

11. *OPP bakalavr lisove hospodarstvo*. [OPP Bachelor of Forestry]. Bila Tserkva.

12. *Standart vyshchoi osvity Ukrainy pershoho (bakalavrskoho) rinvnia osvity stupenia vyshchoi osvity – bakalavr haluzi znan – 20 Ahrarni nauky ta prodovolstvo spetsialnosti – 205 Lisove hospodarstvo*. (2018). [The standard of food education in Ukraine of the first (bachelor) level of education in the level of food education – bachelor of knowledge – 20 Agrarian science and food of specialty – 205 Lisov government]. Kyiv.

#### ВІДОМОСТІ ПРО АВТОРА

**ХРИК Василь Михайлович** – кандидат сільськогосподарських наук, доцент, завідувач

кафедри лісового господарства Білоцерківського національного аграрного університету.

**Наукові інтереси:** підготовка майбутніх фахівців лісового господарства, формування у них готовності до професійної діяльності.

#### INFORMATION ABOUT THE AUTHOR

**KHRYK Vasyl Mykhailovych** – Candidate of Agricultural Sciences, Associate Professor Associate, Head of the Department of Forestry, Bila Tserkva National Agrarian University.

**Circle of scientific interests:** training of future forestry specialists, formation of their readiness for professional activity.

*Стаття надійшла до редакції 11.12.2021 р.*

УДК 378.61.

DOI: 10.36550/2415-7988-2022-1-200-147-152

**ЧАБАНОВИЧ Надія Богданівна** –

кандидат педагогічних наук, завідувач відділення анестезіології та інтенсивної терапії Державної установи «Науково-практичний центр ендovasкулярної

нейрорентгенохірургії НАМН України»

ORCID: <https://orcid.org/0000-0002-5113-5082>,

e-mail: [nadja\\_ch@ukr.net](mailto:nadja_ch@ukr.net)

#### BASIC APPROACHES TO CONTINUING EDUCATION OF ANESTHESIOLOGISTS-RESUSCITATORS IN NORTH AMERICA

**Formulation and substantiation of the urgency of the problem.** The systems of continuing professional education of anesthesiologists-resuscitators in North America (the United States of America and Canada) are a complex unity, the components of which are interconnected and interact and operate on the basis of the idea of lifelong learning. The elements of this unity are in the network connection that we trace between the systems of continuing professional education in the United States and Canada. The development and functioning of the system of continuous professional training of anesthesiologists-resuscitators is due to socio-economic processes in the context of globalization, internationalization and integration taking place at the global level. They depend on a set of historical, cultural, demographic, economic and political factors that have developed in North America, as well as dynamic changes in social and individual needs of the individual. In order to study the leading principles and features, as well as to determine the prospects for the use of certain aspects in the system of continuous professional preparation of anesthesiologists-resuscitators in Ukraine, we consider continuous professional preparation of anesthesiologists-resuscitators in North America as a holistic, systemic, continuous phenomenon which consists of interconnected structural components and requires a comprehensive system analysis.

The basis for the conceptual understanding of continuous professional preparation of

anesthesiologists-resuscitators in North America is the statement that the activity of anesthesiologist-resuscitator is a dialectical unity of his professional and personal principles. Based on this provision, the construction of knowledge about the subject of research takes into account not only the content, scientific methods and principles of professional pedagogy, within which the study of continuous training of anesthesiologists-resuscitators but also knowledge of pedagogical psychology, sociology, culturology that are connected with the study of objective and subjective factors, determinants of continuous training of anesthesiologists-resuscitators in North America.

The system of professional preparation of anesthesiologists-resuscitators of each country is a component of the world education system, a powerful factor in the development of productive forces of society and spiritual culture of the people, so its scientific knowledge requires a systematic approach, and improvement is impossible without comparative analysis of professional preparation of anesthesiologists-resuscitators in different countries around the world, including the United States and Canada. This necessitated analytical research on the problem of professional preparation of competent anesthesiologists-resuscitators in highly developed countries and evaluating the activities of educational institutions in the system of higher medical education and in the system of postgraduate education.

**Analysis of recent research and publications.** The analysis of scientific works of

Ukrainian researchers Аналіз наукових праць українських дослідників (S. Lisova [1], V. Lunjachek [2], Yu. Surmin [5], Ya. Tsekhmister [6], S. Shandruk [8] and foreign scientists (E. Arespachaga, J.R. Combes [9], C. Day, J. Sachs [10], etc.) allowed to determine the diversity of national educational systems and to identify their main common features.

