

*reaction of the educational process to innovations in science and technology. New, progressive phenomena and trends for several years come to the introduction in the educational process of medical universities. At the same time, changes in the organizational structure of medical institutions in general reflect the progressive state of modern medicine.*

**Conclusion.** *The above facts indicate that the development of medical science and technology undoubtedly affects the structural changes in educational subdivisions of higher medical educational institutions of Ukraine at the end of the XX - beginning of the XXI centuries.*

**Key words:** *higher medical education; medical science; medical technologies; organizational structure of medical universities; training course; department; the end of the XX – the beginning of the XXI century; Ukraine.*

*Одержано редакцією 08.09.2017  
Прийнято до публікації 15.09.2017*

**УДК 378.147 (045)**

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### **METHODOLOGICAL SUPPORT TRAINING FOR SUCCESS OF UNIVERSITY STUDENTS**

**Анотація.** *Серед стратегічних напрямів модернізації підготовки студентів до успішної професійної діяльності розкрито можливості методичної підтримки успішного навчання студентів, її роль у подоланні навчальних утруднень і підвищенні рівня їх навчальних досягнень.*

*Конкретизовано сутність методичної підтримки навчання успіхом, зміст і механізм реалізації. Схарактеризовано різні її форми, які дозволяють активізувати позицію студентів у навчанні, створити умови для закріплення їхніх управлінських, організаційних і професійних умінь і навичок, що забезпечують успіх у розв'язанні професійних проблем і досягненні прогнозованих результатів. Розкрито специфіку і зміст різних форм методичної підтримки (алгоритм творчого вивчення, групові завдання, проекти, консультації). Ефективність здобутих результатів підтверджено даними педагогічного експерименту.*

**Ключові слова:** *управління; успіх; навчання; навчання успіхом; методична підтримка; підготовка до успішної діяльності; подієво-рольова ситуація; методологічний підхід.*

**Introduction.** Complex processes occurring in modern society, increasing the role of education in its further transformation on innovative principles are related to issues of professional development and self-realization of the main figure of the educational process – the student. The need of the society in a creative specialist capable of successful adaptation in the chosen professional sphere, creative professional activity actualizes the new requirements for the training of personnel in the system of modern university education.

In the pedagogical heritage, theoretical grounds for learning success, a successful personality and preparing it for professional success have been substantiated. The formation of a successful person is possible in conditions of humane education (Ya. Komensky), free from the pattern and dogma (J. Rousseau), careful attitude towards the uniqueness of personality (A. Disterweig), comprehensive knowledge of personality (K. Ushinsky), school of joy (V. Sukhomlinsky). A well-known interest is the research of Polish scientists who

justified the conditions for successful teaching, the factors that positively affect a person, the ways of adapting to the constantly changing conditions of life and the development of the ability to withstand negative environmental influences (K. Wojtyła, T. Zakharuk, K. Zhevelik, A. Klim-Klimashevskaya, R. Rossa and others). R. Rossa believed that the introduction of active forms and methods in the practice of teaching will allow students to believe in their strengths and capabilities, responsibly treat educational work, and creatively solve cognitive tasks, which is the basis for learning success and the formation of a successful personality.

Many researchers pay great attention to the problems of the formation of the personality, its training for professional activity, management of these processes. Along with the successes in the theoretical substantiation and practical implementation of the problem posed, one should note the underestimation of methodological support, the lack of attention to improving the mechanisms for managing the training of future specialists for successful professional activity [2].

**The purpose of the article** is to theoretically substantiate and experimentally test the possibilities of methodological support in optimizing the management of the training of future specialists for successful professional activity.

**Research methods.** To achieve the goal, to implement the tasks, to verify the quality of the results obtained, a set of methods (questionnaires, tests, control works of varying degrees of complexity) was used, processing was carried out according to a single program, which made it possible to obtain the same set of data; the criterion for assessing the effectiveness of experienced teaching was the success of student performance of study assignments; indicators: the motivational-value attitude to the teaching, the emotional attitude and the attitude to success, knowledge, skills and qualities, providing a positive result, the activity of the subject position of students in teaching.

