

innovative, project-oriented, and autonomous professional activity under conditions of risk and uncertainty. The article highlights the essential features of entrepreneurial culture within the tourism and recreation context, where it serves as a prerequisite for the effective execution of professional functions related to the development of tourism products, service provision, marketing interaction, local initiative promotion, and territorial branding.

The study examines five key approaches to cultivating entrepreneurial culture among higher education students: competence-based, activity-based, personality-oriented, integrative, and technological. The potential of each is outlined in terms of developing relevant competencies, motivational orientations, and practical skills. Emphasis is placed on the importance of creating an educational environment that encourages student initiative, fosters leadership potential and creativity, and facilitates partnerships with stakeholders in the tourism industry, as well as the integration of digital tools for simulating entrepreneurial activities.

Finally, the article substantiates the prospects for implementing the proposed strategies into the practices of higher education institutions, particularly through curriculum revision, the enhancement of methodological support, and the professional development of academic staff capable of acting as agents of change.

**Key words:** *entrepreneurial culture, tourism and recreation professionals, professional training, innovative strategies, competence-based approach, project-based learning, educational environment, entrepreneurial competence, interdisciplinarity, pedagogical technologies*

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## **PROFESSIONAL TRAINING OF BACHELORS OF ELECTRONIC INFORMATION AND TECHNOLOGIES: PECULIARITIES OF THE CHINESE EDUCATIONAL SYSTEM**

The article is devoted to the analysis of the peculiarities of professional training of bachelors of electronic information and technologies in China, taking into account the specifics of the national educational system. The current trends in the development of higher technical education in the PRC, which is based on the integration of digital technologies, an interdisciplinary approach and cooperation between universities and industrial enterprises, are studied. The key structural components of the educational process are identified, in particular, the problem-based learning, the practical orientation of educational programs, the use of artificial intelligence and automatized systems in the training of specialists. Particular attention is paid to state control of the educational process quality, standardization of curricula and the system of students' knowledge assessment. The importance of international cooperation of Chinese universities in the context of competitive specialists training, which are capable to work in high-tech industries, is highlighted. The study emphasizes the importance of the material and technical support of universities, which includes modern laboratory complexes, digital training platforms and close interaction with IT companies. It is emphasized that a significant part of the educational process is aimed at developing students' practical skills, in particular through internships, participation in scientific projects and cooperation with enterprises, which forms the necessary competencies for future professional activity. The peculiarities of the educational process organization are also considered, including methods of knowledge assessment, duration of study and requirements for higher education applicants.

It is concluded that the Chinese model of professional training of bachelors of electronic information and technologies provides a high level of professional competence of graduates, which allows them to integrate into the modern digital economy effectively. Due to the implementation of the latest educational technologies, scientific and research work strengthening and active development of international

cooperation, China demonstrates a successful model of specialists training that meets the current challenges of the information society and the global technological development.

**Key words:** *vocational training, electronic information, technologies, China, higher education, digital technologies, competencies, international cooperation*

**Statement of the problem.** The professional training of bachelors of electronic information and technologies in China is an urgent issue of modern education, due to the rapid development of digital technologies and the need to comply with global standards. PRC is committed to innovative development, which requires the high-quality training of specialists in the field of electronic information. China's higher education institutions focus on a competency-based approach, combining theoretical knowledge with practical skills and digital technologies.

The key problem is to harmonize the curricula with modern challenges, to strike a balance between fundamental training and practical learning, and to integrate the latest technologies into the learning process. The Chinese educational system develops partnership programmes with international companies actively, which helps graduates to adapt to the global labour market.

The digitalization of education in China involves the active use of artificial intelligence, cloud technologies, and big data. At the same time, it is necessary to modernize the teaching methods, to implement the dual education and to improve the digital competence of lecturers. The study of this problem will contribute to the improvement of educational approaches and the integration of international experience into the training of bachelors of electronic information and technologies.

**The analysis of recent research and publications** on the issue of professional training of bachelors of electronic information and technologies in China shows the multidirectionality of approaches to its improvement.