**The purpose of the article.** The purpose of the article is to analyze basic approaches to continuing education of anesthesiologists-resuscitators in North America (the United States of America and Canada).

**The main material of the study.** In our opinion, the most general concept that characterizes all possible manifestations of systems is «systemicity». According to Yu. Surmin, the structure of systemicity should be considered in three aspects: system theory, system approach and system method. Systems theory implements explanatory and systematizing functions: gives a clear scientific knowledge of the world of systems; explains the origin, organization, functioning and development of systems of various kinds [5]. According to G. Klir, a system is anything we want to think of as a system. What intelligence is, so is the system [12]. In S. Sysoyeva's work, the education system is defined as many educational (both state and non-state, informal, alternative) institutions that differ in the level of education and professional direction [3, p.18].

Signs of the development of the modern system of medical education in Ukraine are the renewal of all its links – from secondary vocational to higher, modernization of the content of medical education, methods of educational work, the introduction of modern information technology and more. Similar changes are taking place around the world. The importance of Ukraine's integration into the world healthcare space presupposes the need for careful, systematic study of international experience in the development of medical education, its comparison with domestic, finding ways to introduce the best pedagogical achievements in the practice of national medical education, forecasting possible trends in national and world medical pedagogy. This function should be performed by comparative pedagogy as a branch of pedagogical knowledge.

Modern international pedagogy is a certain resource for solving the problems of medical education which are raised in the Ukrainian professional pedagogy. The precedents that appear in international pedagogy are certainly not the only leading guidelines for solving the problems of national science and practice. At the same time, many problems that have only recently gained momentum in our country have already been addressed and solved in the pedagogy of developed countries, in particular in the pedagogy of the United States and Canada, or today there is

methodological or substantive potential needed for their understanding and development.

The methodological basis of our comparative study is the concept of system analysis of complex systems. The system of professional training of anesthesiologists-resuscitators in the USA and Canada is analyzed from the standpoint of general systems theory, theory of professional preparation of doctors and system modeling. In modern pedagogical science there are problems, the solution of which requires the complex efforts of specialists in various sciences, which has led to the penetration of pedagogical research of the systemic movement.

S. Lisova [1, p.168] considers a systemic approach in assessing the quality of education as a methodological direction that determines, according to a certain principle, in a holistic educational process, a certain group of elements (system) and considers within it (itself) interaction with external objects (environment). We believe that a systemic approach involves an approach to the problem as a holistic system, the elements of which are interconnected and interdependent with each other and with the external environment, ensuring the permanent development of the system under the influence of certain conditions and factors. It is a fundamental scientific approach that allows not only to study the state of professional preparation of anesthesiologists-resuscitators but also to reflect the process of its development, taking into account the phenomena of differentiation and integration.

In the context of a systemic approach, we consider professional preparation of anesthesiologists-resuscitators as a complex systemic pedagogical phenomenon with its own characteristics and relationships. Thus, guided by a systemic approach, we propose an author's interpretation of the system of professional preparation of anesthesiologists-resuscitators, which we consider as a holistic set of components that are formed and function continuously at the undergraduate and postgraduate levels in order to achieve in order to achieve professionally, socially and culturally significant goals of professional training of anesthesiologists-resuscitators. In essence, it is a socio-cultural, open, pedagogical system, the interconnected components of which (educational and training programs, organizational mechanisms, etc.) ensure its functioning and development as an institutional factor in the professional development of the anesthesiologist-resuscitator. In the context of a systemic approach, we consider the professional training of anesthesiologists-resuscitators as a complex systemic pedagogical phenomenon that provides the relationship of undergraduate institutions with the space of professional activity, training system that produces professional human resources

(anesthesiologists-resuscitators) to work in medicine of critical conditions.

An important methodological approach for the training of anesthesiologists-resuscitators is the competence approach, which in the modern competence of higher education involves the formation of a set of competencies and competencies, gaining which the specialist will be able to act competently in the relevant professional field. In view of the above, to clarify the current state of professional training of anesthesiologists-resuscitators, we aim to use in our study a competency-based approach, which, according to scientists, is the methodological basis for the implementation of modern professional pedagogical education [2].

