels of development of professional skills of future specialists. For the assessment of skills, criteria were introduced, based on which students' level of upbringing and its influence on professional skills was determined.

In order to assess the level of formation of professional educational skills among students of the main theoretical and methodological approaches identified by us, as a means of forming professional skills in them, the method of group expert evaluations was used in the 4th year, where experts were asked to evaluate the level of education of students for the presence of a block of professional skills.

The first group of skills is associated with functions that are reflected in the mastery of organizational and management skills. The experts were asked the following questions:

- whether students know how to organize educational work;

- whether students know how to organize extracurricular educational activities;
- whether students are able to work with parents and exercise educational influence if necessary;
- do students know how to keep documentation;
- whether students are able to exercise strict control over academic performance and attendance;
- whether students are able to organize creative educational affairs;
- whether students know how to cooperate with institutions in solving educational tasks.

Each expert was offered a questionnaire, where it was necessary for the future specialist to put the coefficient of the level of the corresponding skill formed.

The results of the questionnaire are shown in Table 1.

Table 1.

The distribution of students of the experimental and control groups according to the levels of formation of organizational and management skills as a result of assimilation of the educational influences of the effective theoretical and methodological approaches identified by us in the institution of higher education to the process of education.

	Control group		Experimental group	
	Number of people	%	Number of people	%
Low	5	20,83%	3	12,5%
Average	12	50%	10	41,66%
High	7	29,17%	11	45,84%

As can be seen from Table 1, the level of formed organizational and management skills as a result of assimilation of the educational influences of the effective theoretical and methodological approaches identified by us in the institution of higher education to the process of education in the experimental group is higher than in the control group, which confirms the positive dynamics: learning and educational influences on students during classroom and extracurricular work; development of students' readiness to use theoretical and methodological approaches to the process of education in professional activity.

A comparison of the results in the experimental and control groups allows us to state that the effective theoretical and methodological approaches proposed in the study and

identified by us in the institution of higher education to the process of education, their use, contributes to the improvement of the quality of educational and professional training of students.

As a result of the research and experimental work, the effective aspects of the identified necessary theoretical and methodological approaches, which are the most important for the theory of development and the process of personality education in institutions of higher education – ontological, anthropological, valuable, axiological, regional, acmeological, cultural, competence, humanistic – have been proven, synergistic, environmental, praxeological, systemic, personal approaches. So, in the context of the formation of theoretical and methodological humanitarian approaches to upbringing and education, there

is a revival of the value attitude to upbringing, actualization of the human-creating function.

The analysis of tasks completed by students, the results of questionnaires obtained as a result of using the method of group expert evaluations, allow us to conclude about the readiness of future specialists to use the effective theoretical and methodological approaches identified by us in the institution of higher education to the process of education in learning and solving various professional tasks. The experiment showed that the developed educational and pedagogical foundations of the interaction of teachers and students, ways of forming professional educational influences based on the effective theoretical and methodological approaches to the education process that we identified, increase the quality of professional training of future specialists, ensure their education in further professional activities and further life.

Conclusions

Effective aspects of the identified necessary theoretical and methodological approaches, which are most important for the theory of development and the process of personality education in institutions of higher education – ontological, anthropological, valuable, axiological, regional, acmeological, cultural, competence, humanistic, synergistic, environmental, praxeological, systemic, personal approach. In the context of the formation of theoretical and methodological humanitarian approaches to upbringing and education, there is a revival of the value attitude to upbringing, actualization of the human-creating function.

An exploratory and experimental study was conducted, the purpose of which was to identify and verify the effectiveness of theoretical and methodological approaches in the institution of higher education to the process of education, which contribute to dynamic changes in the field of education on a global scale, occurring in the life of mankind and in all spheres of professional activity of modern specialists and require changes in the educational paradigm for innovative professional training of specialists.

The experiment showed that the developed educational and pedagogical foundations of the interaction of teachers and students, ways of forming professional educational influences based on the effective theoretical and

methodological approaches to the education process that we identified, increase the quality of professional training of future specialists, ensure their education in further professional activities and further life.

A detailed consideration of dynamic changes in the educational field on a global scale requires further research.

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