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ANALYSIS OF BASIC EDUCATION CONCEPTS IN UKRAINE AND CANADA (IN THE FIELD “ADVERTISING AND PUBLIC RELATIONS”)

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ABSTRACT

The **aim** of the article is to conduct a comparative analysis of basic research concepts in the Ukrainian and Canadian scientific space related to the concepts that characterize the general context of professional training, in particular in the field of advertising and public relations.

The research **methodology** is based on general scientific and terminological methods, the comparative method.

As a **result**, the comparison of the basic research concepts in the Ukrainian and Canadian scientific space are considered, namely, education, professional education, vocational education, continuing education, lifelong learning, competence, profession, trade, professional training, professional competence, advertising education, integral competence of a specialist in advertising and public relations, general competencies of a specialist in advertising and public relations, etc. The results of the research, first of all, can be used in systematization of the accumulated scientific knowledge in the field, synthesis and generalization of scientific achievements of the field, ensuring the successful application of scientific achievements in practice.

Conclusions. The comparative analysis of basic research concepts in Ukraine and Canada that characterize the general context of professional training, in particular, in the field of advertising and public relations is done. The experience can be taken into account when reforming education in Ukraine and Canada.

KEYWORDS: Advertising, Education, Educational Training, Comparative Pedagogy, Competence, Continuing Education.

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INTRODUCTION

In today's society, the contradictions between the content of design education and the needs of advertising and media in the development of educational technologies and digital transformation of training, between the level of professional education of advertisers and employers' requirements for new skills. In the article, the author analyzes the basic concepts of the educational apparatus used in the process of professional training of future advertisers and marketers.

Currently, the scientific and pedagogical community is working to create an effective system of training future professionals who have sufficient professional training and their high qualifications meet modern global requirements for professionals in the advertising business, which can be achieved by reforming higher professional education.

The article presents a comparative analysis of educational terms required for the training of future professionals, in particular, in the design of advertising, sufficiently trained and competitive in today's challenging environment. Digitization of all important aspects of society, in particular in the education systems of Ukraine and Canada, creates, first of all, the need to systematize the accumulated volumes of scientific knowledge, which will ensure reliable ways of research methodology. related scientific knowledge in the field, synthesizes and summarizes the scientific achievements of the whole industry, ensuring the successful application of scientific advances in practice.

The **aim** of the article is to conduct a comparative analysis of basic research concepts in the Ukrainian and Canadian scientific space related to the concepts

that characterize the general context of professional training, in particular, in the field of advertising and public relations.

METHODOLOGY

The study used a general scientific method that provides analysis, comparison, systematization of information obtained from theoretical materials and scientific literature; a comparative method is needed to compare the concepts used to provide professional education in the field of advertising and public relations; terminological analysis, which defined the basic concepts according to the research subject.

The comparative method performs the function of obtaining relevant information about education in the context of international comparisons; helps to analyze the differences in the education systems of different countries; creates real models for assessing the educational achievements of different countries.

THEORETICAL FRAMEWORK

Comparative pedagogy performs the function of obtaining relevant information about education in the context of international comparisons; helps to analyze the differences in the education systems of different countries; creates real models for assessing the academic achievements. According to S. Sysoeva, the analysis of scientific terms does not unify the differences of concepts in the study.

Educational terms are used in a group of like-minded people or a team, or in the thesaurus of an individual scientist and are arranged in order to add new values to the industry using the established and accepted system of pedagogical values and expectations (Ognevyuk, 2009, p. 227).

The Canadian researchers N. Johnson (2020) and K. Robson (2021) define education as the main activity of uniting people in any social group or community. The same term is used to describe the results of educational experience. The concepts of “profession” and “professional education” were covered in their works by Canadian scientists Mike Saks (2012) and Vicki Denmark (2013).

RESULTS

In Ukraine, according to the Law “On Higher Education”, a higher education institution is a separate type of institution, which is a legal entity of private or public law, operates under a license to conduct educational activities at certain levels of higher education, conducts scientific, technical, innovative and / or methodological activities, ensures the organization of the educational process and the acquisition of higher education, postgraduate education, taking into account their vocations, interests and abilities (Zakon Ukrainy “Pro vyshchu osvitu”, 2014).

According to the Council of Ministers of Education of Canada, “a legitimate higher education institution is a private or public institution that has received full authority to obtain degrees, diplomas, and other authority through a public or private provincial or territorial legislature or governmental quality assurance mechanism”.

First of all, let's define the concepts related to education, in particular the professional training of advertisers and the definition of common and different positions in the interpretation of such key terms in Canada and Ukraine. This will give an idea of the essential features, meanings and areas of application of the concepts of the research problem.