The formation of competencies is based on the experience that arises in the learning process. Based on the analysis and generalization of philosophical publications, O. Subotina [4] identifies two main positions in the definition of experience:

1) experience as a philosophical category that captures the integrity and universality of human activity, as the unity of knowledge, skills, feelings, will, which characterizes the mechanism of social, historical, cultural heritage;

2) experience as an epistemological category that captures the unity of sensory-empirical activity; knowledge, which is given to the consciousness of the subject directly, in direct contact with the cognizable reality or in the form of images of memory (ie it may be the reality of external to the subject objects and situations – perception, or the reality of states of consciousness – imagination, memories, experiences, etc.).

Thus, the spectrum of any experience of a person includes both practical actions by means of which this or that activity is carried out, and feelings, experiences, relations of the subject, in our case, the anesthesiologist-resuscitator. We agree with the opinion of O. Subotina [4], who believes that experience is first of all information assimilated by an individual, and as a result – readiness to act in a specific situation. However, this is not only the total number of competencies, available life experience, but also the intuition of an anesthesiologist-resuscitator. The self-realization of an anesthesiologist-resuscitator, goal setting and adequate assessment of one's own activity, and, as a result, attitude to the world and society, depend on the availability of aggregate experience based on a good theory. The activity of an anesthesiologist-resuscitator is guided by the results of understanding one's own life and professional experience.

The professional experience of an anesthesiologist-resuscitator begins to form at the first or undergraduate educational degree. It is basic in the multilevel education system of North America. In North America, higher education

institutions offer a four-year degree program, but not in every country a graduate with such a degree is eligible to work as a physician. At the undergraduate level there is [9]:

- an improvement of the methodology for assessing the level of preparation of entrants and revision of the curricula of the pre-medical stage of training in order to comply with the competencies at the exit;

- reduction of educational load with parallel introduction of educational programs of sciences on collective work, improvement of quality, information culture and safety of patients;

- ensuring a high level of training of teaching and research staff of medical schools;

- use of social media resources and other technologies to expand learning opportunities;

- students' focus on the fact that learning is a lifelong process, ie on the continuity of education;

- intensification of professional societies.

In organic unity with the above approaches is a personal approach. In our study, a personalized / personal approach is important for determining the subjectivity of the pedagogical process, which is important for describing the quality of professional training of anesthesiologists-resuscitators, their professional consciousness. Theoretical and practical developments, carried out from the standpoint of a personalized approach, are an important part of the conceptual foundations of modern didactic thought in the field of pedagogy of advanced training, which allows to assess the level of its development. Analyzing the achievements in the field of theory and practice of professional development, American personal educators rightly point to the obvious fact that most curricula lack important knowledge about the patterns of mental development and the peculiarities of adult learning in different periods of their lives, which indicates ignoring the impact on learning the personal factor. Insufficient attention to the psychophysiological and value-oriented spheres of personality, the idea of mental development as a quantitative accumulation of knowledge, skills and abilities, cause that the whole process of professional development is mostly a copy of the principles and methods of teaching at the undergraduate level. As a result, the passivity of learners, their excessive focus on knowledge transfer, insufficient mastery of practical skills, lack of incentives to improve their skills, etc. naturally occur. In this case, it is impossible to effectively improve the skills of doctors.

Studies of representatives of the personified direction are focused on the individual as a holistic system in the unity of all its psychological and socio-cultural factors. American scientists D. Corrigan, M. Gaberman and K. Howey, taking into account the materials summarized by the Center for Educational Research and Innovation (CERI) at

Organizations for Economic Cooperation and Development (OECD) distinguish three main approaches within the personal direction: biogenetic ("maturation theory"); functional (psychodynamic), which considers the individual in the context of interaction with the environment; cognitive [11]. These approaches make it possible to analyze various aspects of personal development. At the same time, all three complement each other to some extent. In addition, according to American educators, they do not exhaust themselves and can serve as a basis for the development of both new orientations and holistic theories.

L. Colberg, a well-known educator and researcher in the United States who worked in the field of cognitive psychology, tried to combine the views of conceptualism with the ideas of social psychology. In particular, L. Kohlberg developed a theory of stage moral development of personality [7, p.60–63], which occurs simultaneously with mental development of an individual.

