Artículos

Diagnostics and Features of Forming Corporate Culture of Students in University Educational Environment

Diagnósticos y características de la formación de la cultura corporativa de los estudiantes universitarios

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RESUMEN

El artículo diagnostica la formación de la cultura corporativa de los estudiantes de las universidades Kyiv Municipal Pedagogical University y Uman State University. Dichos diagnósticos revelan el nivel de conocimiento de los estudiantes sobre la naturaleza y los aspectos sustantivos de la cultura y actitud del individuo. Se define el concepto de la cultura corporativa del individuo, su estructura, criterios e indicadores.

Palabras clave: Diagnóstico, cultura corporativa, estudiantes, Kyiv Municipal Pedagogical University, Uman State University

ABSTRACT

The article diagnoses the formation of the corporate culture of the students of the Kyiv Municipal Pedagogical University and Uman State University. Such diagnoses reveal the students' level of knowledge about the nature and the substantive aspects of the culture and attitude of the individual. The concept of the individual's corporate culture, its structure, criteria and indicators are defined.

Keywords: Diagnosis, corporate culture, students, Kyiv Municipal Pedagogical University, Uman State University
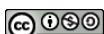
INTRODUCTION

One of the important tasks of higher education is the adaptation of its graduates to employers' requirements in modern market relations. This adaptation implies a higher level of professional training of future specialists, the formation of their personal qualities and corporate culture, development of motivation for a common goal and successful self-realization, as well as the orientation of the educational process to the maximum results.

The article aims at diagnosing the formation of corporate culture among students and revealing the specific formation of the above-mentioned phenomenon in young men and women in the educational environment of any given university.

The study objective is to reveal the substantive aspects of students' corporate culture, to study the formation of indicators common to their corporate culture, and to substantiate the technology of forming students' corporate culture in the educational environment of their university.

LITERATURE REVIEW

The theoretical basis of the study comprises theories and concepts regarding the specific formation of the individual's corporate culture (M. Babyak, A. Voronkov, A. Baranovskii, N. Kovalenko, E. Korenev, T. Koichev, I. Mazhura, S. Romanova, T. Solomanidina, V. Spivak, G. Hayet, Ch. Handy, H. Schwartz, G. Yakovleva, D. Arnold, W. Burke, L. Capella, J. Cornelissen, T. Deal, B. Fralinger, G. Hofstede, P. Harris, A. Kennedy, V. Olson, F. Trompenaars, Th. Veblen, etc.).

Conceptual trends in the modernization of education, in particular, the corporate culture of university students, have become the research object of numerous scientific and pedagogical studies conducted by the scientific and pedagogical community of Ukraine. We define corporate culture as a system of common convictions, beliefs, and values, which serve as a guideline to maintain the corporate behavior of an individual (Brovko: 2019; Brovko, Ternopilska: 2017). Corporate culture acts as a unifying factor regulating university values.

V. Fralinger and V. Olson note that corporate culture is the dominant internal and unifying factor regulating university values (Fralinger, Olson: 2007, p. 86). In the context of pedagogical knowledge, the individual's corporate culture is considered as a set of values that are supported by the subject of a particular organization and aim at achieving common goals (Zorina: 2005, p. 91).

Structural components of the individual's corporate culture are as follows: worldview, corporate values, behavior, and norms promoted by members of some organization. In this regard, it seems logical to consider corporate culture from the perspective of an individual forming leadership qualities (morality, initiative, exactingness, responsibility to fulfill one's duties, ability to avoid and resolve conflicts, organization and communication skills, teamwork, etc.) and emotional-volitional regulation (emotional stability, willpower, vitality, optimism, self-confidence, working efficiency, charisma, etc.) (Ternopilska: 2016).

Scholars (A. Voronkov, N. Babyak, E. Korenev, and I. Mazhura) highlight many principles, forms, methods, means, and ways of forming the corporate culture of students. The formation of students' corporate culture is influenced by a number of positive and negative factors that accelerate or slow down the development of the corporate culture of the corresponding organization. They include its internal state, mission and goals, development strategy, type of management adopted, informal channels of communication, general level of members' culture, personal needs, national values and cultural attitudes, innovation processes, and relations with other organizations (Voronkova: 2006).