The concept “education” is the basis for our study. If we take as a basis the Ukrainian explanatory dictionary, we can see the following meanings of the concept:

1. the amount of knowledge acquired during training;
2. development of the degree of knowledge; training; the course of knowledge acquisition;
3. the degree of knowledge in general in society, the state, etc. (<http://sum.in.ua/>).

The term “education” is understood as:

1. Socially organized and normalized process (and its result) of constant transmission by previous generations to the next socially significant experience, which in ontogenetic terms of personality formation is its genetic program and socialization;
2. Systematic and organized activities aimed at providing knowledge, skills and abilities (Vasyliuk, 2013).

S. Sysoyeva emphasizes that: “Education is perceived today as a process of external influence on the individual’s assimilation of generalized objective, social experience, norms, values, etc.; as a special sphere of social life; unique system, a kind of socio-cultural phenomenon; as an essential characteristic of the ethnos, society, human civilization, ways of its self-preservation and development; as a holistic unity of learning, education and development, self-development of the individual; as the preservation of cultural norms with a focus on the future state of culture; as a socio-cultural institution that promotes economic, social, cultural functioning and improvement of society; as the level of general culture and education of people” (Sysoyeva, 2012).

According to S. Sysoyeva, the term “education” has a broad meaning, filled with different contexts, which together

give the following definitions: education can be a value for the state or society or an individual); education is a system made up of different educational institutions; education is a process; result; socio-cultural phenomenon; education forms the consciousness of society as a social institution (Sysoeva, 2012).

In Canadian terminology, the term “education” is expressed by the word “education”. Etymologically, the word “education” comes from the Latin word *ēducātiō* (breeding, upbringing, cultivation) from *ēducō* (educate, train) which is associated with the homonym *ēdūcō* (lead forward, pull; lift, reduce) from *ē-* (from, with) and *dūcō* (lead, spend).

“Education” is defined as the process of acquiring knowledge. According to the Oxford Dictionary, this term is interpreted as the process of teaching, learning and training, especially in schools, colleges or universities, to improve knowledge and develop skills. In turn, this concept includes “higher education” as education at the university, including degrees; “adult education” that is available outside the formal education system, such as in the evening or online, and “distance education” as a system of education in which people study at home through special websites and send works by mail or e-mail. mail to their teachers.

Correspondence education, distance education, open education, online education and e-learning is the terminological evolution of off-campus education, and the word off campus has now been replaced by e-campus. Distance learning is now available online, on time, relevant and open to all. Not only in Canada, but around the world, it has become one of the most influential teaching methods, bringing an innovative vision of teaching as opposed to teaching in the classroom.

The Canadian Oxford Dictionary (2022) gives a different meaning to the term “education” as the process of obtaining or systematic learning, especially at school or university; theory and practice of teaching; the set of knowledge gained during training; information about or study in a particular subject; educational experience (for 2nd education).

Higher education means education at universities or similar educational institutions, including degrees.

Adult education is educational programs or courses for adults who are not attending school or college.

The Merriam-Webster dictionary interprets the concept of “education” in several senses: 1) the action or process of learning in a school, college or university; 2) knowledge, skills and understanding that you gain from attending school, college or university (Merriam-Webster, 2004)

Canadian scholars N. Johnson (Johnson, 2021) and K. Robson (Robson, 2012) define education as the main activity of uniting people in any social group or community, regardless of their size. It is part of a regular family, business or country relationship. The process by which people gain knowledge, understanding, skills or values. The same term is used to describe the results of educational experience. That is, education is what a school, television, or recreational activity offers people, or the term indicates what participants or viewers have received from their participation in this educational experience.

According to the interpretation given in the Ukrainian pedagogical encyclopedic dictionary (Goncharenko, 2011), “professional education” means training in educational institutions of specialists of different levels of qualification for work in

one of the branches of national economy, science, culture. Its content is aimed at honest study of the scientific foundations and technology of the chosen profession, instilling special practical skills, moral and psychological education of the individual, adapted to perform work in the chosen field. According to another wording, it is the sum of knowledge, skills and abilities required for the work of a specialist of higher, secondary qualification or skilled worker (Goncharenko, 2011).

The topic of our study also includes the term "profession". In Ukraine, this term is explained as a type of employment, work that requires proper knowledge, skills and qualifications. This also applies to the profession of advertising designer, marketer, public relations specialist. Professions are grouped into different categories: economic, technical, pedagogical, and so on. This term can also be described as a system of knowledge, skills and abilities inherent in a particular person (Derzhavna stratehiia rehionalnoho rozvytku na 2021-2027 roky, 2020).

