

**PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS
OF MODERN SPECIALIST FORMATION**

Collected articles

ANAGRAM Publishing House
Warsaw, 2017

UDC [37.015.3:167.1]-043.83-057.4(06)

P 96

DOI 10.26697/9789669726094.2017

Editorial Board:

Melnyk Yu.B. – Doctor of Philosophy in Pedagogy, Docent, Professor at the Department of Psychology and Pedagogy, National Academy of the National Guard of Ukraine;

Juchnowicz M.G. – Doctor of Economic Sciences, Professor, Institute of Human Capital Warsaw School of Economics, Poland;

Dmitrenko T.O. – Doctor of Pedagogic Sciences, Professor, Kherson State University;

Iskakova L.T. – Doctor of Pedagogic Sciences, Professor, JSC «NCPD «Orleu», the Republic of Kazakhstan;

Kaidalova L.G. – Doctor of Pedagogic Sciences, Professor, National University of Pharmacy;

Kolbina T.V. – Doctor of Pedagogic Sciences, Professor, Simon Kuznets Kharkiv National University of Economics;

Kolbina V.V. – Doctor of Philosophy in Philology, Docent, Friedrich-Alexander-University Erlangen-Nuremberg, Germany;

Kostikova I.I. – Doctor of Pedagogic Sciences, Professor, H.S. Skovoroda Kharkiv National Pedagogical University;

Kostyuchenko E.V. – Doctor of Psychological Sciences, Docent, Kyiv National University of Culture and Arts;

Nagaev V.M. – Doctor of Pedagogic Sciences, Professor, Kharkiv Research Center for Management Education didactics;

Olefir V.O. – Doctor of Psychological Sciences, Docent, V.N. Karazin Kharkiv National University;

Pelepeychenko L.M. – Doctor of Philological Sciences, Professor, National Academy of the National Guard of Ukraine;

Plachynda T.S. – Doctor of Pedagogic Sciences, Docent, Kirovohrad Flight Academy of National Aviation University;

Polischuk V.M. – Doctor of Psychological Sciences, Professor, Lviv Polytechnic National University;

Prykhodko I.I. – Doctor of Psychological Sciences, Professor, National Academy of the National Guard of Ukraine;

Zemlyanskya E.V. – Doctor of Psychological Sciences, Professor, Kharkiv National University of Internal Affairs.

Psychological and pedagogical problems of modern specialist formation : collected **P 96** articles. – Warsaw : ANAGRAM; Kharkiv : KRPOCH, 2017. – pp. 150, illus., tabs., bibls. – ISBN 978-83-65554-15-4; ISBN 978-966-97260-9-4.

110 copies

Authors are responsible for content of the materials.

The collection is placed in the international scientometric databases, repositories and search engines.

ISBN 978-83-65554-15-4 (Poland)

ISBN 978-966-97260-9-4 (Ukraine)

© Authors of articles, 2017

© ANAGRAM, 2017

© KRPOCH, 2017

Psychological and pedagogical problems of modern specialist formation

CONTENT

Melnyk Yu., Pypenko I. Innovative potential of modern specialist: the essence and content	9
Bondarenko V., Gulina M. Features of organization of business etiquette skills as the basis of formation of professional ethics of the masters in technical specialties	17
Shepel M. The role of a foreign language teacher in the process of the professional training of future experts of the machine-building industry	24
Yuzefovych K. Analysis of the readiness of future philologists to use SMART technologies in professional work	30
Mitina S. The factors of emotional burnout of the teacher of the higher educational institution	34
Drobot O. Development of professional consciousness from the viewpoint of preparation of future specialists	38
Kostina V. Formation of professional readiness of future specialists in social sphere for prevention of maladjustment among pupils	43
Kondratska L. Spiritual prospects of musical anthropology in post-modernism context	49
Zavaruiyeva I. Intercultural communication and the use of non-verbal means in the learning foreign	57
Kozhevnikova A. Student mobility: inside view	64
Podcherniaieva N. Experience of realization of Day of Europe at euroclubs in general educational establishments	68
Orlov N. Clarification of the notion «Information and psychological protection of law enforcement forces» in scientific research in the field of national security	75
Gordyeyeva A. Developing future psychologists' English communicative skills with the Academic Encounters series	80