Based on the analysis of scientific literature, we have determined that the importance of corporate culture for each person is explained by a number of factors. While cultivating a system of common values that combines the interests of different people, corporate culture ensures their organizational identity and, as a

result, a sense of social security. When individuals acquire the foundations of corporate culture it helps them adequately interpret events that occur within their organization. The basic understanding of corporate culture stimulates the development of a person's professional identity.

METHODOLOGY

The theoretical and methodological basis of this article was the systematic approach to studying the fundamental provisions of the individual's corporate culture. To solve the tasks set, we used such general scientific methods as analysis and synthesis (to characterize the concepts and categories used in the research and scientifically justify pedagogical conditions for the formation of students' corporate culture in the educational environment of their university), scientific abstraction, induction and deduction (to summarize the Ukrainian and foreign experience in the formation of corporate culture), as well as special scientific methods: mathematical and statistical processing of the study results (to analyze the data obtained, determine quantitative and qualitative indicators of the study results), computer processing of the experimental data, etc. A set of methods allows us to obtain objective information about the current formation of the corporate culture of university students. System-structural and system-functional analysis were used to develop technologies forming the corporate culture of students in the educational environment of their university while the abstract-logical methods were used to theoretically generalize the study results and the conclusions drawn. The study results are presented in the form of charts, tables, and graphical images.

The development of technologies forming students' corporate culture implies the diagnostics of its indicators. The study involved 155 students from the Kyiv Municipal Pedagogical University named after Borys Hrinchenko and Uman State University named after Pavel Tychina. Using the method of sampling, we randomly selected subjects from a given group of students, i.e. each student had an equal chance of getting into this sample.

The main diagnostic methods were as follows: questionnaires, testing, surveys, interviewing, observing, discussions, summarizing independent characteristics, situations of moral choice and analysis of life situations, and quantitative and qualitative data processing. Using a complex of methods, we obtained objective information about the current formation of the corporate culture of university students.

To prove the reliability of the study results, we used a complex of methods for diagnosing the forming corporate culture of university students with due regard to the fact that corporate culture is an integrative phenomenon and one of the main moral qualities of future specialists.

Each methodology consisted of certain questions to assess the current formation of corporate culture among university students in accordance with the following indicators: understanding the essence of corporate culture and mechanisms of its manifestation; values-based attitudes to cultural norms, rules and behavioral patterns adopted in the educational environment of some university; awareness and acceptance of the mission, corporate standards, and rules of conduct; well-developed empathy; observance of the norms and rules of corporate culture in interpersonal relations established between subjects of the educational process; adherence to the traditions of university corporate culture; ability to carry out the emotional-volitional regulation of behavior and self-control in accordance with the requirements of university corporate culture.

The next task of this research was to determine the reliability of the experimental results obtained. Such verification was facilitated by the statistical processing of the experimental data. To objectively evaluate the experimental results, we applied the criterion $[\![\chi]\!]^2$. According to the algorithm for applying the criterion χ^2, we developed null and alternative hypotheses: H_0 confirms the sufficient level of knowledge and skills among university students on the corporate culture of their university and the individual, in particular.

Hypothesis H_1 states the insufficient level of knowledge and skills among university students on the corporate culture of their university and the individual, in particular. Therefore, the critical value is 7.82 with a significance level of $\alpha=0.05$ and three degrees of freedom.

RESULTS AND DISCUSSION

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Psychological and pedagogical literature, as well as scientific surveys, interpret the concept of pedagogical technology in different ways. For instance, I. Bekh considers it through the prism of knowledge (organized in the form of prescriptions), whose semantic structure is directed at the product of activity and the knowledge itself is structured in such a way to organize the activities of subjects of the educational process (Sysoyeva: 2006).

The technologization of education mostly aims at transforming the pedagogical process in some educational institution into the purposeful activity of all its subjects. The theoretical and practical significance of educational technologies is conditioned by the fact that they are an additional system-forming factor in the educational process and educational activity which ensures their integrity, as well as personal and socio-economic significance (Voronkova: 2006, p. 127).

The technology of forming the corporate culture of university students should be understood as activities conducted by subjects of the educational process represented by a set of certain operational units and aimed at the formation of components and indicators of corporate culture (Bekh: 2013).