**Research results and their discussion.** In the changed social conditions and orientations of the society, the problem of learning the success of a future specialist, training of personnel, the basis of the worldview of which was the philosophy of success, is actualized.

Successful learning is not a single method or technology, but a special pedagogical philosophy, inextricably linked to the personal way of being a person. Successful training allows performing qualitatively the tasks facing the modern education.

Successful training allows you to perform high-quality tasks facing the modern education. N. Talyzina also notes that it is important «without increasing the terms of training, at the same time to improve the quality of training and increase the amount of information to be learned in the process of training» [3, p. 59]. The role of the university is to create a system of conditions favorable for personal self-cognition, professional self-development and self-expression.

The successiveness of the training and activities of future specialists largely depends on the management philosophy. The essence of this philosophy is a flexible system of advanced information and methodological support for students, which provides targeted personal-oriented stimulation of professional development and promotes the students' transfer to a self-regulatory regime.

In the process of managing the training of students for successful professional activity, it is important to have a specific plan for personal-oriented professional support. In the implementation of this plan, an important role is played by timely methodological support provided by the head of the educational process as an important element in managing the training of students for successful studies.

In the course of the ascertaining experiment, 20 % of students were identified with the quality of pedagogical knowledge above the average level, 64 % were identified with the quality of pedagogical knowledge with the quality below the average level.

The reasons for this situation lie in outdated methods and technologies of teaching, ignoring the creative nature of professional work and its specifics in the teaching process, underestimation of the role of methodological support and training by the success of students.

However, teachers and students do not adequately assess the qualitative level of mastering the pedagogical theory. The reasons for such a situation should be sought in the underestimation of the pedagogical theory as an important component of the students' professionalism, outdated content, methods and technologies, the predominance of reproductive forms and methods in the study of pedagogical disciplines, ignoring the creative nature of pedagogical work and its specifics in the teaching process.

The data collected in the course of the survey of students indicate the potential reserves of management of the future specialists' training for successful professional activity. The analysis of attending classes in academic disciplines shows that the reasons for the decline in the quality of knowledge are due to:

- the lack of positive motivation for studying disciplines (39 % of students study the academic disciplines in order to fulfill the curriculum);
- the teachers' undervaluation of innovative technologies (41 % of students answered that they use innovations in their practice, 25 % of students use traditional, proven by time and practice technologies, 34 % of students believe that all new is well-forgot ten old one);
- undervaluation of active forms and methods, preference for verbal and reproductive methods and traditional forms (often – 27 %, but not infrequently – 29 %).

The analysis of the students' academic achievements in mastering the curriculum material and practical experience allows us to speak about the low effectiveness of the educational process in the system of university education. The analysis of the exam marks on the disciplines under study indicates an overestimation of the results of the educational work. 79 % of respondents note that teachers assess knowledge formally.

In the course of the ascertaining experiment it was revealed that the majority of students are not satisfied with the level of teaching, formalism in the actions of university teachers. There is a steady dynamics of unsatisfied students with the quality of teaching the academic disciplines to senior years. To the question «Are you satisfied with the organization of the educational process in the disciplines to be studied?» 169 students answered «yes»; 109 – «not really»; 22 – «no»; and to the question «Are you satisfied with the organization of industrial practice?» 149 students answered «yes»; 136 were not quite satisfied; 15 were not satisfied at all. 163 students are satisfied with the level of training; 110 students are not quite satisfied; 27 students are not satisfied at all.

The educational results of students speak about the low quality of vocational training as well. The total sample of students' academic achievements showed the following results: only 44 students get excellent marks; 136 students have good marks; 120 students have satisfactory marks.