It is also important to note the undoubted fact that the representatives of «personal philosophy», objectively experiencing the influence of modern Western philosophical and psychological teachings (pragmatism, neo-positivism, neo-Freudianism, cognitivism), still consider the individual or, more precisely, seek to consider it as a whole system. In fact, the theory of maturation primarily pays attention to the somatic conditions of development, taking into account the influence of socio-cultural factors [8, p. 327–328]. Representatives of the personified direction made the following conclusion: the higher the level of personal development of the specialist, the higher is his willingness to improve skills, to change behavior, to abandon stereotypes. Realizing this, scientists seek to create training programs aimed at the personal development of the anesthesiologist-resuscitator. Today, the United States has developed a number of projects aimed at stimulating the development of a doctor's personal potential.

From the scientific and theoretical point of view, the problem of optimal combination of physical, mental and ethical development of anesthesiologists-resuscitators throughout the professional life deserves attention. We are deeply convinced that professional pedagogy, which operates with scientific data on possible and optimal combinations of these components, will be able to provide a more consistent training of anesthesiologists-resuscitators. Ideas and practical recommendations developed within the framework of a personalized approach can serve as an important basis for constructive renewal of the national system of professional development of anesthesiologists-resuscitators in the direction of restructuring the consciousness of professionals working in the medical education system where,

especially at a time of constant threat of pandemics such as COVID-19, we need creative thinkers, not bound by stereotypes specialists.

Having considered various models of professional development in the context of market strategies, we came to the conclusion that a promising direction to improve the effectiveness of professional retraining in postgraduate pedagogical education is the andragogical approach. According to Malcolm Knowles [13], andragogy – the leading «brand» in the theory of adult learning.

We found that the content and structure of the andragogical approach provides requirements for the organization of professional development and conditions for its effective use (taking into account individual characteristics; restructuring of teacher-learner interaction technique; independent learning; joint activities; taking into account life and professional experience resuscitator; development of educational needs, etc.). Professional retraining of anesthesiologist-resuscitator in the system of postgraduate education on the basis of andragogical approach includes:

1. Teaching methods (group, simulation, reflexive, combined, integrated, problem-solving).
2. Learning motivation (experience of anesthesiologist-resuscitator, individual opportunities, individual learning styles, active forms of work on the development of professional skills, the role of the teacher in creating optimal conditions for professional retraining of anesthesiologist-resuscitator).
3. Principles of adult learning (independent learning, joint activities, taking into account the experience, individualization, systematics, contextuality, actualization, eclecticism, self-awareness).
4. Principles of professional «flexibility» of anesthesiologist-resuscitator (subjectivity, diagnosis, optimality, interdependence, etc.).

We investigated that in refresher courses for anesthesiologists-resuscitators there are various opportunities for training both remotely (online) and directly (face-to-face) with a specialist instructor. The first thing a cadet doctor needs to know is the requirements of advanced training courses for those who want to take them. Some refresher courses do not require standard certificates and diplomas, while others have clear requirements for the basic professional education of an anesthesiologist-resuscitator.

The andragogical approach is relatively new in the field of professional development, but it plays as important a role as traditional approaches and has a greater potential for success. Undoubtedly, all this imposes more responsibilities on the teacher-instructor, and adult students apply for refresher courses with certain expectations. Despite the obstacles that arise on the way to professional development of anesthesiologists-

resuscitators, the best motivation for «adult students» is interest and self-interest.

The problem of continuing education of doctors in the system of postgraduate education is attracting more and more attention of scientific, scientific-pedagogical and medical workers, because in today's world knowledge changes faster than generations, and the ability to make good decisions based on knowledge remains unformed in higher education graduates. etc. In view of this, anesthesiologists-resuscitators need constant updating and replenishment of knowledge in order to master the professional technologies of critical care medicine, which for anesthesiologists-resuscitators is one of the main sources of professional living environment.

In the framework of postgraduate education of anesthesiologists-resuscitators, we consider the concept of «professional development», which is an increase in awareness of professional problems and tasks, as well as ways to solve them in the process of professional activity. Advanced training of working anesthesiologists-resuscitators and those who resume their activities takes place mainly in long-term and short-term courses and is carried out in institutions of higher medical education, special training institutions, etc. It should be noted that the world experience of postgraduate education is actively borrowed from the Ukrainian education system along with traditional forms and categories, as evidenced by recent changes in legislation and trends in the choice of forms of professional development by anesthesiologists-resuscitators and institutions of higher medical education.

