prism of a socio-cultural approach, includes offers of international educational courses and events, provision of administrative services, which provide teachers and students with a global environment for self-development and self-improvement.

The article examines the history of the emergence and content of the definition of «internationalization of education», the connections between the terms «internationalization» and «globalization» in relation to education. It has been proven that the objectivity and irreversibility of the process of globalization of education leads to internationalization, the blurring of national borders and the need to enter the world and European educational space. The essence of the concept of «internationalization of general secondary education» has been clarified as a strategic process of integrating the global and intercultural dimension in general secondary education with the aim of expanding ties and cooperation between education seekers and teachers through external and internal academic mobility, organizing joint events and other partnership programs at various levels. It has been found that the basis of internationalization of teacher education is partnership relations between various educational institutions, communities, which are established at the regional and national levels. It is determined that in the conditions of aggression of the Russian Federation against Ukraine, the European educational space is open for the integration of domestic education and the import of educational services in the system of general secondary education. The ways and forms of internationalization of school education, the prospects of internationalization of education in the system of general secondary education in the post-war period are considered.

Keywords: *internationalization of education, globalization, academic mobility, world educational space, European educational space, virtual internationalization, international experience, ways of internationalization of school education.*

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NON-FORMAL PHYSICAL EDUCATION OF COACHES IN THE USA: THE PEDAGOGICAL POTENTIAL OF VETERAN ATHLETES

This article examines the pedagogical potential of sports veterans as actors in the system of non-formal physical education in the United States. The aim of the article is to substantiate the educational value of veteran-led mentorship in non-formal coach training, based on an interdisciplinary literature review and a case study of Ukrainian veteran-athletes working as coaches in the U.S., particularly the case of Volodymyr Rudchenko. The study demonstrates that veterans' mentorship operates as a powerful form of intergenerational support, fostering the development of professional identity among early-career coaches. A qualitative analysis of the personal trajectories and mentoring strategies of Ukrainian veteran coaches in the U.S. was conducted, complemented by an expert survey (n = 27) involving coaches with diverse educational backgrounds from several countries.

The research identifies five core pedagogical functions of veterans in non-formal coach education: (1) continuous mentorship as personal support during critical stages of coach development; (2) modeling of professional behavior through shared embodied practice rather than instruction alone; (3) transmission of tacit knowledge, including intuitive bodily responses; (4) emotional stabilization, especially for youth with war- or migration-related trauma; and (5) motivational mirroring, where the mentor reflects a model of potential resilience. The findings emphasize the role of sports veterans not only as transmitters of technical skills but as facilitators of identity formation and motivation in non-

formal learning environments. Distinctive features of veteran-led mentoring include personalized knowledge transfer through physical presence and joint action, an emphasis on lived experience and ethical modeling, and the emotional stabilization of young coaches.

The article also explores the potential for adapting this mentorship model to the Ukrainian context, including institutional support for veteran-led initiatives and integration of such practices into coaching curricula.

Keywords: *non-formal education, physical culture, mentorship, sports veterans, coaching, professional identity, coach, USA.*

In the context of current transformations in the educational landscape-driven by war, migration, and digitalization-the issue of preparing qualified coaching professionals has become particularly pressing. Formal education programs often struggle to keep pace with rapid change, which increases the relevance of non-formal learning as a flexible, context-sensitive, and intergenerational educational resource (Bermudez, Bondar, Ildiko, Oros, Samokhvalova, Mallett, Tippy et al.) [4; 6; 8; 13; 15; 20; 25]. One of the most promising directions in physical education is the development of non-formal learning within sports environments. Non-formal physical education, as a form of adult learning, functions as an alternative or complementary channel for transmitting knowledge, skills, and values in sport, as emphasized by Aliev, Kyseliov & Balashov, Lozovyi & Serhienko, Marynych et al., Rybalko et al., and Fawver et al. [1; 9; 10; 11; 14; 18]. Special attention should be given to mentoring practices in the United States-a country with an advanced coach certification system integrating formal, non-formal, and informal educational pathways (Barilko & Barilko, Ohiienko & Teriokhina, Terenko) [3; 12; 24].