Every third student has satisfactory knowledge. With the help of Rokich's test the attitude of students towards the creative assimilation of curriculum material was revealed. The students gave preference to such qualities as creativity (the first place) and independence (the second place). The 11th place out of 16 places available was given to cognitive activity and the 12<sup>th</sup> place was given to creativity in cognition. The reasons for the underestimation of creative cognitive activity are formalism and dogmatism in the organization of the educational process in academic disciplines, mechanical mastering of the theory, and underestimation of timely methodological support by the teachers. The students' preference for such qualities-values (creativity and independence) testifies that they often occupy a passive position, acting as simple executors of instructions, methodical recommendations of teachers.

Formalism in the actions of teachers, ignoring of creative types of academic work adversely affect the formation of a positive attitude toward the study of academic disciplines. The choice of three training options: «an interesting presentation of instructional information by the teacher, a combination of active actions in the system of «teacher-student» relations, independent study of educational material» showed that students are not motivated to work independently at academic subjects. The latter option was not chosen by a single student. 27 % of students did not make a choice in all three options. 43 % preferred to passively study the disciplines under the guidance of the teacher. 30 % noted the need for methodological support in overcoming educational difficulties and psychological barriers, which are often found in university practice.

More than a third (40 %); students are convinced that their success in professional activity depends on the belief in their own strength; 11 % hope for influential friends; 10 % believe in luck; 3 % – to hope for support of wealthy parents. 56 % do not have a positive attitude toward their chosen profession. One third of students do not have plans for the future, arguing that their specialty will not be in demand on the labor market.

Observations and analysis of classroom visits showed that teachers mainly focus on the students' attention to mandatory mastery of program material. Often, they underestimate the purposeful work to develop a positive attitude of future professionals to the chosen profession and successful work as an important prerequisite for their professional development, which adversely affects the formation of success – a professional personality trait and career growth in the future.

The collected data made it possible to assert that training success and methodological support, as an important link in the managerial actions of the teacher, have not yet received proper recognition. We have tried, in the course of the implementation of an experienced training program, to identify the possibilities of methodical support of learning by success as a means of managing the training of future specialists in the system of university education.

Learning success we consider as the interaction of the teacher and students in cognitive activity on the principles of the perspective of personal growth and educational achievements, the joy of knowing and overcoming ignorance, the result of which is the formation of success as a stable personality trait and career growth of a modern specialist [8, p. 9].

Learning success is a rather complex and contradictory process, the result of which is determined by timely methodical support in the system of «teacher-student» relations.

The reasons for this situation are to be found in untimely methodological support and assistance from teachers during their adaptation to the educational process at the university. Given that in pedagogical practice the opportunities for methodological support are not fully used in the course of mastering the chosen profession by students, we have tried to identify its possibilities in optimizing the management of the training of future specialists for successful professional activity.

In dictionaries the concept of «support» means to help, to promote, to maintain in a certain state, to serve as a support. Support is a professional activity aimed at overcoming the obstacles that prevent the future specialist in professional development, successful mastering of the chosen profession and the formation of successiveness as an important professional trait of his personality.

In the pedagogical practice there is an opinion that support is needed only at the initial stages of education of elementary school children. However, this is not quite true. Getting into problem situations, the student accepts support as an opportunity for self-realizing, learning and achieving success, professional growth and getting satisfied with the work done. Methodological support stimulates the formation of the student's consciousness, his notion that to achieve professional success it is necessary to be able to solve professional and personal problems and understand the reasons for their occurrence.

Methodological support is the teacher's response to the problem that the student faces, and who can not always cope on his own with its solution. The complexity of the teacher's actions and their effectiveness require competent managerial decisions, the ability to timely determine the semantic and effective dynamics of methodological support, and to know how to provide timely assistance to the students. Methodological support combines two stages:

1. Creation of conditions in which the students change their attitude to the difficulties arising in everyday reality; stimulation of their positive motivation to actively fight against these difficulties, development of their ability to model the situation of success. At the first stage it is important to teach students the methods of self-management through their own volitional efforts, emotions, actions and deeds.

