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У монографії висвітлюються актуальні питання сучасного розвитку соціально-гуманітарної сфери України та світу. Досліджуються проблеми креативного розвитку педагогіки, соціології, філософії, психології, соціальних комунікацій, спорту, фізичної культури, туризму, мистецтвознавства, культурології, філології, історії, економіки, управління, права. Монографія буде корисною науковцям, викладачам, здобувачам вищої освіти, а також широкому колу осіб, які цікавляться питаннями сучасного розвитку соціально-гуманітарної сфери.

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Розділ перший.**Педагогіка, соціологія, філософія, психологія,
соціальні комунікації**

1.1.	Викладання дисципліни «Педагогіка» у форматі змішаного навчання	...	6
1.2.	Methodical approaches to the formation of geological and geomorphological skills of students in the study of school geography	...	9
1.3.	Cartometric knowledge and skills as a component of cartographic literacy of schoolchildren	...	16
1.4.	The role of industrial practice in the formation of professional and pedagogical competence of the future teacher of geography	...	21
1.5.	Formation of an athlete's personality and development of his human capital as an object of educational policy in the field of sports	...	29
1.6.	Features of the introduction of specialized training of high school students in sports	...	36
1.7.	Professional competence as a normative complex-integrative characteristic of the personality of a future physical education teacher	...	42
1.8.	The essence of professional training of future teachers of physical culture in a pedagogical institution of higher education	...	47
1.9.	Organizing and conducting physical education classes with students of the special medical group in higher education institutions	...	52
1.10.	Synergistic approach of improvement of professional competence of physical culture teacher	...	56
1.11.	Основні аспекти підготовленості фахівців економічного напрямку до дотримання культури професійного спілкування	...	64
1.12.	Освіта під прицілом: історія і сучасність	...	70
1.13.	Особливості вертикальної гендерної сегрегації в університеті (на прикладі Варшавського та Чернівецького університетів)	...	79

- | | | | |
|-------|---|-----|----|
| 1.14. | Application of integrated technologies in the system «General educational institution – institution of higher education» in preparing future specialists-teachers of ecological and biological industry | ... | 83 |
| 1.15. | V. O. Sukhomlynskyi ideas in the modern educational space of preschool education institution (Online club "Vasil Sukhomlynskyi and the present") | ... | 89 |

Розділ другий.

Мистецтвознавство, культурологія, філологія, історія

- | | | | |
|------|--|-----|-----|
| 2.1. | Концептосистема матримоніального конфліктного розмовного дискурсу | ... | 97 |
| 2.2. | Знахідки мечів у скарбах доби бронзи Закарпаття | ... | 103 |
| 2.3. | Секуляризація культури та формування «секулярних релігій» у сучасній культурі | ... | 111 |
| 2.4. | Особливості дизайн-проектування рекламних фотографічних композицій | ... | 116 |
| 2.5. | Категорія дивного у мовній картині світу Р. Рігза («Казки про дивних») | ... | 124 |
| 2.6. | Вплив соціолінгвістичних чинників на запозичення в англomовному медичному дискурсі | ... | 131 |
| 2.7. | Особливості людиноцентризму як сучасного інструменту розвитку культурно-креативного простору в Україні | ... | 139 |

Розділ третій.

Спорт, фізична культура, рекреація, туризм

- | | | | |
|------|--|-----|-----|
| 3.1. | Напрями впровадження інновацій в туристичному бізнесі | ... | 144 |
| 3.2. | Training tools and the direction of their use in improving the physical qualities of wrestlers | ... | 149 |
| 3.3. | Характеристика екотуристичного потенціалу України в умовах війни | ... | 154 |
| 3.4. | Organization of animation programs in different types of youth tourism | ... | 162 |
| 3.5. | Гастрономічний туризм: поняття та класифікаційні ознаки | ... | 169 |
| 3.6. | Vaccination as one of key elements of health save | ... | 174 |
| 3.7. | Розвиток системи пілатес в історичному контексті | ... | 178 |

