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ROLE OF EDUCATION IN ENSURING SOCIAL PROGRESS: PUBLIC-MANAGEMENT ASPECT

The article is devoted to defining the role of education in ensuring social progress, identifying the features of regionalization of education in Ukraine and the impact of this process on changing the role of education in the context of decentralization reform. The change of functions of education in social development is also covered.

The role of education in social progress has been found to be complex and multifunctional. Education influences civilizational changes, which in turn affect changes in education: indicate its importance and priority in social development; make adjustments to the content of education to prepare people for a competitive environment; there are changes in the educational space itself.

Public needs in education are specified in the main functions it performs: social (transfer of cultural values, human capital formation, socialization, support for social stratification and social mobility, social control and prevention of social conflict); economic (formation and improvement of productive forces, ensuring the continuity of the process of economic growth and human adaptation to economic and technological changes).

Keywords: *public administration, decentralization, educational policy, educational systems, regionalization of education, public authorities, civil society institutions.*

Problem setting. Modern education provides individual development of personality, trains a qualified specialist, forms the intellectual, production and spiritual potential of the country; is a strategic resource for socio-economic and cultural development of society. A high level of human education helps to improve one's well-being, strengthens the country's authority and competitiveness in the international arena, and ensures the security of the state national interests. Thus, education is the foundation of human development and social progress.

The urgent tasks of modern Ukrainian education are to bring it in line with new socio-economic requirements, preserving and disseminating best practices and traditions of national education, identifying priority areas of educational policy in accordance with the needs of society and state resources.

In the new conditions of the decentralization reform in Ukraine the emphasis on the role and importance of public administration is changing, especially at the local level. There is a process of regionalization, including regionalization of education, caused by the growth of social production, the complexity of management and reducing the ability to take into account the characteristics of each administrative-territorial unit at the state level. Therefore, the new conditions of social development of the country change the role of modern Ukrainian education.

Recent research and publications analysis. Theoretical and practical aspects of public education management are covered in the works of M. Azhazha, V. Beschastny, L. Belova, M. Bilinskaya, V. Bulba, L. Gaevsckaya, L. Gren, N. Didenko, S. Dombrovskaya, V. Kovregin, N. Kolisnichenko, V. Kremen, I. Lopushinsky, V. Lugovoi, R. Naumenko, L. Parashchenko, L. Polyakova, L. Prokopenko, V. Sadkov, V. Sychenko, S. Khadzhiradeva, L. Khyzhnyak, S. Shevchenko, I. Shpektorenko and others. However, despite the wide range of publications presented, the authors do not pay enough attention to the problem of determining the role of education in ensuring social progress, its changes

in modern realities.

Paper objective is to determine the role of education in ensuring social progress; to identify the features of regionalization of education in Ukraine and the impact of this process on changing the role of education in the context of decentralization reform; to highlight the changing functions of education in social development.

Paper main body. Scholars have long studied the role of education in social development, but interest in this issue is still growing.

Usually, education is attributed to the humanitarian sphere, which occupies an important place in the public life of the state, because it not only meets the educational, professional and cultural needs of citizens, but, as rightly argues V. Bulba, ensures the implementation “of the mechanism of mutual trust between government and citizens, social groups, forms standards of social relations between people in accordance with the norms of morality and ethics, thereby contributing to the harmonization of interests and sustainable development of society” [3].

Today, scientists are considering the role of education in various aspects:

- on a global scale: in the modern world, in the life of society, in social development, in the information society, in the socio-economic and innovative development of the country, etc.;
- on a specific scale: in the formation of personality, meeting the needs of the population, in raising the general cultural, professional and intellectual level of man, etc. [12, p. 14].

Such a significant interest in this issue can be explained by the fact that society is developing dynamically, one socio-economic formation is replaced by another, one era is changing another.