In English, the word "profession" translates as "profession, trade, vacation" and means the ability to work in a particular field; professional, constant performance of some work for the purpose of earning; specialty, specialty; the taxonomic approach defines a profession as a process that has unique and positive characteristics, including excellent knowledge and experience. A neo-Weberian approach based on a less common and more analytically useful definition of the profession, focused on the exceptional excellence of the specialist, is considered more effective. (Saks, 2012).

The concept of "professional training" is identified with professional education, which is associated with the acquisition of certain knowledge and skills in a particular

profession and specialty (Denmark, 2013). The concept of "professional training of specialists in the advertising industry" is considered as a specially organized process of mastering theoretical and practical knowledge, skills and abilities in the process of studying the system of professionally oriented disciplines of the advertising cycle and forming professionally significant personality traits, necessary for the future professional activities.

The concept "professional training" in the Ukrainian scientific space is well understood as the process of obtaining a person a certain professional qualification in the relevant field or specialization (M. Artyushina, A. Vasilyuk, M. Tanas, etc.).

The European Commission's (EC) document "Making the European Lifelong Learning Space a Reality" (Commission of the European Communities. Brussels, 2001) states that building active citizens and employment skills are equally important goals of lifelong learning as a lifelong learning activity, skills and competencies both in the interests of personal development, citizenship, and for social development, or to find a job.

Continuing education, according to (Nychkalo, 2011), covers all types of education – from primary to higher education; is a continuous process that stimulates people and allows them to acquire the necessary knowledge, values, skills that contribute to personal and professional realization and self-realization of man, improving his skills throughout life.

Continuing professional education should promote the establishment of the human person as the most important in society, protect it from depersonalization in the realities of a market economy, create conditions for self-realization in the

profession, and implement the humanistic orientation of modern education (Nychkalo, 2011).

The Incheon Declaration outlines the conditions under which the program will be coordinated, funded and monitored for the next 15 years at the global, regional and national levels. At the World Forum on Education, participants strongly advise governments to give the entire population equal access to lifelong learning (Trade Union of Education and Science Workers of Ukraine, n.d.).

In Canadian terminology, there are the following concepts for the definition of non-continuing education: permanent education, continuing education, life-long education.

Summarizing the research of scientists on the problem of education in Ukraine, we can conclude that researchers of terminology offer two approaches to the interpretation of the concept “continuing education / continuing learning” (Vanyskott, 2003):

1. The foundation of today's education system, according to which learning lasts a lifetime (for its full self-realization) includes the revival, dissemination and improvement of general and professional competencies and qualifications. Continuing education includes formal and non-formal education, as well as non-formal learning.
2. The endless process of improving general and professional competencies and qualifications is the foundation of the modern education system, when human learning lasts a lifetime and includes the revival, dissemination and improvement of its general and professional competencies. Due to the rapid changes in life and the acceleration of scientific and

technological progress, school education is gradually becoming obsolete, causing the need for lifelong learning in such organizational forms and sizes that are optimal for the profession, in other words that allow to restore and expand general and professional competencies (Derzhavna stratehiia rehionalnoho rozvytku na 2021-2027 roky, 2020).

In the Canadian scientific literature, the concept of “advertising education” is considered in the general European context as a special kind of education, the content and procedural components of which significantly influence the formation of both professional and personal criteria of individual development. will influence the development and course of processes in the creation and application of advertising content that can determine the well-being of society in general and each individual in particular (Saks, 2012).

The concept “advertising education” in the Ukrainian scientific space is interpreted as a result of professional training, which involves obtaining special theoretical and practical knowledge within the professional training of advertisers of all specialties, which allows graduates to successfully perform work in their profession (I. Titarenko, G. Gorbenko, etc.).

The basic competencies that advertising professionals should possess include integrated and general competencies. According to the educational and professional program of the State University of Trade and Economics (Faivishenko et al., 2022), the integral competence of a specialist in advertising and public relations is expressed as the ability to solve complex specialized problems and practical problems in the field of social communications.

Communication and other sciences and is characterized by uncertainty conditions for the bachelor's degree and as the ability of a person to solve complex problems and problems in the field of journalism and in advertising and / or in the learning process, which involves research and / or innovation and is characterized by uncertainty of conditions and requirements, namely to generate a media product idea, develop a creative concept and media design of a product, create photos of various genres, form an advertising strategy, use information and digital technologies in advertising for the third, master's level. Common competencies include, in particular, the ability to apply knowledge in practice, the ability to communicate with non-professionals, the ability to self-study, information skills and the ability to take initiative and generate new ideas.

