

EDUCATION OF MORAL CULTURE OF STUDENT YOUTH IN THE CONDITIONS OF POLYCULTURAL SPACE

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Abstract. Problems of morality have not lost significance in all times of human existence, but contained different accents in social manifestations. Modern anthropocentric tendencies of social life have also changed value orientations, because material values, human self-presentation in society, the desire for recognition as a manifestation of self-worth, somewhat level the spiritual, moral and ethical, cultural values. Therefore, consideration of the tasks of educating the moral culture of in a multicultural space is significant, especially today. The education of the moral culture of student youth in the spirit of universal ideals begins in early childhood, which is an important stage in human development. After all, at this time the necessary skills begin to form, such as: thinking, conscious perception of the world around and one's own place in it, communication with other people. The task of moral culture of student youth in a multicultural space is to build a process of transformation of socially significant norms, principles governing relationships, universal moral values into individual qualities and the formation on this basis of children's views and beliefs. The main attention is paid to emphasizing the importance of educating the moral culture of youth at the university in a multicultural space. The paper analyzes the scientific literature on the need for the process of educating the moral culture of youth at the university in a multicultural space. Methodical recommendations on successful education of moral culture of youth at the university in multicultural space are offered. It is concluded that the education of moral culture of student youth in a multicultural space is an organic part of the inner world of man and the world around him. This process determines the ethical, aesthetic, ideological values and norms, traditions, habits of the

individual. It is manifested in lifestyle, behavior, thinking, attitude to work, the environment. Education of moral culture of student youth in the conditions of multicultural space in education is called to prevent formation of the one-dimensional person.

Keywords: moral culture; moral education; morality; multicultural space; polycultural space

1. Introduction

The upbringing of the younger generation involves the creation of favorable conditions for the formation of moral culture in young people by actualizing the necessary needs of society. Modern youth at the university is beginning to realize the needs that are associated with stimuli and are determined by worldviews, morals, attitudes toward the world, moral categories and values (Petrova, Popova, Dejnyak 2020). They become the motivating force for self-education, self-development, self-improvement (Gruts 2013).

An extremely important task of modern democracy education is the strengthening of the spiritual connection of generations, the unification of a multicultural society on humanistic values, the preservation of the historical past, education in conditions of freedom, child-centeredness. Therefore, the educational potential of the content of modern Ukrainian education should be realized on the basis of cultural formation of personality.

An important component of the moral culture of the individual is the level of his morality. As interconnected and complementary personal characteristics, human culture and morality depend on the level of development of society and determine the paradigm of modern education.

The level of morality of student youth is due to the globalization of social relations, which has led to the need to form a person capable of “participating in the dialogue of cultures, to meet different worldviews and religious orientations, types of thinking” (Gruts 2013). To solve this problem, we must realize that modern culture must be open to other peoples, and thus the emergence of respect for their traditions, way of life, religious worldview and so on. This is how the improvement, enrichment and discovery of new ways of moral growth of the individual takes place.

As we can see, morality is a complex polysemantic concept that can be considered both as a process and as a new formation. Thus, in S. Honcharenko's Ukrainian pedagogical dictionary “morality” is defined as “individual impression in the system of personal motives of two fundamental needs: the ideal need for knowledge and the social need to live, to act for others.” Under morality we understand the first of these needs, under morality – the second” (Goncharenko 1997). The category of morality is related to the need to know the world, oneself, to find out the meaning and purpose of one's life.

The conditions of the “hybrid war” in Ukraine in recent years have caused a crisis of moral life (Zagorodnya, Chernukha, Petrova 2020; Diachok et al. 2020; Dyachenko et al. 2018; Nenkov et al. 2017; Petrova, Buzko, Dyachenko 2018). There was an exacerbation of historical contradictions: the manifestation of morality in society and the desire to harmonize the picture of life with a full-fledged revival of the human world. In this regard, the morality of the people, the development of the moral culture of the individual are perceived as the most important and necessary factors in the development of a sovereign Ukraine. This requires fundamentally new approaches to the education of the younger generation on the basis of universal, national values, the choice of true moral guidelines and an independent way of life.