Let us turn to a small chronological digression into the history of the formation of the modern phase of society development, the introduction of appropriate terms which characterize it and the main representatives – the bearers of ideological concepts. Thus, in the last century, industrial society has been replaced by post-industrial society, in which technology has been changing very rapidly. Note that the term “post-industrial society”

was first introduced in 1962 by the American sociologist D. Bell, who is considered to be the founder of the post-industrial society theory [18]. He identified information and theoretical knowledge as strategic resources of post-industrial society. His idea was picked up by Z. Brzezinski, J. Galbraith, D. Riesman, E. Toffler, A. Touraine and others. These scientists have laid the conceptual foundations of the theory of modern social systems, identified radical changes in the economy, in particular in production, and socio-cultural sphere.

Among the main factors that determined the transition from industrial to post-industrial society, Ukrainian scientists in the sphere of public administration today include: “the predominance of services over production; change in the social structure of society (class division gives way to professionalism); relocation of knowledge centers that have a decisive influence on the development strategy of society to universities; creation of new intelligent technologies (for example the Internet), introduction of planning and control of technological changes” [7, p. 550]. Other scholars share the same view, noting that in the economy of post-industrial society, the priority has shifted “to the production of services, research, education and quality of life” [13, p. 125]. According to scholars, such a society is led by a new ruling elite with a high level of education and modern knowledge, which becomes the basis of social conflict in society (the struggle between knowledge and incompetence) and exacerbates the process of social stratification.

In the late 60's - early 70's of the twentieth century a new concept appeared which characterizes modern society – “information society”, where production, distribution and consumption of information become the main. The introduction of this term into terminological circulation is attributed to the Japanese scientist Yuu Hayashi [20]. The basis of this concept is the notion of “information”, which in a broad sense is understood as “new information about the world around us, obtained as a result of interaction with it” [5, p. 150]. In the information society, the role of information is significantly increasing for both individuals and society as a whole, as well as the growing role of information technology, which penetrates into all social and economic relations, creates a global information space that provides people with access to information, information products

and services.

The well-being of the information society is created through the exploitation of knowledge, the possibility of its transfer in the form of technology to the broad masses of the population. Since knowledge is obtained primarily in educational institutions, education should become the foundation of the information society. However, under the pressure of rapid growth of information technology, traditional education, its types, forms, methods are transformed (for example, there is distance, electronic, STREAM-education; individual, dual forms of education; electronic diaries, students educational journals, electronic class schedules, educational and scientific-methodical literature, thematic presentations, video-lectures, etc.), which, on the one hand, expands the functionality, and on the other – forces each participant of the educational process to have the appropriate techniques and knowledge, which is not always possible because of the process of stratification of society, which is developing rapidly and has a contradictory impact – both promotes and complicates the development of society itself (those people with sufficient income have privileges).

As a result, at the beginning of the XXI century the pedagogical science includes the concept of “knowledge society” – a society of highly qualified, mobile and creative individuals who have free access to information and knowledge, “the leading characteristics of which are: the transformation of knowledge into a key component of any sphere of society, including economics; transformation into the main product of activity (both social and economic) and its main raw materials” [8, p. 887].

All the above gives grounds to conclude that the source and carrier of knowledge today is education. In this case, the knowledge society makes qualitative changes in the methodology and content of modern education, which acquires new dimensions: continuity (lifelong learning) and differentiation of learning; access to quality educational services and equal conditions for everyone in all-round development; competitiveness of vocational education, its compliance with modern requirements; fundamentalization of knowledge; priorities of universal spiritual values; integration (integration of education with science and production, the entry of Ukrainian education into a united educational

and scientific world space), etc. [12, p. 17].