Thus, we consider the technologization of forming the corporate culture of students in the educational environment of their university as technological support for this process, namely, the development of operational units containing a set of forms, methods, and techniques of the educational process that ensure the successful formation of indicators of students' corporate culture. Consequently, it is necessary to pay attention to significant changes happening in the foreign theory and practice of education, as well as evolutionary processes of Western education systems, including the formation of university corporate culture.

RESULTS ANALYSIS

To determine the level of students' knowledge about the essence and substantive aspects of the individual's corporate culture and to reveal their attitude to the corporate culture of their university, we asked them to answer our "Corporate Culture" questionnaire. Adherence to the traditions of university corporate culture was determined via a special test developed by Charles Handy.

According to the study results, we should note that students did not have a clearly formed understanding of the basic concepts that are components of corporate culture. 66.6% of the respondents said that corporate culture is a system of values and beliefs shared by each student or employee; 11.3% believed that corporate culture is a means of developing an organization; 8% defined it as a form of organizing the cultural life of people in the corporate sphere; 6.6% interpreted it as a model of behavior that is typical of a particular organization, 4.0% understood corporate culture as the system of identifying attributes, values, and beliefs that reflects the level of one's perfection and decency; 3.3% considered corporate culture as a means of imposing control over people.

Regarding the knowledge and skills of corporate culture, most respondents (46.7%) answered that it includes self-development, collectivism, tolerance, mutual support, mutual assistance, and mutual respect. 33.3% associated corporate culture with the knowledge of symbolism, traditions, history, values, and their university anthem, as well as the ability to engage in reflection. 13.3% believed that corporate culture includes a values-based attitude to subjects of the educational process and their university as a whole. 6.7% connected it with leadership and serving.

54% of the respondents called self-development, collectivism, tolerance, mutual support, mutual assistance, and mutual respect the basis of corporate culture skills. 36% said that they knew the symbolism, traditions, history, values, and anthem of their university. 7.3% highlighted a values-based attitude to subjects of the educational process and their university as a whole. 2.7% preferred leadership and serving. Among the listed experiences and skills, 61.3% stressed self-development, collectivism, and tolerance. 34% mentioned

the knowledge of symbolism, traditions, history, values, and anthem of their university. 3.3% preferred the values-based approach to their university, while the remaining 1.3% considered it necessary to show leadership qualities in their behavior.

Regarding the detection rate of corporate culture in relationships with peers, 56% of the respondents said that they often found corporate culture in relationships with peers because its adoption helps establish positive interpersonal relationships. 31.3% said they used corporate culture in relation to peers only in some situations because sometimes people do not deserve it and should be treated the way they treat others. 10% said they always applied means of corporate culture in relationships with their peers because they learned together and should respect each other. 2.7% did not show any signs of corporate culture in relationships with their peers because they did not see any sense in it. Regarding the identification of corporate culture in relation to teachers, 46.7% indicated that they used corporate culture in some situations because it mostly depended on the teachers themselves. 23.3% noted that they displayed signs of corporate culture quite often since it contributes to mutual understanding. 30% always used corporate culture in relations with teachers out of respect for their professionalism.

46% of the respondents believed the knowledge of corporate culture is necessary to form positive relationships with others and gain authority among significant people. 28.6% answered that corporate culture helps avoid ugly situations. 17.3% said the knowledge of corporate culture forms university corporate culture. According to 3.3%, corporate culture does not create inconvenience to others and does not spoil their mood. 2.7% used corporate culture to stand out from the crowd. 2% considered corporate culture as a means to satisfy the need for communication and interaction.

Describing the importance of forming the corporate culture of university students, 73.3% of the respondents noted that it is necessary to maintain solidarity and team spirit. 14.6% emphasized that corporate culture can improve the organization of the classroom and extracurricular activities of university students. 10% noted that corporate culture ensures the successful adaptation of students within their university. 2% said that corporate culture is used to form and maintain some values by subjects of the educational process.

Regarding the values-based system shared by students/teachers at a certain university, 73.3% answered that corporate culture is the knowledge of university symbolism, anthem, traditions, and values, as well as compliance with corporate clothing standards. 18.6% associated corporate culture with mutual assistance and sociability. 4.7% emphasized equality and democracy. 3.3% noted the importance of such value as honesty.