Education of moral culture of student youth in a multicultural environment aims to form a moral education, which provides a system of moral knowledge, skills, abilities, beliefs, views, norms (Badjanova, Ilisko, Petrova 2018; Badjanova et al. 2020; Jarmusevica et al. 2019; Valdmane et al. 2020). The task of the studied process is the process of transformation of socially significant norms, principles governing relationships, universal moral values into individual qualities and the formation on this basis in children of appropriate personal and worldviews and beliefs.

The goal of the article is to highlight the importance of educating the moral culture of student youth in a multicultural space.

Objectives of the study:

1. To analyze the scientific literature on the need for the process of educating the moral culture of student youth in a multicultural space;
2. To substantiate features of successful education of moral culture of youth in multicultural space.

2. Methods

To solve the tasks used general scientific methods:

1. Method of analysis and synthesis (in order to reveal the conceptual and categorical apparatus of research and scientific substantiation);
2. Scientific abstraction, induction and deduction (summarizing domestic and foreign experience in the study of this issue);
3. Abstract-logical (for theoretical generalization of research results and formulation of conclusions).

All methods allowed to obtain objective information about the process of educating the moral culture of student youth in a multicultural space. The results of the study are presented using diagrams, tables and figures

3. Analysis of the research and publications

Scholars associate the formation of moral culture with the formation of emotional intelligence of modern youth. Research in this area states that the level

of emotional intelligence depends on the development of personality, as well as the impact of emotional intelligence on success in future activities. Researchers suggest using “emotion utilization”, “Emotion management of others” and “Emotion management” and, finally, “Emotion perception” for the development of emotional intelligence, and thus the formation of moral culture of modern youth (Wafa Ismail Saud 2019).

It is indisputable that the formed emotional intelligence not only forms the moral culture of the individual, but also contributes to successful academic achievement.

In parallel with the research of the role of emotional intelligence in the formation of the moral culture of youth, another aspect of the study of the morality of youth should be singled out - information and communication technologies in the development of the moral culture of student youth. Scientists have noticed that the impact of the Internet, especially social networks, on children and adolescents is gradually increasing, which forms certain principles and ideals. The use of social networks, which begins at an early age, exposes children to some danger, including the degradation of morality. For this reason, there is a responsibility for teachers and parents after raising awareness among young people about the possible threats of the Internet. As in other various fields, along with the study of moral culture and explore moral education. During this period, the formation of religious culture of modern youth at the university will be able to increase awareness and awareness of their own responsibilities and principles (Emine al., Gokce et al. 2017).

Psychological and pedagogical science has determined that the foundations of the moral culture of the individual are laid in childhood, starting from early and preschool age. This follows and corresponds to the actual understanding of the social phenomenon – “childhood”. Childhood is a special state of human development in society, a period of human life in which the foundations of the individual, its values that determine the quality of future life, is the period when a person is most vulnerable, and therefore most favorable to impressions and learning. It is in childhood that the formation of basic personal mechanisms and formations, on the basis of which the worldview, self-awareness and moral qualities of man are formed. At this age, it is important to lay the foundations of high morality, such a foundation on which to develop and improve the moral sphere of the individual in the later stages of his life, in particular in adolescence and early adulthood (Gruts 2013).

It should be noted that the issue of forming the moral culture of young people in a multicultural space is becoming important in Ukraine in the context of European integration processes. The study of this issue is becoming increasingly important, given that our state recognizes itself as international. Communicative and interpersonal relationships in a multicultural space purposefully form

deeply substantiated and constantly tested in practice positive knowledge about such extremely complex objects as: the moral and moral world, which is consciousness; soul and linguistic and cultural sphere in general. This knowledge reveals the essence and mechanisms of the processes of origin and multicultural development of the individual, the laws of origin and ways of evolution of the spirit of modern youth.

The moral culture of student youth in a multicultural space is manifested in the social activities of the individual, which performs the functions of reproduction. Scientists argue that there are several types of reproduction of multicultural space, among which the most effective is the intensive type. Intensive reproduction is based on emotional-motivational and value orientations of the individual, ideals that allow to “objectify” cultural heritage and enrich them through creative transformational activities. Art plays a significant role in this. Its importance in educating the moral culture of young people is invaluable. After all, it accumulates a multifaceted socio-cultural moral experience of mankind and moral and creative potential, a generalized expression of the specific historical nature of worldview and human attitude to the world.

The very logic of the process of forming the moral culture of youth in a multicultural space reveals a fundamentally important worldview function of education, which is most closely related to the development of general and scientific worldview, which is legitimately based on a set of data of all sciences. human activity.