Thus, the success of mankind in science, production, development of technology in the new millennium has accelerated the transition to widespread use of scientific and information technologies based on intellectual property in all spheres of society. Due to the development of production, technology, changing the paradigm of economic development, the problem of defining goals, values, mission and role of education as a special type of human activity is exacerbated; the requirements for human resources, which form the basis of human capital, are increasing. New trends in the interaction of man and society expand the definition of the functions performed by education today. In particular, in pedagogy the important functions of education include the following:

- human-creating: provides a certain level of knowledge, literacy; state of emotional and volitional sphere, behavioral orientations, readiness to perform various social roles, activities;
- technological: provides a “base of life”, forms skills, abilities and develops communicativeness in various types of human activities;
- humanistic: education of man in the spirit of peace, high morality, culture, understanding of the priorities of universal values;
- economic: forms a socio-professional structure and trains a skilled worker who must have the necessary professional knowledge and skills;
- social: reproduces the social-class and socio-status structure of society, participates in the socialization of the individual;
- cultural: provides the transfer and use of previously accumulated cultural values, forms the creative abilities of man [15, p. 11].

In sociology there are such functions of education as:

- socio-economic: preparation for employment of a new generation of workers; reproduction of different categories of workers and production culture;
- educational: provides harmonization and improvement of human qualities, stimulates self-reflection of the individual (human awareness of their nature and personal capabilities);

- social protection: expands the potential social opportunities of man in professional and personal self-determination;
- urban: reveals the impact of education on migration processes (mobility of students and researchers);
- demographic: emphasizes the importance of cultural and educational factors in the demographic processes of the state (life expectancy, birth rate, marriage, population, etc.);
- the function of socialization of the individual and certain segments of the population;
- function of integration with science and industry;
- function of translation of culture, knowledge and skills [6, p. 46-47];
- productive – the creation of new ideas, technologies, behaviors, etc.;
- reproductive: reproduction of existing social relations, social structure;
- stratification (education is a means of social movement and promotion);
- function of selection (choice): selection and placement of applicants in certain social positions;
- function of transfer of accumulated human knowledge and heredity of social experience [4].

From a philosophical point of view, such functions of education as humanistic, socio-economic, social selection and social mobility are explicit (open) functions – those for which education is formed and functions as a social institution. At the same time, there are latent (hidden) functions: caregiver (time spent by the student in the school; formation of communicative relations, youth subculture); social selection (consolidation of social inequality through education) [16, p. 98-99]. At that it is noted that in the case of a discrepancy between explicit and latent functions, there is instability, even disorganization of society.

In view of the above, it can be argued that education as the highest value of man and society in the modern world affects:

- future (representation of the future and motivation for its implementation;

forecasting; strategy and goal setting; development of values);

- society (sociodynamics of society; level of public consciousness; the effect of professional activity; political concepts; methodological culture; growth of intellectual potential (human capital));

- information technology revolution (information field orientation; knowledge management; competence);

- science (potential of science; fundamentality of science; prospects of science; source of scientific ideas and their implementation; scientific staff);

- personality (intellect; interests; values; development of abilities; social status; professionalism of activity and its quality; career; culture).

Recently, much attention around the world has been paid to the formation, development and rational use of human capital, which is usually considered as a socio-economic category that includes knowledge, skills, competencies of people obtained mainly through education and professional experience; it is the value of former investments in people's skills [1; 9; 10; 18]. In the field of public administration, human capital is understood “as capital embodied in people in the form of their education, qualifications, professional knowledge, experience” [13, p. 372]. Sociologists believe that “the formation of human capital in any country is due to three main factors: available labor, skills of the workforce and the quality of educational institutions” [14, p. 104]. From a pedagogical point of view, a component of human capital is education, which has a holistic, multifunctional and polysemantic structure [8, p. 614]. All definitions indicate the complexity and versatility of the terminological construction of “human capital”, confirm the need for this phenomenon for social development as an independent economic resource, the foundation of GDP growth through the use of scientific and technological progress. However, human capital requires significant investment, the return on which can be seen over a long period of time in the form of quality human resources that have general and specialized knowledge and competencies.