**Conclusions and prospects for further researches of directions.** Thus, the generalization of the presented approaches allows to identify and characterize the main directions, trends in the content of professional training of anesthesiologists-resuscitators in the system of continuing education in North America. In general, the main purpose of training of a resuscitator-anesthesiologist in higher medical education is the formation of a sufficient level of his professional competence and its components. The organization of continuing professional education of anesthesiologists-resuscitators is influenced by the external environment, namely social requirements, norms, laws; public order for a specialist and criteria for his selection; organizational and financial conditions of the educational process; learning needs and motives, learning process and outcome and assessment for learners. The main directions and ways of continuous professional education and self-development of anesthesiologists-resuscitators are in fact the implementation of public procurement and influence on all components of the processes of professional development and self-development of the individual; expansion of areas of professional

development and self-improvement; isolation and application of methods of overcoming professional deformations; introduction to the content of the educational process in advanced training courses of technologies that allow to solve urgent problems of improvement and self-improvement of human resources.

Prospects for further researches of directions could be analysis of basic approaches to continuing education of anesthesiologists-resuscitators in European Union and in Ukraine.

#### СПИСОК ДЖЕРЕЛ

1. Лісова С. В. Проблема забезпечення якості вищої освіти з позицій системного підходу. *Професійна педагогічна освіта: системні дослідження*: монографія / за ред. О. А. Дубасенюк. Житомир: Вид-во ЖДУ ім. І. Франка, 2015. С. 160–172.
2. Луначек В. Е. Компетентнісний підхід як методологія професійної підготовки у вищій школі. *Публічне управління: теорія та практика*. 2013. Вип. 1. С. 155–162.
3. Сисоєва С. О. Інтерактивні технології навчання дорослих : [навчально-методичний посібник] / Сисоєва С. О. К. : ВД «ЕКМО», 2011. 320 с.
4. Субботина О. В. Формирование культурного опыта студентов в музейной образовательной среде: дис. ... канд. пед. наук. Кострома, 2006. 190 с.
5. Сурмин Ю. П. Теория систем и системный анализ : [учебное пособие] / Ю. П. Сурмин. К. : МАУП, 2003. 368 с.
6. Цехмістер Я. В. Теорія і практика допрофесійної підготовки учнів у ліцях медичного профілю при вищих навчальних закладах : дис... д-ра пед. наук. К., 2002. 450 арк. + дод. - арк.
7. Хатюшина А. А. Теория и практика повышения квалификации учителей США : на примере штата Южная Каролина : дисс. ... канд. пед. наук. Москва, 2009. 171 с.
8. Шандрук Світлана Іванівна. Система професійної підготовки вчителів середньої школи у Сполучених Штатах Америки. Дисертація д-ра пед. наук. Запоріжжя, 2013. 525 с.
9. Combes J.R., Arespachoga E. Physician Competencies for a 21<sup>st</sup> Century Health Care System. *Journal of Graduate Medical Education*. 2012. #4(3). P. 401–405.
10. Day, C., Sachs J. Professionalism, Performativity and Empowerment: Discourses in the Politics, Policies and Purposes of Continuing Practice Development. *International Handbook of Continuing Professional Development*, 2004. P. 3–32.
11. International Conference on Education, 38–th session. Geneva, 1981. URL: <http://www.ibe.unesco.org/fileadmin/>.
12. Klir, G. J. An Approach to General System Theory. Van Nostrand Reinhold Co., 1969.
13. Knowles' andragogy: an angle on adult learning. by James Atherton: URL: <http://www.learningandteaching.info/learning/knowlesa.htm>.

REFERENCES

1. Lisova, S. V. (2015). *Problema zabezpechennya yakosti vyshchoyi osvity z pozytsiy systemnoho pidkrodu. Profesiyna pedahohichna osvita: systemni doslidzhennya The problem of malnutrition of food is considered from the position of the systemic approach.* [Profesiona pedanonic osvita: systemic dosage]. Zhytomyr.

2. Lunyachek, V. E. (2013). *Kompetentnisnyy pidkhid yak metodolohiya profesiynoyi pidhotovky u vyshchiy shkoli. Publichne upravlinnya: teoriya ta praktyka.* [Competence approach as a methodology of professional training in higher education. Public administration: theory and practice].