Evaluating the way teachers reproduce the values-based system formed in their university, 56.6% of the respondents answered "rather yes", 30.0% chose "yes", and 13.3% were undecided (fig. 1).
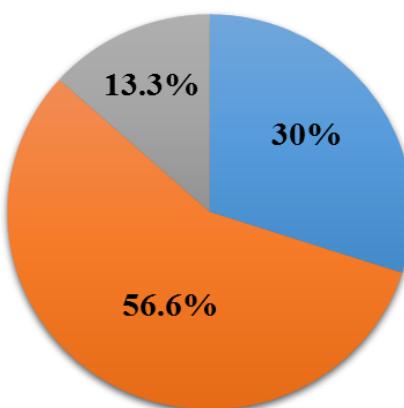

Figure 1. University values-based system reproduced by its teachers

The last question of the questionnaire was to determine students' views on the reconstruction of the values-based system of their university. Consequently, 50% of the respondents were undecided, 26.6% answered "rather yes", and 23.3% said "yes" (fig. 2).
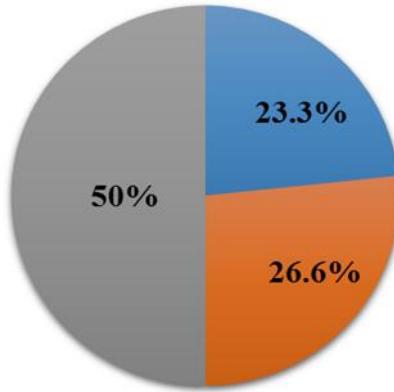

Figure 2. University values-based system reproduced by students

Thus, it can be argued that students have the insufficient knowledge of corporate culture, in particular, its essence, substantive aspects, and mechanisms of manifestation; therefore, there is a need to update its formation.

According to the results of Ch. Handy's test, it was found (fig. 3) that 87.5% of the respondents chose culture for solving problems (the Athens culture). This culture is based on specific knowledge and is designed to solve specific problems. The effectiveness of some university using this culture is largely determined by the high professionalism of its teaching staff. Great authority in such an educational institution is enjoyed by someone who is currently an expert in education and science and has the maximum amount of information. The work in such a university is evaluated based on the results of solving the tasks set. People with self-motivation and focus on different kinds of activity are more effective. 12.5% of the respondents believed that their institution of higher education was oriented towards person culture (the Dionysius culture) that embraces people focused on achieving their own goals. It is based on proximity to resources, professionalism, the strength of personal qualities, abilities, and talents, as well as the ability to negotiate. This culture is common to organizations and associations of individuals, each of whom is independent and has their personal strength and influence. People within such organizations never do things contrary to their values-based system because they do not want to lose their personality. Members of such organizations have a great need for independence. Person culture is conflicting and unstable.

Therefore, we should note that the formation of students' corporate culture is influenced by a number of positive and negative factors that accelerate or slow down the development of the corporate culture of some organization. To achieve the expected results for the formation of corporate culture, this process should be conducted on a phased basis. The formation of corporate culture also influences a specific management style that determines the corporate spirit of any organization. An important and specific characteristic of corporate culture is the objective and mission of some university that govern its common moral values and affect the formation of the individual style, image, and other attributes of university corporate culture (Hofstede: 2001; Koycheva: 2014; Syngaivska: 2014).
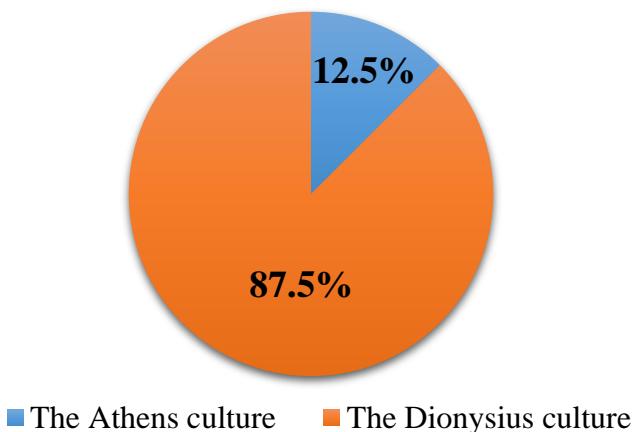
Figure 3. Determining the type of organizational culture by university students

Determining the essence, content and structure of students' corporate culture in the educational environment of their university, as well as the current formation of its components, allowed us to develop a technology for forming the corporate culture of students in the educational environment of their university.