Structural peculiarities and content of educational programmes are considered in the works of Z. Zhang, L. Tang, W. Zhou, who analyze the integration of fundamental theoretical training with practical learning, dual education and cooperation between universities and technology corporations. In Ukrainian scientific environment similar problems are studied by O. Hlazunova and V. Bykov, who emphasize the importance of updating the content of educational programmes in line with digital challenges and implementation of a competence-based approach. Digitalization of education and the use of modern technologies are the subject of research by Y. Liu, X. Sun, C. Wei, who emphasize the impact of artificial intelligence, cloud technologies and big data on the learning process, which contributes to the personalization and adaptation of educational programmes. Ukrainian researchers, such as S. Kuzmina and L. Liashenko, analyze the role of digital platforms in future professionals training, emphasizing the importance of VR and AR technologies in vocational training. International integration and harmonization of standards are explored in the works of J. Wang, C. Huang, R. Chen, which focus on the importance of inter-university programmes, academic mobility and adaptation of educational courses to international requirements. Ukrainian scientists O. Spirin and I. Tkachenko study the possibilities of adaptation of European educational standards in the training of bachelors of IT specialities, comparing the Ukrainian and Chinese educational systems. Assessment of professional competences is the central topic of T. Yang, S. Li, M. Feng, who analyze the effectiveness of modern knowledge assessment systems, the balance between theoretical and practical training, and the impact of educational reforms on the quality of graduates. In the Ukrainian scientific discourse, N. Morze and O. Pinchuk focus on the development of effective methods of knowledge assessment of IT students, in particular through the use of automatized control systems.

Thus, scientific research demonstrates a comprehensive approach to improving the training of bachelors of electronic information and technologies in PRC, focusing on structural reforms, digitalization, international cooperation and improvement of assessment methods. At the same time, Ukrainian scientists conduct similar studies, which allows the comparative analysis and adaptation of international experience to improve the national educational system.

The **purpose of the article** is to analyze the peculiarities of professional training of bachelors of electronic information and technologies in the higher education system of the People's Republic of China.

**Presentation of the main material.** The professional training of bachelors of electronic information and technologies in China is the result of comprehensive government reforms and significant financial investments into higher education. The structure of China's educational system is similar to the European one: obtaining a bachelor's degree lasts for 4-5 years, obtaining a master's degree lasts for 2-3 years, obtaining a doctoral degree lasts for 2-4 years, with age restrictions for applicants. China is consistently ranked among the world's best universities, and the number of students exceeds 37 million, making this country the leader for the number of student population. A key peculiarity of Chinese education is its fee-based nature, although there is a wide system of government scholarships and grants. The educational system is focused on the development of technical and natural sciences, which present about 60% of all student positions. Considerable attention is paid to the international cooperation, which contributes to the growth of the number of foreign students in Chinese universities (*Education in China...*). The educational process in technical education institutions is characterized with a high level of technological equipment, the use of problem-based learning, and active students

participation in research projects. Knowledge is assessed with a 100-point scale, mostly in the form of written tests, and the academic award system encourages high performance. Chinese education is under strict state control: The Ministry of Education regulates curricula, textbook requirements, and inspects universities every five years. Chinese students are highly disciplined, responsible, and actively involved into research activities (Hala, 2011).

The training of bachelors of electronic information and technologies in PRC is based on the integration of fundamental technical education, modern digital technologies and close cooperation with the IT industry. Chinese universities follow a competency-based approach, which implies that students acquire not only theoretical knowledge but also the practical skills necessary to work in the field of artificial intelligence, big data analysis, cybersecurity, and software engineering.