Sports veterans serve as carriers of institutionalized and experiential knowledge, offering substantial support in shaping the pedagogical identity of novice coaches. Mentorship research underscores the importance of interpersonal engagement, practice-based learning, and reflective modeling (Bloom, 2013; Hedlund et al., 2018) [17; 19]. However, the pedagogical potential of veterans as agents of non-formal education remains underexplored-particularly in the Ukrainian academic discourse and in relation to their transnational adaptation experiences (Bazhenov, 2023; Boiko, 2018; Dutchak & Chekhovska) [2; 5; 7]. In the United States, non-formal learning is not only accepted but considered essential for coaches' professional development, in line with the *National Standards for Sport Coaches* (NASPE, 2006) and the *Coach Development Framework* (USCCE, 2020). In states such as California and New York, continuous professional development (CPD) includes mentorship, fieldwork, participation in coaching communities, and certification programs beyond university systems (Mallett et al., 2009; Walker, Thomas & Driska, 2018). These align with andragogical principles and the demands of preparing coaches to operate in dynamic, multicultural sports settings.

Despite growing interest in non-formal coach education, Ukrainian academic literature still lacks empirical studies focused on veteran-led mentoring as a systemic factor in coaching identity formation. Most contributions remain theoretical or anecdotal, and the absence of concrete case analyses-especially within transnational contexts like the U.S.-leaves a gap in understanding how experiential

knowledge is transmitted through non-formal educational models in sport. This gap justifies the relevance of the present case study. Prevailing contributions in the Ukrainian academic field often rely on generalized theoretical approaches or fragmented illustrative examples. However, there is a notable lack of targeted case-based analysis focused on intergenerational interaction-especially in the transnational context of the United States. This gap leaves critical blind spots in scientific understanding of how experiential knowledge is transmitted through non-formal educational models in sport (Bazhenov Yevhenii, Boiko Halyna, Samokhvalova Iryna, Ohiienko Olena, Teriokhina Nataliia, Terenko Olena, Rybalko Larysa et al.) [2; 5; 6; 7; 12; 14]. This highlights the significance and timeliness of the case study proposed in this paper.

The aim of this article is to substantiate the pedagogical potential of mentorship by veteran athletes within the context of non-formal coach education, based on an interdisciplinary analysis of scholarly sources and a descriptive case study of Ukrainian sport veterans currently coaching in the United States-particularly focusing on the experience of Volodymyr Rudchenko.

Methods and Study Design. The methodological framework integrates principles of andragogy, non-formal education theory, mentorship, and sports pedagogy. An interdisciplinary approach was employed, combining pedagogical, sociopsychological, and cultural-contextual analysis. The core method applied was descriptive case study (Yin, 2009), which enabled an in-depth exploration of educational and social processes through lived experience. This was complemented by an expert survey (n = 27). Primary data sources included narrative interviews, long-term participant observation, field notes, and documentary materials related to the educational and coaching work of veteran athletes. The empirical phase lasted over two years, consistent with the principle of contextual immersion. The central figure of the case study is V. Rudchenko, a Ukrainian judo veteran and Master of Sport, with more than 25 years of coaching experience, who developed mentorship practices for young coaches after resettling in the U.S. Following ethical standards, the respondent's identity was approved for inclusion; verbal informed consent was obtained, and all quotations were adapted in line with confidentiality principles.

Theoretical methods included: *narrative-biographical analysis*, to reconstruct the professional trajectory of the veteran coach in the context of sociocultural transformation; *content analysis* of Ukrainian and international academic sources, to systematize key concepts such as "non-formal physical education," "mentorship," and "veteran sport"; *comparative-pedagogical analysis*, to identify distinctive features of coach education within the non-formal sector in the U.S.; *pedagogical synthesis*, to integrate empirical findings with theoretical insights.The research was conducted between 2023 and 2025 in two countries: Ukraine (literature review and expert survey), and the United States (participant observation in sports clubs, immersion in mentoring environments, and case-based analysis).

Sample Description. The study sample included 27 participants-professionals in physical education and sport-with diverse educational backgrounds and levels of

coaching experience. Selection criteria were as follows: (1) a minimum of two years in coaching practice; (2) participation in non-formal programs under the guidance of veteran mentors; (3) motivation for professional growth in intercultural environments. The educational backgrounds of participants spanned institutions in the United States (University of North Carolina at Greensboro, Florida Atlantic University, California State University – Fullerton, George Mason University), Eastern Europe (Lviv State University of Physical Culture, National University of Physical Education and Sport of Ukraine, Academy of Physical Education in Katowice), as well as community colleges and professional certification programs.