Today we are talking about the implementation of a planetary program to transform the terrestrial biosphere into the noosphere, the realm of the mind. In this program, a significant role is addressed to global education as a priority of modern European pedagogy, the concepts of which are focused on the education of a multicultural tolerant person, a person with humanistic thinking 1).

According to the American scientist Robert Henvey, global education includes the study of problems and issues that go beyond national borders and the interconnections of systems – environmental, cultural, economic, political, technological. Global education involves promising actions - looking at things through the eyes and thoughts of others - and this means realizing that as long as individuals and groups have the opportunity to see life from different perspectives, they will also have common needs and desires (Hanvey 1990).

The development of norms of external behavior is a consequence of internal perception, the ability to empathize, so the development of moral feelings – is the basis of moral behavior of the individual. In early childhood, feelings are generated by self-criticism, anxiety that adults and peers will think about how they will evaluate your action. Assessment of significant (parents, educators, loved ones) adults in preschool age have external motivation, but through the explanation of actions, frequency of discussion of the situation of moral choice,

nurture the foundations of higher moral feelings, become the foundation for future views and beliefs, deepen responsibility and self-esteem – satisfaction with the awareness of success, respect for themselves and others, the desire to be socially useful, form a sense of social significance.

Education of moral culture of student youth in a multicultural society in practice is possible on the basis of full development of personality. Thus there is a transition from knowledge to the formation of moral traits and qualities. In this approach, the main elements of personality development are: age characteristics of the child; the actual content of educational activities as a joint activity; and the main expected results at each stage of age development, taking into account three main elements, such as: knowledge and values, formed attitudes towards oneself, the surrounding natural and social world, life competencies. We mean the formation of opportunities to act in a particular life situation in accordance with their own and world values, attitudes and knowledge.

The analysis of scientific publications allows us to point out that the education of the moral culture of young people in a multicultural space is poorly studied. Modern youth at the university should be focused on their own professional development at a certain level, a feature of which is the formed moral culture, which corresponds to the modern guidelines of multicultural space. The study of this complex issue requires further study of the features of both moral and cultural relationships, and the system of relationships between human nature and personal relationships in a multicultural social environment.

4. Results analysis

There is an increase in negative phenomena in the student youth environment under the influence of negative socio-economic factors, the media - these are manifestations of politicization, cruelty, aggression, violence and even vandalism. There is a production of “conflict culture”, which appears not only in foreign but also in domestic media, which leads to a moral vacuum, when moral ideals, values are lost. In the media, in addition to old movies, the topic of labor, its attractiveness and significance has disappeared, the man of labor is not respected. The result was passivity, loss of interest in learning and books in general, such as irresponsibility, adventurousness, low social motivation, conflict, slogans of sexual freedom, numerous offenses among young people. Pragmatism and pragmatic attitude to life dominate among young people. For some young people, the main purpose of life was to obtain material goods by any means.

The moral culture of youth in a multicultural space is a multifaceted phenomenon, and its understanding should be done primarily at the methodological level through the explanation of its essence, nature, external and internal dependencies, opportunities for development and so on.

Education of moral culture of students youth in a multicultural space is one of the important aspects of tolerance, which is to demand the parallel existence of cultures in order to their mutual penetration, enrichment and development in the universal channel of mass culture. In a number of developed countries (USA, Canada, Australia, Great Britain, Germany) the idea of a multicultural space was introduced a long time ago, because there is a significant influx of immigrants. That is why the multicultural space presupposes, first of all, the inclusion of elements of immigrant cultures in the cultural field of these countries. The idea of educating moral culture in a multicultural space permeates all educational institutions, from kindergarten to higher education (Shpylova 2017).

Education of moral culture of youth in a multicultural space is a sphere of pedagogical activity, which aims to form moral and multicultural competence, which ensures harmonious coexistence of representatives of ethnic, religious, linguistic communities in a democratic society. Moral education in a multicultural space involves the formation of a person who preserves his identity, positively perceives other cultures, respects social and cultural diversity, is able to communicate effectively with representatives of other races, ethnic groups, religions, social groups. In our opinion, the purpose of the phenomenon we are studying is two goals, such as: creating a positive atmosphere of common life of representatives of different cultures; organization of social dialogue, which would consider the moral and cultural multifaceted factor of social capital (Fig. 1).