The structure of the curricula provides the sequential mastery of the basic disciplines: Mathematics, Algorithmization, Object-oriented programming, Operating systems, Computer networks and databases. Specialized courses include the study of machine learning technologies, distributed computing, blockchain and quantum algorithms. According to the PRC state standards, the training lasts for four years, and students have to accumulate 140-160 credits, about 40% of which are allocated for practical training. A key peculiarity of Chinese educational system is the widespread use of dual education, which ensures a close link between theoretical learning and real production processes. Universities enter into agreements with leading IT companies (Huawei, Tencent, Alibaba, Baidu) that provide students with possibilities for internships, participation in applied research projects, and software development in cooperation with commercial entities (Mumladze, V., & Myronchuk, N., 2014).

The digitalization of the educational process includes the use of online platforms (XuetangX, iCourse), adaptive learning environments, and virtual laboratories. For example, some universities implement the intelligent learning systems that analyze student performance and adjust their curricula automatically. Particular attention is paid to the study of artificial intelligence in education, including the creation of algorithms for automatized code verification, personalization of learning materials, and analysis of big amounts of educational data. The international integration of Chinese education system is strengthened through student exchanges, double degree programmes, and cooperation with universities in the USA, Great Britain, Canada, and Europe. Chinese students undergo internships at global corporations (Google, Microsoft, Amazon) and participate in international scientific conferences. A significant part of the courses at leading Chinese universities is available in English, which facilitates the academic mobility and increases the competitiveness of graduates (Hlazunova, Gurzhiy, Voloshyna, Korolchuk, Parhomenko, 2020).

Thus, the system of professional training of bachelors of electronic information and technologies in PRC is based on a comprehensive approach that includes strong fundamental education, digitalization of the educational process, close integration with the IT industry and international cooperation. Through the implementation of the latest educational technologies and partnerships with leading companies, Chinese universities graduate highly qualified specialists ready to work in a rapidly changing technological environment.

The professional training of bachelors of electronic information and technologies in the context of Chinese educational system is based on the formation of professional competences that ensure the adaptability of specialists to rapid technological changes. Competence as an integrative indicator of professional readiness involves not only theoretical knowledge mastering, but also the development of practical skills, critical thinking and the ability to learn continuously (Marushchak, 2016). The study of this issue in scientific research (Urunbassarova, Jandildinov, Uaidullakzy, 2014) confirms the importance of integration of psychological and pedagogical methods into the process of bachelors' professional competences formation.

The digital transformation of Chinese education promotes the development of modern models of specialists training in the field of electronic information, focusing curricula on the needs of the IT market (Proskura, Lytvynova, 2019). However, the issue of compliance of educational standards with the requirements of the technology sector remains important, which requires close cooperation between universities and employers. A significant role in this process is played by distance learning, which, according to research (Senyk, Maherovska, Maherovskiy, 2023), increases the efficiency of material mastery and expands students' access to advanced technologies.

The practical training of bachelors of electronic information in China includes the implementation of adaptive learning platforms, internships, and participation in research projects, which contributes to the formation of key professional competencies (Donchenko, V., Donchenko, S., 2023). In addition to technical skills, the development of predictive competencies becomes increasingly important, allowing future professionals to predict technological trends, to adapt to a dynamic labour market, and to make strategic decisions (Proshkin, Sharavara, 2021).

The current model of training of bachelors of electronic information and technologies in China includes the development of soft skills, such as communication, project management, and teamwork (Hedzyk, Sazhiienko, 2021). The highly competitive labour market requires graduates to have not only thorough knowledge but also the ability to adapt quickly and to work in multinational projects. In addition, considerable attention is paid to

the graphic competencies required to work with visual data, modelling, and developing information system interfaces (Hevko, Pysarchuk, 2018).

Thus, the system of professional training of bachelors of electronic information and technologies in China is focused on a comprehensive combination of fundamental knowledge, practical experience and the development of innovative thinking. The integration of digital platforms, distance technologies and cooperation with industry creates an effective learning model that meets the current challenges of the technological field.

The professional training of bachelors of electronic information and technologies in the context of the educational system of the People's Republic of China is based on a comprehensive approach to the formation of highly qualified specialists capable to integrate into the global scientific and technological environment. In the conditions of the rapid digital transformation of modern society, there is a growing need to improve the educational programmes in line with innovative trends, which determines the key role of leading Chinese universities in future specialists training. In this context, the University of Electronic Science and Technology of China (UESTC) deserves special attention, as it is one of the flagships of Chinese scientific and educational area in the field of electronic engineering, informational technologies, computer science and automatization.