The mean age of respondents was 28.3 years. Their professional focus areas included martial arts, team sports, and fitness/wellness disciplines. Approximately 40% had up to three years of independent coaching experience, while the remainder were in the early stages of their professional development. Total: country of origin: Ukraine – 17, country of current practice: USA – 24, degrees: 15 Master's/12 Bachelor's, mentorship language: 21 English/6 Ukrainian or Russian, sports specializations: 14 combat sports / 13 other types (Table 1).

Table 1

Demographic and Educational Profile of Study Participants (n = 27)

Country of Origin	*Country of Current Professional Activity*	*Educational Institution / Program*	*Degree*	*Graduation Year*	*Mentorship Language*	*Specialization*
Ukraine	USA	NUFVSU	Master	2010	English / Ukrainian	Judo
Ukraine	USA	Dragomanov University	Master	2015	English	Fitness
Ukraine	Ukraine	Lviv State University of Physical Culture	Bachelor	2018	Ukrainian	Track and Field
Poland	USA	AWF Katowice	Master	2011	English	Judo
Kazakhstan	USA	Kazakh Institute of Sports	Master	2009	English / Russian	Boxing
USA	USA	University of Florida	Bachelor	2016	English	Baseball
Ukraine	USA	NUFVSU	Bachelor	2019	English	MMA

Mentorship language – primarily English; however, in cases of cooperation with Ukrainian mentors (e.g., Volodymyr Rudchenko and Vadym Synyavskyi), a combination of English and Ukrainian was used, preserving emotional connection and cultural authenticity in the learning process. This approach preserved emotional resonance and value-based authenticity throughout the learning process. The participants' areas of specialization ranged from combat sports (judo, MMA, boxing) to team and individual disciplines (basketball, swimming, fitness, track and field), indicating the multidisciplinary nature of the mentoring programs. The study was conducted as part of an original research initiative exploring the mentoring potential of sports veterans as agents of non-formal education in a transnational context. All participants confirmed the positive influence of mentoring on their professional identity, leadership skills, reflexivity, and capacity for self-coaching.

Results and Discussion. The results of the study were synthesized along three interconnected dimensions: (1) identifying key features of veterans' mentoring practices in the context of non-formal sports education; (2) analyzing the transformation of professional identity among Ukrainian veteran coaches in the U.S.; (3) highlighting the pedagogical potential of their engagement in developing future coaching professionals.

Mentoring by sports veterans as a form of non-formal physical education. Analysis of empirical case studies (V. Rudchenko, V. Synyavskyi, among others) and expert interviews (n=27) revealed core pedagogical traits distinguishing veterans' mentoring from formal coaching instruction: Embodied transmission of experience – rather than relying on standardized instruction, veterans convey knowledge through lived, physical, and emotional presence. As one expert noted: *"Rudchenko doesn't teach you 'how to do it right', he shows you how to live inside the movement-and that's much more valuable.";* Immersive learning model – mentees acquire knowledge through shared activity with the mentor, including error analysis, ethical reflection, and somatic metaphors. For instance: *"Stand not as a fighter, but as someone holding their inner world"* (quote from Synyavskyi's case); Integration of formal and informal elements – mentors bridge academic terminology with life analogies, linking theoretical frameworks to embodied practice. These features align with principles of andragogy (Ildiko, 2018), non-formal education (Walker, Thomas & Driska, 2018) [26], and value-based coaching (Bloom, 2013) [17].

Transformation of Pedagogical Identity among Ukrainian Veteran Coaches in the U.S. The cases of Volodymyr Rudchenko and Viacheslav Synyavskyi demonstrate qualitative shifts in mentor identity shaped by migration, intercultural engagement, and a re-evaluation of personal and professional roles (see Table 2).