We introduced the technology of forming the corporate culture of students in the educational environment of their university as a complex of operational units: indicative-motivational, operational-cognitive, and control-evaluative. According to each stage, we determined the goals, content, forms, and means of the technology forming students' corporate culture in the educational environment of their university.

The first stage (indicative-motivational) is considered as the student's "entry" into the educational environment of their university and its corporate culture, in particular, and involves the achievement of the following goals: students recognize the importance of knowledge and skills in the individual's corporate culture and develop their corporate culture as a personal value.

The main tasks of the indicative-motivational stage are as follows: the adaptation of students to the educational environment of their university; the formation of motives and values of corporate culture; the reorientation of the knowledge about corporate culture to use it in the future professional activity. This stage aims at selecting the content of classroom and extracurricular activities based on functional requirements of the corporate culture of a certain university.

This stage is implemented through the student initiation ceremony "Here we are!", festival of educational leadership CLEVER, faculty and welcome days, department weeks, celebration of University Day and Boris Hrinchenko's birthday, Hrinchenkov's readings "Boris Hrinchenko known and unknown", KVN teams competitions, "Miss & Mister Hrinchenko University" contests, flash mobs, social project "With Kyiv and for Kyiv!", excursions, exhibitions, thematic events, hobby groups, International Academy of Leadership and Serving, movements, and fairs. Its means include the use of corporate mail, university film studios, university brand books, corporate souvenirs, and university anthem.

The operational-cognitive stage aims at acquiring and mastering the knowledge of the individual's corporate culture, formal and informal rules and standards of activity, behavioral patterns, traditions, ceremonies, corporate identity, logo, flag, corporate color, company clothes, mission, and visions accepted at a particular university. This stage should form the content of classroom and extracurricular activities based on interdisciplinary relationships.

At this stage, students attend lectures, round-table discussions, and training sessions, as well as participate in mini-conversations of student scientific society, research projects, discussions, brainstorming, Q&A evenings, academic contests, competitions, and conferences.

The objective of the control-evaluative stage is to improve and gain experience in using corporate knowledge and skills, evaluation, self-esteem, and inherent regulation. This stage provides a comprehensive assessment of forming the corporate culture of students in the educational environment of their university. It is realized through surveys, questionnaires, tests, and events that help students evaluate their own activities (writing essay, creating portfolios, etc.).

The effective formation of students' corporate culture in the Kyiv Municipal Pedagogical University named after Borys Hrinchenko is ensured by special courses "University workshop: I am a student", "University workshop: Introduction to specialty", "University workshop: Leadership and serving", and "Fundamentals of the formation of the individual's corporate culture" for all educational levels and specialties.

The special course "University workshop: I am a student" is an integral part of professional and practical training, as well as the standard curriculum. This discipline involves the formation of students' understanding of the social significance of the teacher's work, the formation of basic concepts that determine the content and purpose of the teacher's profession, the main problems and development trends of pedagogical science (Ternopilska: 2016).

The tasks of the special course are as follows: to inform students about the main stages of the history of education in Ukraine; to study the contribution of outstanding teachers to the development of education in Ukraine; to reveal the main milestones of the life path and the contribution of B.D. Hrinchenko to the development of education in Ukraine; to acquaint students with the history and basic concepts of the Bologna educational process in Ukraine; to provide students with the information on the history of the Kyiv Municipal Pedagogical University named after Borys Hrinchenko; to form the ability to interact in a student group as a socially organized group of people.

In particular, the special course "University workshop: Introduction to specialty" (Polyanichenko: 2017) covers a wide range of theoretical and practical tasks on the organization of the educational process in the system of higher education. This course should help first-year students enter a new educational environment, overcome organizational difficulties of the first academic year, reveal their best qualities, and consider the future profession, professional activity, development, and competence.