The dual purpose of educating the moral culture of student youth in a multicultural space is in constant interaction, which allows them to maintain balance in the process of educating modern youth. Thus, the multicultural space in the education of the moral culture of modern youth ensures the successful integration of children who represent both the culture of the majority and cultural minorities in modern civil society.

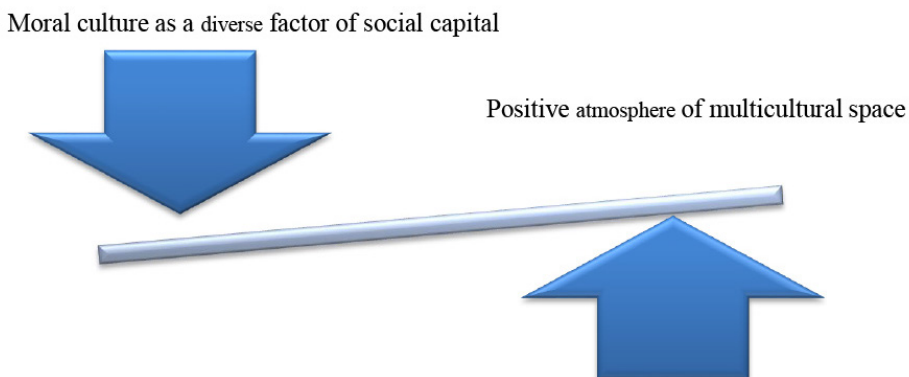


Figure 1. The purpose of educating the moral culture of young people in a multicultural space *Source:* Developed by the authors

The process of educating the moral culture of student youth in a multicultural space involves the development of guidelines for young people as a link between the morality of cultures of different peoples. The formation of moral culture in student youth in a multicultural environment is ensured by a certain principle: provides for the integration of Ukrainian culture into European and world space, creating the necessary prerequisites for this (formation of openness in children and youth, tolerant attitude to different, art, beliefs of other peoples, the ability to differentiate common and different in different cultures, to perceive Ukrainian culture as an integral part of human culture, the principle of technologization involves consistent scientifically sound actions of the teacher and accordingly organized actions of students, subject to a specially designed system of education consistent with the psychological mechanisms of personality development).

In practical work on moral education, the teaching staff must take into account the formation of the ideological core of the individual – civic views, beliefs, feelings of behavior, actions, unity of word and deed.

The assimilation of universal moral norms by a young person should be considered an extremely important stage in the formation of the moral culture of the individual in a multicultural environment. Teaching students to adhere to the truths of morality, we must ensure that they cultivate civic motives, concern for the interests of the team, society. In this regard, the unity of explanation, teaching, persuasion, motivation to action is important

We highlight that the features of the process of educating the moral culture of youth in a multicultural space are such as: knowledge by young people of the basic ideas of morality in a multicultural space; culturological, ethnohistorical, ethnopsychological knowledge that allows to understand the diversity of the modern world and the specifics of cultural manifestations at the level of the individual, group, society, to provide understanding of the importance of cultural pluralism for the individual and society, etc.

Educating the moral culture of young people in a multicultural space is extremely important, because moral culture is a creative orientation, inspiration, human energy, its ability to self-awareness as a person. In the practice of education, various technologies for the formation of the moral culture of young people are now offered, taking into account all the specifics of the multicultural space.

5. Results and discussions

The problem of moral education has been and is a core in pedagogical science and practice. Ukrainian pedagogy is marked by its practical orientation. Currently, sufficient experience has been accumulated in the moral education of student youth, based on such basic principles of Ukrainian society as respect

for the individual, his rights, his independent and free choice, individualism, free self-development and more. Therefore, taking into account many years of experience in the practical implementation of the principles of democracy and humanism in moral education is important for the process of humanization of a multicultural society. Such educational process has signs of projectiveness and guarantees positive developmental dynamics; the principle of interethnic conformity and necessitates the coherence of the content and methods of education to the real social situation in which the educational process is organized.