2. At the second stage of methodological support, the teacher should attract the students' attention to mastering the ways of managing their own behavior, ways of gaining experience in overcoming possible difficulties, and finding optimal solutions. At this stage, the need for overcoming difficulties, independent choice of ways to solve the problem is especially significant. The teacher directs his efforts on the development of the students' aspiration to transform failure into success.

Methodological support is the source of self-upbringing and self-education of students, helping each of them to realize their own capabilities and spheres of application, ways to control their emotional state and professional behavior. Methodological support is designed to simulate such situations in the university reality, so that students have the opportunity to comprehend their actions and deeds, to try their hand at various situations, to rationally use the freedom to choose rational solutions and methods of action, to realize what the chosen profession demands of them and what is necessary for successful activity in the professional sphere.

Timely methodological support not only allows the students to be concentrated on complex aspects of professional development, emerging contradictions and difficulties in professional development, stimulating the need for their overcoming, but also provides the necessary conditions for:

- cooperation in the educational process, and partnership interaction;
- assistance in the development of confidence and independence, self-sufficiency and successiveness;
- tutorial;
- rational management of the students' training for successful professional activity.

Methodological support is based on students' study, their psychological state and well-being (the availability of low self-esteem, inferiority complex, increased anxiety and suspicion, low level of social skills, excessive self-criticism, sensitivity, laziness). The identification of the student's potentials, the ways of their development makes a positive effect on his successiveness and creation of a positive professional image. It is necessary for future specialists to develop the need for cooperation and co-creation, assistance and support from the teacher and render the same assistance to all those who need it, to prevent aggressive actions on the part of the students. Attracting students to provide timely assistance to their colleagues in their academic work is an important point in managing their training for successful professional activity.

Forms of methodological support are quite diverse. They perform different functions in the educational practice. In their implementation, an important role is played by managerial actions of the teacher, whose function is to teach students to effectively use the methods and tools of methodological assistance. Success in any business is associated with a person's subjective experience [5; 7; 8].

Modeling of training sessions should aim both the teacher and the students at taking account of subjective experience that positively influences the choice of rational means,

forms, ways and methods of work. Methodological assistance with the use of various means (didactic materials, methods of influencing the participants in the cognitive process) promotes each student to become aware of his abilities and capabilities, realize them with maximum efficiency in acquiring and deepening individual experience.

The main thing in the organization of classes is the teacher's distinguishing the constructive activities, in the center of which there will be the activity of students, reliance on their capabilities and abilities, interests and needs in professional formation and development (the main directions are given in Table 1):

Table 1

**The main directions of the teacher's activity in the educational process**

<b>Activities</b>	<b>Ways and means of achieving</b>
Reliance on students' subjective experience	Setting questions to clarify the subjective experience; Exchange of experience on the issue under study; Bringing all participants to the right decision through supporting the most optimal versions of the participants in the discussion of the educational problem; Building on their basis new versions, judgments, concepts; Generalization and systematization of subjective experience on the basis of interaction, cooperation and co-creation in the educational process
Use of didactic material	Use of various sources of information; Application of problematic, non-standard tasks; Free choice of tasks of various types and forms; Use of differentiated tasks taking into account cognitive experience, professional interests, needs, attitudes of students
Nature of communication in class	Respectful attitude to each statement of the student, regardless of its completeness, correctness, conformity to the topic; Tactfulness in communicating with students; A positive reaction to the student's response; Psychological support, encouraging the student's confidence in answering or expressing one's own opinion, position, point of view
Activating the position of students in the course of training activities	Stimulation of their independence, activity, initiative in solving educational problems; Analysis of all opinions, points of view of students without imposing the teacher's own opinion as the only true one; Analysis of ways to solve learning problems and student actions; Identification of the most optimal ways chosen by students; Discussion of the most rational ways leading to professional success; Estimation of the result and the process of obtaining it
Pedagogical flexibility in working with students	Creating the atmosphere of «inclusion» of each student in the educational process; Providing an opportunity for everyone to show quick-wittedness, creativity in work; Creating the necessary conditions for creativity and non-standard actions; Providing psychological comfort and timely pedagogical support

This position of the teacher in the classroom with students facilitates the manifestation of the personal potential of each participant in the learning process, stimulates their independence, activity, initiative, and promotes the acquisition of creative work experience that serves as the basis for successful professional activity in the future.