The special course "University workshop: Leadership and serving" is an integral part of university disciplines (Terentyeva: 2014). Its study involves training highly qualified specialists in accordance with the Ukrainian and European standards, methods and means of forming the personality of a future specialist, and the development of leadership skills of future specialists. This course aims at forming a certain system of knowledge and ideas of freshmen about studying at university, the scope of their future professional activities, practical skills of interaction in a team and society, the formation of leadership and personal qualities.

To form the corporate culture of university students, it is effective to use the special course "Fundamentals of the formation of the individual's corporate culture". Its objective is to make students aware of the individual's corporate culture and encourage the professional self-development of future teachers.

Course objectives:

1) To inform students about the essential characteristics of the individual's corporate culture and its structural components;
2) To promote the development of corporate culture skills;
3) To teach students the methodological features of the forming corporate culture, as well as ways and means of creating a tolerant educational environment at university;
4) To master the skills of indepedently developing projects for training clubs involving the formation of the individual's corporate culture;
5) To develop the creativity and creative thinking of students.

The modeling of a special course on the formation of the individual's corporate culture was based on the urgent needs of society and the requirements it sets for future teachers. They are expressed by general

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103

principles for the formation of an efficient curriculum in accordance with the modern development of science, as well as the connection of disciplines with life in the modern multicultural society.

While selecting the content of our special course, we were guided by the following complex criteria: the educational orientation of this special course; the orientation of the special course on the development of search activity; the development of the creative thinking and creativity of students; the interdependence of cognitive information and practical work embedded in the content of the special course; the logical presentation of educational material, its consistency and continuity; the consideration of the modern labor market in the development of lectures, seminars, and assignments for independent study.

As a result, we developed the special course "Fundamentals of the formation of the individual's corporate culture". It provides for the targeted and phased formation of corporate culture, reflection, and tolerance, responsible behavior of university students, as well as the selection of effective methods and means of forming students' corporate culture.

The special course we offer have interdisciplinary connections with such academic disciplines as "Philosophy", "Psychology", "Management", "Cultural Studies", "Training for the development of the communicative competence of future teachers", "Pedagogical excellence", "University workshop: Leadership and serving", "University workshop: Introduction to specialty", "University workshop: I am a student", etc. The course also covers the theoretical and practical aspects presented by lectures, seminars, and independent work of students. The use of interdisciplinary connections in this special course aimed at forming the corporate culture of students ensures the formation of students' knowledge, skills, and abilities taking into account their future professional activities.

The special course is developed in accordance with the requirements of the credit-modular system of education. It determines the amount of knowledge that a student should have in conformity with the educational and qualificational characteristics, the algorithm for studying educational material in accordance with the special course, and the necessary methodological support, components, and technology for assessing educational achievements of students.

The course we developed highlights the theoretical aspects of lectures and seminars, self-instructional assignments and provides a list of individual educational and research tasks, recommended sources, and questions for the exam. In general, the course "Fundamentals of the formation of the individual's corporate culture" consists of 72 academic hours, with 16 hours of lectures, 12 hours of seminars, four hours of face-to-face work, 36 hours of self-guided work, and four hours of module control. The form of the final control is a fail/pass exam.

CONCLUSIONS

After analyzing the study results, we reached the following conclusions. The data calculated using the formula $\chi^2=0.508$ do not exceed the critical value of 7.82; therefore, the obtained values refute the hypothesis H_0 and provide grounds for accepting the hypothesis H_1 in conformity with the decisions made. The latter hypothesis confirms the insufficient level of students' knowledge and skills related to corporate culture and personality, in particular. Consequently, there are obvious shortcomings in the current formation of the corporate culture of university students due to the fact that students do not understand the essential characteristics and importance of corporate culture for their personality.

We have proved that the formation of the corporate culture of university students is a modern attribute of progressive changes in the regional development and increasing competitiveness of future specialists. It is also worth noting that such means of forming the corporate culture of university students as a socially useful and merciful activity are not used to the full extent, i.e. they are revealed through the wellness and well-being of people around. After all, the work for the benefit of others helps students form relationships based on

partnerships and goodwill, realize responsibilities towards others, and develop cooperation and mutual assistance.

Thus, the obtained results give reason to assert that involving students in different types of university educational and extracurricular activities should ensure the maximum realization of their activity, independence, and initiative.

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