Founded in 1956 in Chengdu (Sichuan Province), UESTC established itself as a leading research centre with advanced teaching and research methods implementation. The high level of academic excellence of the university is confirmed with its stable positions in world rankings, including 231st place in the Global Education Ranking. The university's development strategy is focused on the integration of science, education and technological entrepreneurship, which contributes to the formation of a highly competitive educational environment adapted to the modern challenges of the digital economy.

An important aspect of UESTC's international cooperation is its participation in the Chinese Scholarship Council (CSC) government scholarship programme, which since 2006 has been providing foreign students with the opportunity to pursue higher education in China at the bachelor's, master's and doctoral levels. The CSC programme is an important mechanism of academic mobility that promotes intercultural knowledge exchange, engages promising students into research and development activities, and expands global cooperation in the field of high technologies. Scholarship support includes full coverage of tuition fees, accommodation, health insurance and monthly financial assistance: 2500 yuan for bachelors, 3000 yuan for masters and 3500 yuan for doctoral students. This funding format creates favourable conditions for involving the talented international students, facilitating their academic integration into the Chinese educational space.

The application procedure for the CSC programme includes several key stages. Applicants are required to fill in an online application on the UESTC web portal, submit a package of documents, including academic certificates, transcripts, letters of recommendation, a study plan or research proposal, and proof of English or Chinese language proficiency. An important selection criterion is the availability of a letter of consent from a university professor, which certifies the readiness of the supervisor to facilitate the implementation of the applicant's individual research programme. The final decision on the award of the scholarship is made by the China Scholarship Council basing on the recommendations of the University expert committee. Applications are accepted from November to April, 30 each year.

The significance of the CSC scholarship programme in the context of training of bachelors of electronic information and technologies is due to its focus on stimulating the students' research activity, involving them into interdisciplinary projects, and integrating them into the innovative processes of the modern technological industry. Considering the priority of digital technologies development in the global dimension, academic mobility programmes play an important role in the formation of competitive specialists who can work effectively in the context of the dynamic evolution of information and communication technologies.

Thus, the system of professional training of bachelors of electronic information and technologies in China is characterized with a combination of fundamental theoretical training, practice-oriented education and integration of students into the global research and education network. The University of Electronic Science and Technology of China, due to its strategic focus on research and international cooperation, creates optimal conditions for the training of highly qualified specialists with the necessary competencies to implement innovative solutions in the field of electronic information and technologies (*CSC Scholarship at the University...*).

The professional training of bachelors of electronic information and technologies in China is based on a competence-based approach that ensures that students develop the necessary knowledge, skills and practical abilities to work effectively in the conditions of digital transformation. In accordance with PRC educational standards, the curricula of Chinese universities are focused on ensuring an interdisciplinary approach, combining theoretical principles with practical components, and developing the creative thinking of higher education applicants. Considerable attention is paid to educational courses adaptation to the modern challenges of the digital economy, which involves the integration of knowledge into the field of electronic information, cybersecurity, automatized systems and telecommunications.

The general structure of the professional competence of bachelors of electronic information and technologies in China includes three main components: general (integral) competences, personal (subjective)

competences and subject-specific (professional) competences. General competences reflect the specialist's comprehensive readiness for professional activities, including foreign language proficiency, intercultural communication skills, ability to work in international projects, entrepreneurial thinking, and strong motivation for self-development. Educational programmes include the study of English as a means of professional communication, which facilitates the integration of graduates into the global information space.

Personal (subjective) competences ensure the development of creativity, critical thinking, the ability to adapt to conditions of constant technological changes, and responsibility for the results of one's activities. Chinese universities' educational programmes are aimed at developing students' innovative thinking, forming the skills of information analytical evaluation, and mastering the modern methods of work with big data sets. Readiness for intercultural interaction plays an important role, which implies the ability to work in international teams, to manage information flows effectively and to take into account the cultural peculiarities in professional activities.