Розділ четвертий.
Економіка, юриспруденція, політика,
публічне адміністрування

4.1.	Проблеми становлення та перспективи ефективного розвитку репутаційного менеджменту українських підприємств і організацій за глобалізаційних умов	...	184
4.2.	Застосування уніфікованих стратегій розвитку моніторингу логістичної діяльності українських підприємств та європейської співдружності	...	189
4.3.	Характеристика державного регулювання господарської діяльності	...	198
4.4.	Соціальний збиток від дорожньо-транспортних пригод на автомобільному транспорті в Україні	...	205
4.5.	Біоекономіка: соціально-економічний аспект	...	209
4.6.	Фінансовий потенціал підприємства: сутність та підходи до оцінювання	...	217
4.7.	Вплив війни на туристичний бренд України	...	223
4.8.	Financial instruments as a tool to support the economy: Ukrainian and international experience	...	227
4.9.	Ensuring competitiveness and development of self-government through mechanisms of management of health and sustainable education	...	233
4.10.	Теоретичні аспекти організаційно-економічного забезпечення інноваційного розвитку	...	237
4.11.	Інновації – основа розвитку економіки України	...	247
4.12.	Економічна наука в Харкові (від Т. Степанова до І. Сокальського)	...	255

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1.5. Formation of an athlete's personality and development of his human capital as an object of educational policy in the field of sports

The relevance of this study lies in the fact that in modern conditions it is important to develop a physically and spiritually developed personality, which is possible thanks to sports, the formation of the body and spirit, since sport determines the character of a person, makes him strong and holistically rich, contributes to the development of a way of thinking aimed at on development, education of fortitude and self-reflection, increasing the importance of sports for the life of every person, the formation of physical health and its spiritual and cultural content [1]. It is these problems that are very relevant today, because the questions of the meaning of life in sports and through sports and its self-actualization were formed under the influence of the ideas of the Enlightenment of the 18-th century. Thanks to sports, a person achieves great sports results, creates his physical, cultural and social being, creates the world according to the laws of physical and spiritual self-improvement, contributes to the development of free will and creativity necessary for sports achievements, the formation of a sports potential for collecting resources at decisive sports competitions [2]. All of the above is due to the fact that in modern conditions of globalization, the importance of sport is increasing, which is becoming the most important indicator of the self-organization of sports life, diversity and improvement of educational sports practices that are becoming more and more creative, which gives reason to benefit their country and everything with their sports achievements. to humanity as a whole. All this requires education to have a variety of educational practices during the teaching of sports disciplines that unfold in the anthropological, psychological, existential, metaphysical, ethical, legal, political, sociological aspects and the cultivation of an optimistic sports civilization. Even in the conditions of the Enlightenment, the cult of a sports personality was relevant, thanks to which the cult of a healthy nation and a healthy society was cultivated. Moreover, sports activities cultivate the ideals of cooperation and international understanding of sports.

The purpose of the study is the implementation of a socio-philosophical reflection of the educational policy in the field of sports, which allows us to conceptualize the formation of such practices that would

contribute to the development of a physically and spiritually developed personality. The value component of the educational policy in the field of sports in modern conditions still does not correspond to the actual role that would be aimed at raising the high level of educational and sports culture and harmonizing the vectors of the sports and socialized spirit, since it is sport that allows you to harmonize the body and soul, freedom and human nature.

Research objectives: 1. To update the discourse on the formation of a sports personality and the improvement of its inclinations, laid down by nature, as well as their transformation into human capital. 2. To carry out the conceptualization of the educational policy in the field of sports, which requires filling the educational space with new creative practices aimed at self-development of the individual as a whole.

The research methodology is a transdiscursive approach, the use of which is carried out in the context of psychology, philosophy, pedagogy, philosophy and pedagogy of creativity and allows us to define the educational policy in the field of sports as a complex phenomenon that needs to be improved. The method of comparative analysis was used to compare creative practices in the field of sports [3]. The principles of integrity and universal connection, the interdependence of theory and practice, and consistency made it possible to determine the ways of actualizing the cultural and social potential of human capital formed by the personality of an athlete. The use of induction and deduction methods made it possible to analyze the essence of educational policy in the field of sports and to present ways and directions for conceptualizing the formation of an athlete personality and the development of human capital as an object of educational policy in the field of sports. An important role was played by methods – generalization, comparison, analysis, synthesis, abstraction, analogy, hypothetical-deductive, terminological analysis.