One of the means of methodological support and professional accompaniment may be problem groups. Their goal is to create an atmosphere of making the future specialists interested in their own professional growth. The activities of the problem group are based on a diagnostic basis and aimed at identifying the strengths and weaknesses, determining the zone of the nearest development of each participant in the problem group, and the development of a program for professional self-development. The basis of the group's work is design activity, and the method of its implementation is the project.

The subject of design activities can be diverse: «Educational activities, its productivity – from the point of view of the teacher and students»; «Psychological comfort as one of the factors of successful professional activity»; «Students' opinions about the opportunities for professional development in the educational university environment»; «Pedagogical influence and interaction are important tools for managing the educational process». Methodological support in the process of students' fulfillment of the design activity is carried out in the form of individual consultations, practice-oriented seminars, round tables, meetings of the debating club «The Real Professional and I».

Among the forms of methodological support, an algorithm for the creative study of phenomena, processes, and facts is singled out. According to V. Boyarkina, the algorithm is built on the general scheme of the process of cognition and combines the following components in its structure: «discovery» – «resources» – «boundaries» – «questions» – «explanations» – «model» – «management» – «application» [1].

The idea of the algorithm is to combine educational, research and creative assignments with the purpose of developing future specialists' creative thinking, their ability to generate new ideas, to foresee the consequences of implementing these ideas into practice.

The main links of the algorithm are the discovery of the fact and phenomenon to be studied; identification of resources, description of the object of study; the definition of the boundaries of its operation and application; formulation and statement of the problem; the promotion of hypotheses, the design of proofs and experiments on the assumptions made; the development of a model for studying the phenomenon; studying the possibilities of managing these phenomena; design activities and the generation of new knowledge; psychological and pedagogical examination of the conducted research; development of ideas, justification of their effectiveness and applicability to professional practice.

When using the algorithm of creative study of phenomena in the process of the future specialists' training for successful activities, it is advisable to practice tasks by groups: one group studies and analyzes different points of view on the essence of the phenomenon being studied; another reveals its specific features and significance for professional practice; a third one develops the ways to implement ideas in practice.

Elaboration of various parts of the algorithm in the course of training sessions stimulates future specialists to creatively solving professional problems, revealing the creative nature of the phenomena being studied; increases their professional competence; forms the need to achieve professional success.

The construction of training sessions on the principles of future growth, success situations and various forms of methodological support stimulates future specialists to the creative solution of professional problems, revealing the creative nature of the phenomena being studied; increases their professional competence; forms the need to achieve professional success in independent activity.

The data collected in the result of the pilot training show the positive dynamics of the future specialists' professional development. The stable dynamics of students' satisfaction with the quality of training was revealed: 219 students answered «yes»; 60 – «not really»; 12 – «no»; As far as students' satisfaction with organization of production practice is concerned, 211 students gave positive answers; 62 were not quite satisfied; 8 gave negative

answers. 86 % of students explained the reduction in the number of failures in the academic work with the teacher's timely methodological support; 44 % of the students surveyed noted a steady need for bringing the assigned task to a positive result; 41 % believed in the possibility of professional success in their individual activity; 38 % changed their attitude to themselves, they believed in their own strengths and abilities; 36 % – have a need for non-standard solutions to educational problems.

After completion of the program of experienced training, the high level of success increased by 12.2 %, the average level – by 19.4 %, the number of students with a low level of success decreased significantly, from 56.5 % to 24.9 %.

The obtained results confirmed the tendency of interaction of methodical support of teaching by the success of students and their academic achievements, revealed in the joint research of Ukrainian and Polish scientists published in the collective monography «Pedagogy of Success: The Practice-Oriented Aspect» (Cherkasy-Siedlce, 2015).