In Canada in general, there is no division into integral, basic and professional competencies. But there is a list of required professional learning outcomes that a graduate of the Advertising and Public Relations program must achieve, for example, according to the professional standard at the Ontario College of Applied Arts and Technology (2022). Here the graduate must reliably demonstrate the ability to:

- identify and respond to customer goals for advertising and marketing communications, applying the principles of marketing and communications;
- analyze the market segmentation, determine the target market / audience of the organization and determine the consumer behavior of each segment;
- develop an advertising plan and convincingly present and defend it, help assess the effectiveness of

- advertising and marketing communications initiatives;
- cooperate in the development of advertising and marketing communication materials in accordance with current Canadian legislation, industry standards and business practices;
- participate in the development of creative solutions to solve problems of advertising and marketing communications;
- facilitate the planning, implementation, monitoring and evaluation of projects, applying the principles of project management;
- perform all work professionally, ethically and on time;

The results of this study can be taken into account in the reform of education in Ukraine and Canada. First of all, in the systematization of the accumulated amounts of scientific knowledge in the field, synthesis and generalization of scientific achievements of the whole industry, which will ensure the successful application of scientific achievements in practice.

DISCUSSION

In our opinion, the implementation of a comparative analysis of the basic research concepts in the Ukrainian and Canadian scientific space characterize the general context of professional training. In particular, our study deals with terms in the field of advertising and public relations, which can contribute to the adaptation of vocational education to the new realities of the XXI century, where vocational education, according to the European Commission document active citizens and the ability to get a job are equally important goals of continuing education as a general lifelong learning activity to improve knowledge, skills and competencies in the interests of personal

development, citizenship, and social development, or to find work.

In our opinion, the studied terms are a necessary basis for the organization of vocational education, namely in the implementation and development of vocational education in the field of advertising and public relations. At the same time, we share N. Nychkalo's opinion that continuing education covers all types of education, from primary to higher education. We agree that it is a continuous process that stimulates people and allows them to acquire the necessary knowledge, values, skills that contribute to personal and professional realization and self-realization of man, improving his skills throughout life.

According to S. Sysoyeva, the term "education" has a broad meaning, filled with different contexts, which together give the following definitions: education can be a value for the state or society or an

individual; a system made up of different educational institutions; a process; result; socio-cultural phenomenon; education forms the consciousness of society as a social institution. It is close to us the Canadian Oxford Dictionary definition also gives a different meaning to the term "education": the process of obtaining or systematic learning, especially at school or university; theory and practice of teaching; the set of knowledge gained during training.

CONCLUSION

Thus, the analyzed basic concepts allow us to conclude that there are different approaches to their interpretation, which often complement each other, sometimes contradict each other, which, however, allows us to argue about common aspects and related areas in the study of economic professionals directly in higher educational institutions of Ukraine and Canada.

CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

АНАЛІЗ ОСНОВНИХ ПОНЯТЬ В СИСТЕМІ ОСВІТИ УКРАЇНИ ТА КАНАДИ (В ГАЛУЗІ «РЕКЛАМА ТА ЗВ'ЯЗКИ З ГРОМАДСЬКІСТЮ»)

Метою статті є здійснення порівняльного аналізу базових освітніх понять дослідження в українському й канадському науковому просторі, що відносяться до термінів, які характеризують загальний контекст професійної підготовки фахівців, зокрема в галузі реклами та зв'язків з громадськістю.

Методологія дослідження побудована на основі загальнонаукових та термінологічних методах, порівняльному методі.

У **результаті** дослідження здійснено порівняння базових освітніх понять в українському й канадському науковому просторі, а саме – освіта (education), професійна освіта (professional education), неперервна освіта (continuing education, lifelong learning), компетентність (competence), професія (profession, trade), професійна підготовка (professional training), професійна компетентність (professional competence), рекламна освіта (advertising education), інтегральна компетентність фахівця рекламної діяльності і зв'язків з громадськістю (integral competence of a specialist in advertising and public relations), загальні компетентності фахівця рекламної діяльності і зв'язків з громадськістю (general competencies of a specialist in advertising and public relations) та ін. Результати дослідження, насамперед, можуть бути використані при систематизації накопичених обсягів наукових знань в галузі, синтезі та узагальненні наукових досягнень всієї галузі, забезпечуючи успішне застосування досягнень науки на практиці.

Висновки. Проведено порівняльний аналіз базових понять дослідження в Україні і Канаді, що характеризують загальний контекст професійної підготовки фахівців, зокрема в галузі реклами та зв'язків з громадськістю. Набутий досвід може бути врахований при реформуванні в системах освіти України та Канади.

Ключові слова: компаративна педагогіка, освіта, неперервна освіта, освітня підготовка, реклама, компетентність.

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