Thus, the basic component of human capital is knowledge and competencies, which are obtained primarily through educational institutions that have a certain territorial

limitation. Scholars mostly distinguish between education systems at different levels – national, regional, municipal and local. All of them have certain common features: governing bodies; educational programs; stable results of educational activities. The social order, the educational environment and the potential of the education system itself are determined by the development of the educational system. In this case, educational systems must meet the demands of different groups in a given area, which ensures the accumulation of human capital in the state and its regions, which are different in size, population, climate conditions, scale, quality and use of industrial, natural and labor resources and other socio-cultural factors (degree of urbanization, education, availability of scientific institutions, etc.). Thus, educational systems in each region have their own specific features; their development is carried out by investing in education, which ensures the development of intellectual abilities and creates opportunities for their implementation primarily in professional activities.

Regarding the role of education in ensuring the development of human capital in the region, it should be noted that one of the first to address this issue in modern Ukraine is A. Shevchuk. He believes that “the regional education system plays a formative role in such regional subsystems as the regional labor market, the regional innovation system, the regional science system, as the main elements of these systems are human capital, which generates new ideas and initiatives directly dependent on economic education of active population of the region and its ability to produce a new innovative product” [17, p. 36]. Later, N. Bilyk noted that the goal of the region's educational system is to “meet the demand of the region's population for educational services and the demand from the region's economy for graduates – elements of the regional educational system” [2, p. 33]. The author argues that elements of the regional education system are territorial networks formed from educational institutions in a given area, and although they can be considered separate in terms of supply and demand for educational services and graduates, they are still part of the region's economy and work closely with other subsystems of the region. Therefore, in order to improve the general socio-economic situation in a given area, the regional educational system plays a functional role, which can be determined according

to the directions of its interaction with other subsystems/spheres of public life in the region: political, economic, social, scientific and innovative.

Considering in more detail the interaction of the regional education system with the subsystems of the region, let's start with the political sphere. First of all, according to the glossary of public administration, policy is “a course or system of goals, measures, means and concerted actions; directed in a certain way to achieve goals in a particular field or industry” [13, p. 116]. There are different types of policies. In the context of our study, it is advisable to consider the essential characteristics of regional and educational policy, determining their impact on the development of regional educational systems.

According to P. Shcherbakov, regional policy is a set of economic and legal foundations for the functioning of regional socio-economic systems. The author notes that regional policy is also organizational and managerial decisions aimed at “creating a full living environment for every citizen of Ukraine regardless of his place of residence, harmonious combination of interests of the state, individual regions and their administrative-territorial units for rational and efficient use of their natural and production potential to ensure the dynamic and sustainable development of these regional and territorial systems” [7, p. 538]. It is obvious that regional policy is aimed at creating conditions for the development of all spheres of public life in the region, which is achieved by coordinating the actions of central, regional and local authorities, as well as other beneficiaries interested in regional development. In this case, regional policy also influences the development of the educational sphere through the development and implementation of educational policy.

Note that educational policy is “the sphere of relationships of individuals, different social groups in order to use government institutions to realize their interests and needs” [8, p. 623]. The key subject of the state educational policy in the society is the state, which develops its official, relatively stable course on the development of education. At the regional level, the subject of educational policy is the regional structures of education management, the main task of which is to improve/optimize the educational infrastructure, ensure its financing and logistics; development of personnel educational and scientific

potential; ensuring social and financial protection of students; regulation of the regional labor market – providing the region with qualified specialists, etc. The activities of regional education management structures are aimed at organizing the implementation of regional programs for the development of education. These programs should take into account the strategic directions of development of the region itself. Civil society structures or their representatives who have an active socio-political position are involved in the development of regional educational policy and the regulation of regional educational systems. At the same time, the main task of regional education systems is to train qualified personnel for the political sphere (civil servants, politicians, managers, etc.) and to form the political elite in the region.