Methodical support of learning by success, providing positive motivation, emotional attitude and orientation to success, active subjective position in overcoming the emerging difficulties, securing the necessary knowledge, skills and qualities, stimulating the students' confidence in their abilities and opportunities to achieve the goal, stimulates the growth of the level of competence and readiness of future specialists for successful activities [10].

Timely identification of difficulties and methodological support on the part of the teacher positively stimulates the growth of the level of the future specialists' pedagogical competence and readiness for successful professional activity.

**Conclusions.** Methodical support of learning by the success of students is a mechanism of quality higher education and provides psychological comfort to each participant of the educational process, the impact of success on the professional formation of future specialists, their steady installation on the formation of success as an important characteristic of professionalism.

The entire system of the university's work should be oriented towards mastering fundamental knowledge, the ability to use them creatively in solving professional problems, acquiring subject experience, creative style of activity, and active position of students in teaching. Optimization of students' academic achievements is conditioned by teaching success and timely methodological support in the system of university education.

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**Abstract.** KONDRASHOV Mikola Mikolayovich. *Methodological support training for success of university students.*

**Introduction.** In the article, among the strategic directions for modernizing the preparation of students for successful professional activity, the possibilities of methodical support of teaching by the



success of students, its role in overcoming difficulties and raising the level of their educational achievements of future specialists in creative activity are revealed.

**The purpose of the article** is to theoretically substantiate and experimentally test the possibilities of methodological support in optimizing the management of the training of future specialists for successful professional activity.

**Methods of research.** The complex of methods for achieving the planned goal, the reevaluation of tasks, the quality control of the results of the experienced training was used, the criterion for assessing the effectiveness was the success of the training, the factors: the motivational and value attitude to learning, the emotional attitude and attitudes to success, knowledge, skills and qualities that success of educational activity, activity of the subject position of students in teaching.

**Statement of the main material.** The essence, content, mechanism of its realization, various forms allowing to put students in an active position, thereby create conditions for consolidation of their managerial, organizational and vocational-pedagogical skills, providing success in solving professional problems and achieving predictable results, is concretized. The specifics and content of various forms of methodological support are revealed (algorithm of creative study, group tasks, projects, consultations). The effectiveness of the results obtained is confirmed by the data of the pedagogical experiment.

**Conclusions and prospects for further research.** The research confirms the positive tendency of growth of students' educational achievements under the influence of timely methodical support and methods of teaching success, which is the basis of their successful professional development. Among the perspectives of further research is the need to study innovative approaches to the toolkit for evaluating learning outcomes by the success and methodological activity of a higher education institution.

**Key words:** management; success; learning; learning success; methodological support; preparation for successful activity; event-role situation; methodological approach.

Одержано редакцією 20.09.2017

Прийнято до публікації 29.09.2017

УДК 378.091.12.011.3-051:005.336.5“191” (045)

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## **СОЦІАЛЬНО-ПРАВОВИЙ СТАТУС І ПРОФЕСІЙНА САМОРЕАЛІЗАЦІЯ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ УКРАЇНИ НА ПОЧАТКУ ХХ СТОЛІТТЯ**

**Анотація.** У розвідці здійснено спробу розкриття структури професорсько-викладацького корпусу, його якісних характеристик, забезпечення засобів мотивації та стимулювання прагнення викладача до високорезультативної науково-педагогічної діяльності. З'ясовано функціональні обов'язки, рівень матеріального і соціального забезпечення, національні, соціальні й гендерні особливості професорсько-викладацького складу в умовах Російської та Австро-Угорської імперій. Проаналізовано комплекс прав (корпоративних, академічних, громадянських, політичних, права соціального захисту), якими були наділені науково-педагогічні кадри України на початку ХХ століття. Виявлено спільні й відмінні риси соціально-правового статусу викладачів вищої школи в освітньому просторі двох імперій.