Professional (subject-specific) competences cover a range of specialized knowledge and skills in the field of electronic information and technologies, in particular in the areas of software, hardware systems development, big data analysis, cybersecurity and artificial intelligence. Chinese universities, such as the University of Electronic Science and Technology of China (UESTC), integrate practice-oriented modules into their curricula, which include student internships in high-tech companies, participation in scientific and research projects, and the development of their own technology startups. This approach helps to increase the competitiveness of graduates in the labour market and ensures their readiness to work in the digital economy conditions (Shatska, 2011).

An important peculiarity of the Chinese educational system in the field of electronic information is the implementation of problem-based learning methods, which involves students work on real technological challenges, complex engineering problems solving and innovative solutions creation. The educational process is based on the integration of modern digital technologies, including cloud computing, artificial intelligence, automatized management systems and computer modelling. This allows graduates to master the latest approaches to the development and implementation of information systems, which is a key factor in their professional success.

Thus, the system of training of bachelors of electronic information and technologies in China is characterized with a comprehensive approach to the formation of professional competencies, including fundamental academic training, practice-oriented learning and active cooperation with industry. Due to the combination of interdisciplinary knowledge, development of digital competencies and international integration, graduates of Chinese universities acquire the necessary skills for successful professional activities in the field of high technology, making them competitive specialists in the global labour market.

**Conclusions.** Thus, the professional training of bachelors of electronic information and technologies in China is characterized with the integration of modern digital solutions, a practice-oriented approach and international cooperation. The educational process is based on strict state standards that ensure a high level of specialists training in the field of electronic information, telecommunications and automatized systems. The use of problem-based learning and active cooperation with research centres and industrial enterprises contribute to the development of in-demand competencies. A rigorous knowledge assessment system encourages students to improve their academic performance and professional growth. Thus, the Chinese model of training specialists in the field of electronic information and technologies is highly effective and meets the current challenges of the digital society.

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### **ПРОФЕСІЙНА ПІДГОТОВКА БАКАЛАВРОВ ЕЛЕКТРОННОЇ ІНФОРМАТИКИ ТА ТЕХНОЛОГІЙ: ОСОБЛИВОСТІ КИТАЙСЬКОЇ СИСТЕМИ ОСВІТИ**

Стаття присвячена аналізу особливостей професійної підготовки бакалаврів електронної інформації та технологій у Китаї з урахуванням специфіки національної освітньої системи. Досліджено сучасні тенденції розвитку вищої технічної освіти в КНР, яка базується на інтеграції цифрових технологій, міждисциплінарному підході та співпраці між університетами та промисловими підприємствами. Визначено ключові структурні компоненти навчального процесу, зокрема проблемне навчання, практична спрямованість освітніх програм, використання штучного інтелекту та автоматизованих систем у підготовці фахівців. Особлива увага приділяється державному контролю якості навчального процесу, стандартизації навчальних планів та системи оцінювання знань студентів. Підкреслено важливість міжнародної співпраці китайських університетів у контексті підготовки конкурентоспроможних спеціалістів, здатних працювати у високотехнологічних галузях. У дослідженні підкреслюється важливість матеріально-технічного забезпечення університетів, яке включає сучасні лабораторні комплекси, цифрові навчальні платформи та тісну взаємодію з ІТ-компаніями. Наголошено, що значна частина навчального процесу спрямована на формування практичних навичок студентів, зокрема через стажування, участь у наукових проектах та співпрацю з підприємствами, що формує необхідні компетенції для майбутньої професійної діяльності. Охарактеризовано систему навчальної мотивації, яка сприяє підвищенню рівня підготовки студентів та відповідальності за формування результатів навчання. Розглянуто також особливості організації навчального процесу, зокрема методи оцінювання знань, тривалість навчання та вимоги до здобувачів вищої освіти.