Research result:

1. The discourse on the formation of a sports personality and the improvement of its inclinations laid down by nature, as well as their transformation into human capital, has been updated. In the context of global transformations of modern society- crises and catastrophes-human nature has revealed itself completely powerless before the excessive loads of the technical (industrial) century that affect the human body and soul-psychological, mutational, environmental, extreme, coronavirus crisis factors [4]. The crisis factors of the global society negatively affect the consciousness of a person, the human body, which loses in competition with technology (an increase in the number of stresses, mental and coronavirus diseases, drug addiction, AIDS). The discourse-ethical

educational substantiation of sport as a social-value and bodily-spiritual system is a normatively ordered activity of people, which is expressed in the context of a competitive comparison of the physical, technical and intellectual abilities of a person. It consists of a set of social relations of people that are formed in the process of sports activities and sports trials, the actualization of the discourse-ethical educational justification of sports as a complex social phenomenon, which is based on physical health, the development of personal value orientations, and the spiritual and value dimension of sports [5]. It should be noted that this concept of a sports personality is quite complex, since it includes the regulatory idea of Immanuel Kant, which is based on the development of human capital. In essence, we are talking about developing the essence of a person, laid down by his nature, and transforming human nature into unlimited possibilities that open up to a person, and which in essence represent human capital. The latter is a set of social, technical, industrial, commercial, cultural and other relations that reduce a person to the performance of certain functions and considers a person a resource of a special kind or a special activity, because the person himself consumes natural and social resources. This concept should testify to the special role of a person as a «homocreatos», not determined by any systems [6]. Elements of non-linearity, bifurcation, stochasticity should be introduced into these systems, since these systems are characterized by some limitation and a person is used as a specific function in the processes of production, social and sports practice. Moreover, a person means his incompleteness and openness, which he received from birth, that in the further process of socialization, the essence of the individual himself is fully realized. It is the productive force of human potential that leads to development, as it includes certain ideas about a person, his place in the world, about his relationship with surrounding structures [7]. Ideas about a person, which are based on the concept of human capital, should be called broader in quantitative and qualitative terms, however, a person should not be reduced only to a factor (libido according to Freud, power according to Foucault), and in the UN concepts, human development means an average increase in per capita income, life expectancy and literacy of the population. It is these criteria that characterize the conditions of human capital and human self-realization, and the higher the value of these components, the higher will be the total index, the conditions for self-realization, and the more opportunities a person will have for his development [8]. This analysis is carried out at the level of conditions, possibilities, means, but not goals. Opportunities for the development of a personality, including a sports one, depend on the degree

of realization of potentials, and on how much human rights are protected and guaranteed in society, because violation of human rights leads to a loss of opportunities in realizing its potentials [9].

Human capital also includes intellectual potential, which opens up three possibilities:

1) characterized by the level of literacy, which is a broader concept than intelligence or intellectual development;

2) intelligence is the ability to think inherent in a person;

3) individual human capital is formed by mastering human capital, namely, what it receives from society.

2. The conceptualization of the educational policy in the field of sports has been carried out, which requires filling the educational space with new creative practices aimed at self-development of the individual as a whole. Conceptualization of educational policy in the field of sports in modern society requires an explanation of the semantic field of the term «educational policy in the field of sports», which includes the following levels:

1) personal (a person who plays sports);

2) institutional (institutions that carry out sports activities);

3) organization of sports activities (implementation of sports competitions).

The principle of competitiveness models the situation of human self-determination in the field of sports and testifies to the vital activity of the subjects of the sports direction. Sport as a realization of human existence is associated with the self-affirmation of the own «I» of the individual-athlete as a unique creative spirit, which unfolds at the border of modeling the physical and creative capabilities of a person and requires filling the educational space with new creative practices aimed at self-development of the individual as a whole [10]. The functions of sports are aimed at developing not only the formation of a culture of movements, culture of the body, moral well-being and health, but also the improvement of the sensory-emotional sphere, which is based on the development of its universal sensibility and spirituality [11]. The human-creative function of educational policy in the field of sports has a general cultural and objective significance and is realized thanks to such functions as: socio-cultural, evaluative-normative, symbolic, humanistic, socio-emotional, socialization, social mobility, communication, accumulating socio-communicative and existential-personal dimensions. Conceptualization of educational policy in the field of sports in modern society is a socio-philosophical understanding of sports as a condition for the formation of a culture aimed at overcoming the destructive phenomena of sports, cultivating the moral foundations of