As for the economic sphere, the regional education system affects the economy of the region as a subject of economic activity, as a result of which it makes a profit (provision of educational services, providing students with housing, food, etc.) and develops appropriate infrastructure (private educational institutions, dormitories, public catering establishments, etc.). At the same time, the economic specifics of the region affect the development of regional education systems through the demand for qualified professionals with the appropriate level of education, which, in turn, determines the demand for educational services, which generally contributes to the specialization of regional education systems. The level of economic development of the region affects the demand of economically active adults, which allows to determine the areas of retraining, create a competitive environment in the labor market and develop the necessary educational and qualification competencies which a specialist must have.

Such characteristics of the regional education system in the economic subsystem of the region, as its productivity and profitability, are closely correlated with the characteristics of the social subsystem – the level of human education, skills, values, culture, health, living standards, understanding of nature and more. Note that the term “value orientations” was introduced into philosophical circulation in the XIX century by German scientists W. Windelband and G. Rickert and interpreted as “a relatively stable system of interests and needs of the individual to a certain hierarchy of life values, the

tendency to give preference to certain values in different life situations, a way to distinguish personal phenomena and objects by their importance for man” [8, p. 991]. They are important elements of the structure of the individual; an internal component of his consciousness and self-consciousness; as well as play an active role in determining the direction of human moral activity [15, p. 15]. Determinants of value orientations are material living conditions, level of general culture, moral principles, beliefs, inclinations, predispositions, abilities, personal senses, value system of the individual, society or a particular population group. They are formed in the process of human socialization according to the appropriate scheme: freedom of thought – human dignity – professional activity – the ability to think creatively – competitive advantages – human status in society.

Modern man must be socially active, focused on solving the challenges facing the community. His social activity can be manifested in various spheres of society – educational, professional, socio-political, cultural and leisure, and so on. Throughout life, a person forms a relatively stable system of interests and needs for a certain hierarchy of life values, accumulates social experience that affects his way of thinking, lifestyle, the course of emotional processes. Thus, man becomes a key element of society, the quality and nature of which depends on the future of the social system, the nature of the existence and development of socio-cultural life. In this case, education is subject to certain requirements for personal development, which are to implement the “principle of mutual complementarity of invariant-social and individual-variable educational units, which are equally necessary for the organization of socio-cultural life (the requirement is provided by the introduction of variable and invariant components of educational programs); ... meeting the needs of “comprehensive human development as a person” [15, p. 18]. All the above suggests that the role of regional educational systems in ensuring the development of human capital in the social sphere is to perform two functions – professional socialization and educational.

Regarding the scientific and innovative sphere as one of the areas of regional educational systems interaction, it can be noted that as a result of scientific and

technological progress, knowledge society development, digitalization of all spheres of society there is a demand for highly qualified scientists, researchers, developers – generators of ideas on whom the practical embodiment of discoveries depends. The main suppliers of scientists in the region are educational institutions and research institutions, which form a scientific intellectual elite capable of producing knowledge that has recently become a commodity that can be stored, distributed, exchanged, or sold [21]. However, in our rapidly changing time, knowledge is constantly changing, enriching, it becomes more complex, problem-oriented, interdisciplinary, which forces to expand the training of scientific personnel of the highest category for research, teaching and research activities in regional education systems. At the same time, the widespread use of information technology requires a person to know the principles of their work, opportunities for use, their impact on various areas of professional activity, the ability to use them, skills to work with software and more.

Conclusions. Summing up, we can say that the role of education in social progress is complex and multifunctional. The changes taking place in modern society require a new educational paradigm, the creation of a new model of education as a self-organizing system. Education influences civilizational changes, which in turn affect changes in education: indicate its importance and priority in social development; make adjustments to the content of education to prepare a person for a competitive environment; there are changes in the educational space itself.

It should also be noted that social needs in education are specified in the main functions it performs, namely: social (transfer of cultural values, human capital development, socialization, support for social stratification and social mobility, social control and prevention of social conflict); economic (formation and improvement of productive forces, ensuring the continuity of the economic growth process and human adaptation to economic and technological changes).

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