Зроблено висновок, що китайська модель професійної підготовки бакалаврів електронної інформації та технологій забезпечує високий рівень професійної компетентності випускників, що дозволяє їм ефективно інтегруватися в сучасну цифрову економіку. Завдяки впровадженню новітніх освітніх технологій, посиленню науково-дослідницької роботи та активному розвитку міжнародного співробітництва Китай демонструє

успішну модель підготовки фахівців, яка відповідає сучасним викликам інформаційного суспільства та глобального технологічного розвитку.

**Ключові слова:** професійне навчання, електронна інформація, технології, Китай, вища освіта, цифрові технології, компетенції, міжнародна співпраця

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### **ПРИНЦИПИ ФОРМУВАННЯ КУЛЬТУРИ ВЗАЄМОДІЇ СТУДЕНТІВ В ІНКЛЮЗИВНОМУ СЕРЕДОВИЩІ УНІВЕРСИТЕТУ**

У статті авторка виокремлює та характеризує ключові принципи формування культури взаємодії студентів в інклюзивному університетському середовищі. Принцип рівності та недискримінації передбачає безумовне визнання рівної гідності та прав усіх студентів, незалежно від індивідуальних особливостей, та виключення будь-яких форм дискримінації, упередженого ставлення чи соціального виключення в освітньому процесі. Принцип толерантності й поваги до різноманітності сприяє формуванню відкритості до діалогу та взаємного збагачення. Принцип емпатії та емоційної чутливості полягає в розвитку здатності розуміти емоційний стан іншої особи, виявляти співпереживання, підтримку та конструктивну участь у соціальній взаємодії, що є критично важливим у змішаних студентських колективах. Принцип партнерства та кооперації орієнтує учасників освітнього процесу на горизонтальні, взаємоповажні форми спілкування, що передбачають співдіяльність, взаємодопомогу та спільну відповідальність за результат взаємної роботи. Принцип педагогічної підтримки й супроводу наголошує на необхідності створення системи цілеспрямованої підтримки з боку педагогічного колективу, тьюторів і кураторів для формування сприятливого мікроклімату в інклюзивному середовищі. Принцип активної соціальної участі сприяє залученню всіх студентів до спільних навчальних, культурних і соціальних ініціатив, що забезпечує реалізацію потенціалу особистості через інтеграцію в академічне співтовариство. Принцип рефлексивності забезпечує розвиток критичного осмислення власного досвіду взаємодії, сприяє формуванню свідомого ставлення до власних установок, цінностей і моделей поведінки у процесі спілкування з іншими. Принцип інклюзивної педагогічної культури визначає необхідність формування у всіх учасників освітнього процесу світоглядних, етичних і професійних настанов, що відповідають ідеології інклюзивності та гуманізму в університетській освіті. Принцип саморегуляційності забезпечує розвиток саморегуляції поведінки у всіх учасників освітнього процесу та саморегуляцію особистості у процесі взаємодії студентів в інклюзивному університетському середовищі.

**Ключові слова:** інклюзивна освіта, інклюзивні цінності, культура взаємодії, принципи, фахова підготовка, інклюзивне середовище, університет, студенти

**Постановка проблеми.** У сучасних умовах трансформації системи вищої освіти України одним із пріоритетних напрямів є створення інклюзивного освітнього середовища, яке забезпечує рівні можливості для навчання всіх студентів, незалежно від їхніх фізичних, психічних, соціальних або інших особливостей. Зростання кількості студентів з особливими освітніми потребами в закладах вищої освіти зумовлює необхідність не лише технічного забезпечення доступності, а й формування відповідної культури взаємодії, що ґрунтується на принципах поваги, толерантності, емпатії, підтримки та партнерства. Таким чином, актуальність дослідження зумовлена необхідністю: наукового обґрунтування принципів формування культури міжособистісної взаємодії в інклюзивному академічному просторі; адаптації існуючих педагогічних практик до умов інклюзії у вищій школі; підвищення рівня соціальної згуртованості студентських колективів та попередження проявів дискримінації.