Table 2

Identity Transformations in Veteran Mentors

Transformation Indicator	*Case of V. Rudchenko*	*Case of V. Synyavskyi*
Development of intercultural competence	Ability to conduct training in English with American youth; adapts cultural references.	Participation in multicultural sports events and community initiatives
Strengthening of reflexive capacity	Reassessment of Soviet instructional approaches; rejection of authoritarian model	Keeping personal records on each trainee; reflective analysis of mistakes over time
Enhancement of ethical motivation	Voluntary coaching of veterans and youth unable to afford private	Establishment of a "courage club" as a platform for psychological support

A shift not only in external conditions but in the veterans' internal orientation toward "serving the youth" has made their pedagogical approach more holistic and profound. As shown in the previous case study by Cherepiekhina and Rudchenko (2025), the return of a veteran athlete to active coaching often involves a deep internal transformation – a redefinition of self-perception, development of psychological flexibility, and the emergence of new forms of identity [16]. The dual role of athlete and mentor amplifies the learning-by-example effect, strengthens the

resonance with younger professionals, and fosters natural integration of self-coaching principles. This is further supported by our current findings, which show that veteran coaches not only transmit technical skills but also create a value-driven educational environment.

Pedagogical potential of veterans' mentoring activities. We identified five core pedagogical functions that veteran athletes fulfill in the non-formal education of sports coaches: Mentorship as ongoing support – direct involvement in the formative and transitional stages of a young coach's development (1); Modeling of professional behavior through shared action – not only demonstration but co-experiencing professional tasks (2); Transmission of tacit knowledge – especially intuitive and embodied responses acquired through lived experience (3); Emotional stabilization – particularly relevant in work with youth affected by war or migration trauma (4); Motivational mirroring – the mentor as a "reflection of potential resilience" (5). Research into the motivational profiles of young coaches in various sports, including fencing and football, confirms the need to account for individual value orientations during mentoring (Mazin & Byrka, 2022 [21]). These findings are consistent with our U.S.-based data: veterans engaged in non-formal physical education not only convey technical knowledge but serve as inspirational figures, attuned to what drives each young athlete. They adjust their mentoring styles to align with the personal values and aspirations of their mentees. Such an individualized approach is essential for the formation of a resilient professional identity in future coaches (see Table 3).

Table 3

Key survey findings (n = 27)

Perceived impact of veteran involvement in non-formal education	*% of respondents*
Improved practical preparedness of young coaches	92.6%
Development of self-regulation and teamwork skills	85.1%
Creation of a psychologically safe learning environment	70.3%
Formation of professional identity as "value-bearers"	88.8%
Encouragement of self-development towards self-coaching	81.4%

The U.S. experience, particularly through the case of V. Rudchenko, demonstrates the effectiveness of involving veterans as informal educational leaders in physical training programs. However, adapting this model to the Ukrainian context requires tailored initiatives: developing training programs for veteran coaches that account for post-traumatic experiences; creating mechanisms for integrating veterans into higher education institutions as facilitators of non-formal learning; ensuring supportive institutional frameworks for a "soft transition" from military or professional careers into education. The findings of this study encourage a rethinking of the role of veteran athletes within the system of non-formal physical education, highlighting several conceptual dimensions that warrant theoretical integration and pedagogical reflection:

Mentorship as a high-trust pedagogical practice. In both Ukrainian and

international literature, mentoring is increasingly understood not merely as guidance but as a high-reflexivity form of adult education (Ildiko; Gary Bloom) [8; 17]. The experience of veteran mentors examined in this study supports Samokhvalova's (2024) hypothesis that the transmission of tacit knowledge-intuitive, value-based, and embodied-is a core feature of non-formal learning in sports settings [23]. "Mentor trust" is essential: it enables not just instruction but transformation of the self-image as a coach (Bloom; Walker) [17; 26].

Embodied pedagogy and intergenerational interaction. The cases of Rudchenko and Synyavskyi reflect what Walker, Thomas & Driska (2018) describe as *pedagogical embodiment*-when the mentor's body becomes not only a medium of technical demonstration but a carrier of ethical and professional style. This is aligned with the concept of *phronesis* (practical wisdom) in sports education proposed by Hedlund et al. (2018), where the mentor shapes not only skills but an internal posture or ethos of the coach [19]. The intergenerational context, particularly in post-traumatic environments, is conducive to an andragogical model (Terenko, 2018) that supports deep learning and identity development [24].