3. Sysoyeva, S. O. (2011). *Interaktyvni tekhnolohiyi navchannya doroslykh.* [Interactive adult learning technologies].

4. Subbotyna, O.V. (2006). *Formyrovanye kul'turnoho opyta studentov v muzeynoy obrazovatel'noy srede.* [Formed cultural experience of students in the museum educational environment]. Kostroma.

5. Surmyn, YU. P. (2003). *Teoriya system y systemnyy analiz.* [Systems theory and systems analysis].

6. Tsekhmister, YA.V. (2002). *Teoriya i praktyka doprofesiynoyi pidhotovky uchniv u litseyakh medychnoho profilyu pry vyshchyykh navchal'nykh zakladakh.* [Teoriya i praktyka doprofesiynoyi pidhotovky uchniv u litseyakh medychnoho profilyu pry vyshchyykh navchal'nykh zakladakh].

7. Khatyushyna, A. A. (2009). *Teoriya y praktyka povyshennya kvalyfykatsyy uchytel'ey SSHA : na primere shtata Yuzhnaya Karolyna* [Theory and practice of hanging the qualifications of teachers in the United States: the example of the state of South Carolina]. Moskva.

8. Shandruk, S. I. (2013). *Systema profesiynoyi pidhotovky vchyteliv seredn'oyi shkoly u Spoluchenykh Shtatakh Ameryky.* [Systema profesiynoyi pidhotovky vchyteliv seredn'oyi shkoly u Spoluchenykh Shtatakh Ameryky]. Zaporizhzhya.

9. Combes J.R., Arespachoga E. Physician Competencies for a 21<sup>st</sup> Century Health Care System. *Journal of Graduate Medical Education.* 2012. #4(3). P.401–405.

10. Day, C., Sachs J. Professionalism, Performativity and Empowerment: Discourses in the Politics, Policies and Purposes of Continuing Practice Development. *International Handbook of Continuing Professional Development,* 2004. P. 3–32.

11. International Conference on Education, 38-th session. Geneva, 1981. URL: <http://www.ibe.unesco.org/fileadmin/>.

12. Klir, G. J. An Approach to General System Theory. Van Nostrand Reinhold Co., 1969.

13. Knowles' andragogy: an angle on adult learning. by James Atherton: URL: <http://www.learningandteaching.info/learning/knowlesa.htm>.

ВІДОМОСТІ ПРО АВТОРА

**ЧАБАНОВИЧ Надія Богданівна** – кандидат педагогічних наук, завідувач відділення анестезіології та інтенсивної терапії Державної установи «Науково-практичний центр ендovasкулярної нейрорентгенохірургії НАМН України».

**Наукові інтереси:** медична педагогіка, компаративна педагогіка, професійна підготовка лікарів анестезіологів-реаніматологів.

INFORMATION ABOUT THE AUTHOR

**CHABANOVYCH Nadiia Bohdanivna** – Candidate of Pedagogical Sciences, Head of Department of Anesthesiology and Intensive Care at the State Organisation «Scientific-Practical Centre of Endovascular Neuroradiology NAMS of Ukraine».

**Circle of scientific interests:** medical pedagogy, comparative pedagogy, professional preparation of anesthesiologists-resuscitators.

Стаття надійшла до редакції 17.12.2021 р.

UDC-378.147:371.311

DOI: 10.36550/2415-7988-2022-1-200-152-156

**CHERNIONKOV Yaroslav Olexandrovych** – Candidate of Pedagogical Sciences, Associate Professor, Department of Linguodidactics and Foreign Languages, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University  
ORCID:<https://orcid.org/0000-0001-6598-1581>  
e-mail: [yarcher78professor@gmail.com](mailto:yarcher78professor@gmail.com)

PROFILE SCHOOLS IN THE PROCESS OF FOREIGN LANGUAGE TEACHER'S PROFESSIONAL TRAINING: PRACTICAL ASPECT

**Defining of the problem and the analysis of the last researches and publications.** The new Law «On Education», which came into force in September 2018, also defined the model of the highest stage of school, which should become three-year and profile (specialized). Profile education, which is not a completely new phenomenon for the Ukrainian educational system, unfortunately, has not become comprehensive for

the highest grade of school that operates today. That is why the organization of the effective highest grade of school profile is one of the challenges that already stands and in a few years will become even more acute for Ukrainian society in general and the Ukrainian educational community in particular. That is why we should prepare in advance for future changes, so that the risks are as small as possible and mistakes as rare.