sports, strengthening a person's physical health and counteracting various kinds of mental illness, in particular, depression and neuroses. , which are the neurotic state of a person associated with basic human conflicts that destroy the integrity of the individual, conflicts of social and natural, natural and moral, doping in sports [12]. The problem of destructive phenomena in sports, developed by K. Horney, comes from the causes of neurotic conflicts, their development and treatment. She sees the main motivation in the appearance of a feeling of «basic anxiety», which occurs in a person as a result of isolation, helplessness, destruction of the psyche, when a person's desire for self-realization is blocked by external social influence, resulting in neurotic conflicts and depressive states when a person takes the path destructive deviations, therefore the formation of a culture of defense mechanisms is the space necessary for the self-realization of the individual [13]. The conceptualization of educational policy in the field of sports in modern society is aimed at cultivating such sports that grow from the spirit of competition, model the situation of sports self-determination, contribute to the formation of a culture of sports as the most fundamental way of human existence, which generally contributes to the formation of the paradigm of the educational process in the field of sports [14]. Sport is one of the most significant means of shaping the personality of an athlete, the social significance of which begins to increase also due to the fact that sport is a way of ethical and aesthetic education, it is perceived through the prism of emotions, experiences, born of successes and defeats in competitions. The conceptualization of educational policy in the field of sports in modern society has a humanistic orientation, which manifests itself in the realization of the creative potential of the individual, which manifests itself in the fact that sport remains a fact of culture and enriches the spiritual life of the individual in terms of saturating the «I» – personality with real sports events athlete. Moreover, sport as a social-value and bodily-spiritual system has the ability to self-organize. Socio-communicative and spiritual-existential dimensions of sports make it possible to deeply understand the value nature of sports activity as one that forms a personality and is expressed in the harmonization of the body, spiritual and spiritual principles. Society must become different so that the ideal of high-performance sport triumphs in it and the attitude to sport is overcome only as a type of commercialization, so that a new narrative of sports and sports activities is established as the harmony of man and society, soul and body [15].

From the above, the following conclusions can be drawn:

1. Conceptualization of educational policy in the field of sports in modern society should be aimed at shaping the personality of an athlete capable of achieving high sports results and forming a healthy lifestyle. In the context of the conceptualization of educational policy in the field of sports in modern society, there is an understanding of the problems of sports and the expansion of the horizon for the formation of a holistic personality.

2. The leading feature of the modern understanding of the conceptualization of educational policy in the field of sports should be formed, on the one hand, an interpersonal educational concept of sports, based on the substantial value of the individual, and, on the other hand, overcoming the destructive phenomena associated with commercialization, doping and bribery of athletes for the sake of earning money, insufficient financial support from the state. Therefore, the state must develop an effective mechanism for the interaction of state, commercial and civil structures in sports in order to form an effective concept of sports, in the center of which would be the integral personality of the athlete, the presentation of the concept of children's, youth, mass and high achievements sports, so that all layers are drawn into it population that would contribute to the formation of a healthy and prosperous nation, overcoming all global problems – the coronavirus epidemic and contributing to the development of transcultural and creative approaches to educational sports policy in general.

The practical significance of the study is that it presents a socio-philosophical reflection of the educational policy in the field of sports in modern conditions, which allows us to conceptualize the formation of such practices that would contribute to the development of a physically and spiritually developed (holistic) personality, for which an athlete must be formed in the spirit humanism, tolerance, synergy, philosophy of the highest values of sport, harmonization of the physical, spiritual and spiritual principles, opposition to dehumanized influences on the individual, promotion of the highest ideals of Olympic sports, education of respect for the individual athlete. The value component of the educational policy in the field of sports in modern conditions still does not correspond to the actual role that would be aimed at raising the high level of educational sports culture, which allows harmonizing the body and soul, freedom and human nature. Thus, we sought to form the concept of an educational policy in the field of sports, which would contribute to the formation of European creative practices in the field of sports, aimed at improving the image of an athlete and

the profession of an athlete, overcoming the problems associated with the devaluation of sports values, forming an attitude towards sports as the most important direction of development culture, the need to form a sports worldview, ideology and culture as the highest values of human existence.

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