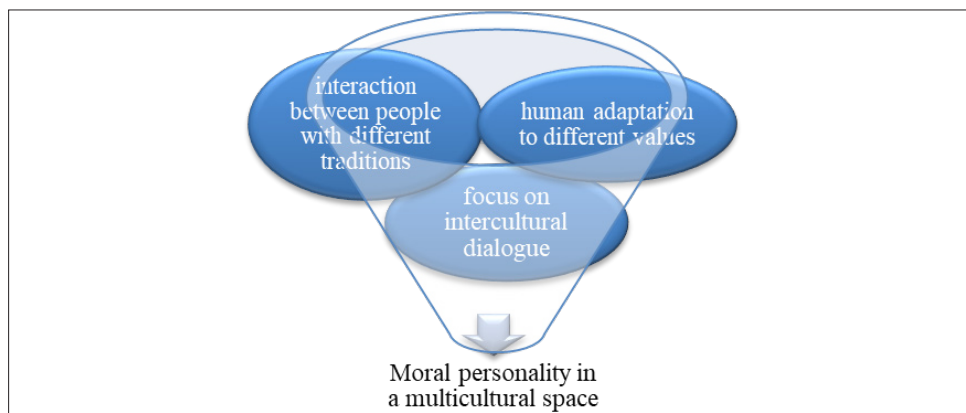
In the process of relationships with other people, communication, performance of individual roles in socially useful affairs (actions, competitions, charity) the moral culture of youth in the modern multicultural space is formed.

The process we are studying aims to make young people aware of and adopt new value orientations that are dictated by reality, and to try to follow them in their lives and activities. If the old stereotypes remain on the unconscious level, then violent conflicts can occur within the individual, which will affect his behavior and the development of moral culture. Basically, the formed picture of the world, including values, is preserved without any significant changes throughout life. It depends on those periods of personality development that preceded youth. Thus, the family significantly influences the formation of a system of moral values. Changes can occur during periods of crisis, when the old picture of the world is collapsing, and it is no longer possible to live by the principles that have been accepted by the individual as standards. As a result, some value orientations lose their importance and significance, while others become relevant. After the crisis and transformation processes, the monolithic system is replaced by a pluralistic one, and each person builds his own value hierarchy, guided by different bases (Banakhet et al. 2016).

Education of moral culture of student youth in a multicultural environment is carried out through a system of views, beliefs, designed to form the worldview of children and youth; social experience of life in a multicultural society; joint creative activity, positive interaction of all subjects of education. Such systemic interaction stimulates the development of relevant skills in student youth by providing the necessary conditions for the effective functioning of the mechanism of regulation of individual behavior and its inclusion in productive multicultural interaction. Thus, the phenomenon we study is an open, continuous process of optimization of educational activities, combining didactic, psychological and moral aspects.

The education of the moral culture of young people in a multicultural space is aimed at preserving and developing all the diversity of cultural values, including folk pedagogical, existing in the community, to pass this heritage to the younger generation. In the ethnopedagogical aspect, multicultural education takes into account the cultural and educational interests of different

ethnic groups and involves: human adaptation to different values in a situation of many different cultures; interaction between people with different traditions; focus on the dialogue of cultures (Palatkina 2002) (Fig. 2).



Source: developed by the authors

Figure 2. Features of education of moral culture of student youth in multicultural space

It is necessary to organize educational standards, as well as the educational process of youth, taking into account the peculiarities of educating the moral culture of student youth in a multicultural space. Given the features we mentioned in the educated youth, we will be able to reduce the level of cultural illiteracy, from stereotypes and prejudices, opposes the omission of “uncomfortable” issues.

A young person with a well-formed moral culture in the modern multicultural space will be able to become an example of tolerance, justice, cultural pluralism, will be able to make informed decisions concerning the life of society.

Implementing the process of educating the moral culture of young people in a multicultural space, we must teach young people that there is no good or bad, high or low, developed or underdeveloped culture. They are just different, not similar to each other, have their advantages and disadvantages, strengths and weaknesses.

We emphasize that the socio-activity component of the moral culture of a young person in a multicultural space shows the level of his readiness for independent living. The human-forming component of a young person's moral culture essentially has a socially useful orientation. Appropriate level of moral and ethical norms, individual independence, confidence in their actions and deeds, initiative, active participation in socially useful activities,

self-improvement in the future are indicators of the formation of moral culture of youth in a multicultural space (Gruts 2013).