3. Transnational Pedagogical Identity: Adaptation Without Loss of Essence. Our findings suggest that veteran mentors undergoing migration do not simply adapt-they reconstruct and reaffirm their pedagogical identity within new educational contexts. This process aligns with the concept of *reflexive adaptation* (Ihor Oros, 2018), where an educator preserves core values while reconfiguring their interaction with the host community [13]. In the United States, intercultural competence is not merely a technical skill-it becomes an extension of pedagogical mission. Within multicultural U.S. sports clubs, Ukrainian trainers convey a value-based code of sport as a way of life, echoing Tippy's (2025) notion of "ethical anchoring" in mentoring relationships [25]. The research by Puchyna, Zadorozhna-Knyagnitska, Cherepiekhina et al. (2025) underscores the need for an interdisciplinary model of veteran rehabilitation that integrates medical, psychological, and social support. Our study confirms that engaging veterans in coaching and educational roles can serve not only as a means of self-actualization, but also as a source of transformative pedagogical impact [22]. This dual process benefits both the veterans and the youth they mentor-enhancing mental well-being through experience sharing, shared physical activity, and value-based identification.

4. Rethinking Non-Formal Education in the Context of War and Migration. Amidst the war in Ukraine, recent studies (Bondar, 2024; Rybalko, 2023) reveal a shift in educational emphasis-from formal systems to horizontal, community-driven networks of non-formal support [6; 14]. Ukrainian sports veterans working abroad are forming precisely such hubs of "living pedagogy"-flexible, personalized, and responsive to the needs of youth. The U.S. experience shows that sports schools, private clubs, and municipal programs have integrated mentoring models without bureaucratic friction, enabling adaptive education in post-crisis settings (Barilko, 2011; Ohiienko, 2019; Fawver et al., 2020; Terenko, 2018) [3; 12; 18; 24].

5. Contribution to Educational Policy. Beyond interpreting individual case studies, our findings offer a foundation for rethinking national educational policy

regarding the inclusion of veterans in the training of future coaches. The concept of lifelong learning-central to both Ukrainian and American systems-should incorporate mechanisms for engaging veterans as pedagogical assets with high social resonance. In this regard, recommendations by Yehor Bazhenov (2023) and D. Bermudez (2024) highlight the need for educational systems capable of transforming lived experience into learning capital [2; 4]. We argue that veterans of sport possess not only knowledge to transmit, but the capacity to generate new pedagogical meanings-preserving a humanistic vision of education amidst global transformation. Thus, veteran mentorship may serve not as a reactive measure, but as a long-term strategy for pedagogical renewal in times of crisis.

Conclusions. 1. The Significance of Non-Formal Physical Education: non-formal physical education serves as a valuable complement to formal training, especially in times of social change, migration, and post-war recovery; it provides space for the holistic development of coaches-not only as instructors but as personalities, leaders, and educators. 2. The Role of Sports Veterans: sports veterans play a pivotal role in the non-formal training of coaching personnel by exercising mentoring functions grounded in principles of andragogy, value-based pedagogy, and intergenerational knowledge transmission; their work fosters internal motivation, a sense of responsibility, and strategic thinking among young professionals. 3. Empirical Research Findings: case studies of Ukrainian veteran coaches in the United States (e.g., V. Rudchenko) demonstrate that mentorship: shapes the professional identity of novice coaches; activates self-directed reflective learning; ensures emotional stability and values-based modeling; an expert survey (n = 27) confirmed that mentoring interactions with veterans enhance professional competence, resilience to challenges, leadership development, and long-term motivation. 4. Relevance for the Ukrainian Context: The transnational mentoring experience within the U.S. sports education system suggests its adaptability and applicability in Ukraine; This model is especially relevant for: reintegrating combat veterans; supporting internally displaced professionals; developing innovative coaching communities in the post-war rebuilding phase. 5. Practical Recommendations. To enhance the effectiveness of non-formal coach education based on sports veteran mentorship, it is advisable to: a. Institutionalize mentoring: Establish mechanisms for involving veterans in educational processes as mentors, facilitators, and consultants; Develop certification programs for non-formal mentorship in sports; b. Support veteran coaches: Create support programs for veterans returning to coaching after military service or prolonged breaks; Ensure access to pedagogical, psychological, and social assistance during their reintegration into educational environments; c. Implement a hybrid mentoring model: Integrate hybrid mentoring formats (mentorship + collaborative teamwork) into coaching education programs in Ukraine; Take into account cultural sensitivities, mental frameworks, and contextual conditions of learning institutions.