Given the components of our moral culture of young people in a multicultural space, we consider it necessary to offer some guidelines such as:

- it is necessary to develop the ability of the individual to improve their moral needs;
- understanding the need for the ability to put moral interests and values above material;
- should direct their own lives, taking into account the moral and ethical norms of multicultural space;
- young people must realize themselves as a carrier of high, developed morality;
- young people should be taught to manage their own feelings, mental state, on which a person's life depends, satisfaction of their own moral needs, and understanding of their own place and role in society;
- to present to young people the specifics of the human race in a multicultural space, which is manifested in the richness of the moral world of the individual, his erudition, developed individual and emotional needs, morality and involves the mastery of moral values.

We emphasize that our methodological recommendations for the education of the moral culture of young people in a multicultural space are considered only in a constant relationship.

We see the main task of today in a deep and constructive rethinking of the role of moral education of student youth in a modern multicultural society. Given the above, we need the features of regional cultural, ethnic and religious factors. Only a common understanding of the severity of the problem by intellectuals and government officials will revive the sources of morality of the multicultural Ukrainian environment. Thus, the question of creative use of historical experience of propaganda of ideas of moral education in professional periodicals in the educational process of modern school becomes important – it is a question of focusing education on humanistic pedagogy, the formation of Christian spiritual values and spirituality in modern multicultural society. Thus, the education of moral culture of young people in a multicultural space is part of the formation of personality, which aims to master the cultural and educational values of other cultures based on knowledge of the culture of their ethnic group, mastering special technologies that will realize their potential in working with polyethnic population.

6. Conclusions

Since the education of the moral culture of young people in a multicultural space is a multifaceted system of personal, family and pedagogical influences,

the principle of interdisciplinarity and complexity in its study is important. It involves the reflection of the ideas of multiculturalism in the spectrum of moral culture. The inclusion of elements of multiculturalism in the education of moral culture will promote mutual understanding, successful integration of representatives of different communities. The education of the moral culture of young people in a multicultural space should become an important attribute of the general atmosphere of society, in particular reflected in the system of work with parents and partnership with the local community.

The analysis of the literature allowed us to theoretically substantiate the structure of the moral culture of youth at the university in a multicultural space, which is manifested in the interaction of three components: motivational, information and practical.

Walking of the components (motivational) of the moral culture of youth in a multicultural world is characterized by already existing positive motives and feelings. The next component is the information component of the moral culture of youth in a multicultural world. It reflects the integration of information about morality and awareness of its importance for the successful activities of young people throughout life. The third component of the structure we study is practical. This component is primarily related to the ability of young people to use moral norms and principles in their daily lives. The consequence of such a process will be an increase in the moral values of young people in a multicultural environment.

The moral meaning of these actions is that they show respect for work, and through work to human dignity. These actions are not just a regime requirement, but life lessons that form the belief that it is immoral to transfer one's work and responsibilities to others. This idea is realized every time a young person does what society demands. But at the same time it is necessary to realize that knowledge turns into beliefs not from frequent repetition of actions. Knowledge becomes beliefs only when the act gives the experience of righteousness, excitement, leaves in her soul a sense of joy, vigor, spiritual exaltation, and so on.

If we consider the pedagogical component in the process we are studying, it is worth noting that modern universities have a close connection with society, politics and economics from the very beginning. The university is key to the nation's creativity, the harmony of the internal order of education and the overall quality of education and level (Linde & Petrova 2018; Uteubayev, Petrova, Lyubenova 2018; Petrova, Tepavicharova, Dikova 2019). However, it is an organism of moral life, and the process of its moral growth is slow and gradual, which is different from the rapid process of raising chickens (Chen Denghai 2011).

However, it should be borne in mind that government and society use different ways of interfering in higher education, such as setting courses, arranging

and implementing instructions, and thus in the process of educating moral culture in a multicultural environment (Xia Huang, Xi Shen 2013).

Therefore, in the process of educating the moral culture of young people in a multicultural space should be guided by the principles listed in the article, guidelines, search for new examples of successful interaction with national cultures, communities that form a common cultural heritage of Ukrainian society. This approach is especially relevant for Ukrainian pedagogy against the background of linguistic, ethnic, religious and regional diversity of society. After all, the education of the moral culture of modern student youth is possible under the condition of transformation of the ethnic community, united by common values and priorities, the moral nation.

Based on the above, we can conclude that the system of education of moral culture of youth in a multicultural space develops humane and tolerant relations, seeking to teach individuals to learn about different cultures, positively and tolerantly accept the differences of others, while maintaining their own identity

The prospect of further research is the implementation of a multicultural component in the content of modern education.

NOTES

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