Theoretical Implications: sports veterans should be recognized as full-fledged agents of non-formal physical education; the integration of sport, pedagogy, psychology, and andragogy reveals a strong interdisciplinary potential; non-formal

education is not only a resource for adaptation but a tool for transmitting life experience, forming professional self-awareness, and promoting sustainable development within the sports community.

Future studies should focus on: developing and testing coaching interaction models such as “veteran–young coach” dyads; designing practical training modules on “mentorship in physical education”; conducting large-scale quantitative research on the motivational impact of mentorship among students in sports education institutions.

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ЧЕРЕПЄХІНА О. А., РУДЧЕНКО В. Є. Неформальна фізкультурна освіта тренерів у США: педагогічний потенціал ветеранів спорту.

У статті досліджується педагогічний потенціал ветеранів спорту як учасників системи неформальної фізичної освіти у США. Мета статті – обґрунтування педагогічного потенціалу

менторства ветеранами спорту у неформальній фізкультурній освіті тренерів, базуючись на міждисциплінарному аналізі джерел та кейс-стаді діяльності українських ветеранів-спортсменів тренерів у США, зокрема, В. Рудченка. Дослідження демонструє, що наставництво ветеранів функціонує як потужна форма міжпоколінньої підтримки, сприяючи розвитку тренерської ідентичності молодих тренерів.

Якісне дослідження українських тренерів-ветеранів, які працюють у США (включаючи особисті траєкторії та стратегії наставництва), було проведено разом з експертним опитуванням (n=27) за участю тренерів на початку кар'єри з різним рівнем освіти та країн. Виокремлено п'ять педагогічних функцій ветерана спорту у неформальній освіті спортивних тренерів: наставництво як безперервна форма підтримки – особиста участь у складних етапах становлення тренера, моделювання професійної поведінки через спільні дії, не лише демонстрація, а спільне проживання дій, передача неявного знання – зокрема інтуїтивних реакцій, пов'язаних із тілесністю, емоційна стабілізація – особливо в роботі з підлітками, що пережили травматичний досвід війни або міграції, мотиваційне дзеркало – ментор як «відображення можливої стійкості». Результати дослідження підкреслюють роль ветеранів спорту не лише як передавачів технічних навичок, але й як посередників формування ідентичності та мотивації в рамках неформального навчання, підкреслюючи специфічні особливості практики наставництва ветеранів: персоналізовану передачу знань через тілесну присутність та спільні дії, акцент на життєвому досвіді та етичному моделюванні, а також емоційну стабілізацію молодих тренерів.

У статті також розглядається потенціал адаптації менторства до українського контексту, включаючи інституційну підтримку програм наставництва під керівництвом ветеранів й інтеграцію таких практик у навчальні програми тренерської роботи.

***Ключові слова**: неформальна освіта, фізична культура, наставництво, ветерани спорту, тренерська робота, професійна ідентичність, тренер, США.*

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КОНЦЕПЦІЯ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ТРУДОВОГО НАВЧАННЯ ТА ТЕХНОЛОГІЙ ДО РОЗВИТКУ ПРОФЕСІЙНОЇ КАР'ЄРИ

Сучасний світ стрімко змінюється під впливом цифрових технологій, глобалізації та інклюзивних освітніх тенденцій. Ці трансформації висувають нові вимоги до професійних компетентностей учителів, зокрема тих, хто спеціалізується на трудовому навчанні та технологіях. У зв'язку з цим постає потреба у розробці цілісної концепції підготовки майбутніх учителів трудового навчання та технологій до розвитку професійної кар'єри, яка б відповідала викликам сучасності. Концепція, як початковий документ, визначає узгоджену систему поглядів на підготовку педагогів, забезпечуючи цілісне розуміння процесів професійного становлення. Вона базується на принципах, що слугують орієнтирами для створення стратегії педагогічної діяльності, та враховує нормативно-правову базу.

Стаття присвячена розробці авторської Концепції підготовки майбутніх учителів трудового навчання та технологій до розвитку професійної кар'єри в умовах сучасних освітніх трансформацій. Розглянуто передумови створення Концепції, що зумовлені глобалізаційними процесами, цифровізацією та реформуванням освіти в Україні. Визначено основні цілі,