Savchenkov O. Book perspectives in modern education: the death or rebirth	84
Perezva E., Mironenko S. The formation of computer literacy and information culture among future specialists of the transport industry	93
Behun-Trachuk L. The category «professional burnout»: the essence and characteristic	100
Lazareva O., Kovtun O. Developing soft skills at ESP classes in technical HEIs	108
Chuvasova N. Methodological approach to the research of the problem of future chemistry and biology teachers' creative potential development in higher educational establishments	116
Grankina-Sazonova N. The study of psychology students' emotional intelligence as an important factor of professional formation	124
Polyakova G. Environmental, marketing-monitoring and stakeholder approaches to institutional quality assurance in higher education	131
Khachatryan Ye. Aspect analysis of cross-cultural discourse competence of future specialists in economics	140
AUTHORS	148

**ENVIRONMENTAL, MARKETING-MONITORING AND
STAKEHOLDER APPROACHES TO INSTITUTIONAL QUALITY
ASSURANCE IN HIGHER EDUCATION**

The content of environmental, marketing-monitoring and stakeholder approaches has been actualized and developed. The ways of their implementation for internal quality assurance in higher education institutions are proposed. The essence of the environmental approach in higher education is considered as theory, methodology, tools of indirect (through the environment) management of personal and professional students' formation, development, self-development and self-actualization of the educational process subjects. The implementation of this approach is presented through the introduction of a system of actions for the integral quality assurance and development of educational environment components in higher education institutions (value-oriented, socio-psychological, informative-communicative, spatially-objective, the use of educational monitoring technologies and feedback tools for the educational process subjects. The marketing-monitoring approach involves studying the external and internal environment in the higher education institutions as marketing and creating strategies for education quality on this basis. Its implementation will be presented in undertaking marketing-monitoring studies, which form the basis of information quality management in higher education institutions. The stakeholder approach allows to consider a higher education institution as a stakeholder-company concentrating on the parties concerned interests. The implementation of this approach is in defining the parties concerned groups in a higher education institution (external and internal stakeholders), studying their positions (aims, interests, expectations, requirements, needs, etc.), as a consequence presenting educational services quality evaluation and providing appropriate changes in higher education institutions activity.

Keywords: *quality assurance of higher education, environmental approach, marketing-monitoring approach, stakeholder approach.*

Introduction

The training of modern specialists is carried out in the conditions of active reformation of the national system of higher education in Ukraine, which is aimed at joining the European educational environment, ensuring the quality of higher education at the level of national and international standards.

In the Communiqué of the Conference of European Ministers Responsible for Higher Education «The Bologna Process 2020 – the European Higher Education Area in the new decade» (28-29 April 2009), the following priorities for the development of the European higher education area are outlined: Social dimension: equitable access And completion, Lifelong learning, Employability, Student-centered learning, and the teaching mission of higher education, Education, research and innovation, International openness, Mobility, Data collection, Multidimensional transparency tools, Funding [19].

The main components of the quality assurance, that a higher education institution has to focus on, are identified in the Standards and Guidelines for Quality Assurance, that is: Policy for quality assurance, Design and approval of programs, Student - centered learning, teaching and assessment, Student admission, progression, recognition and certification, Teaching staff, Learning resources and student support, Information management, Public information, On-going monitoring and periodic review of programmes, Cyclical external quality assurance [18, p. 9-17].

The construction of internal quality assurance systems in higher education institutions makes it necessary to turn to the international and local research of theory and practice, to look for new approaches to the management of the quality of educational activities and the results of higher education. We propose to draw attention to the following methodological approaches: 1) environmental, as the quality of educational results depends on the quality of educational conditions and resources of higher education institutions; 2) marketing-monitoring, as the providing of educational services is carried out in open market conditions; 3) stakeholder approach, as the quality of higher education must meet the requirements and needs of the parties concerned.

Materials and methods

The article presents methods of analysis and generalization of scientific research for studying the state of development of the problem; modeling for determination the essence of environmental, marketing-monitoring and stakeholder approaches to quality assurance in higher education.

Psychological and pedagogical problems of modern specialist formation

Results

Ensuring the quality of higher education is directly related to the formation of a qualitative model of the educational environment, its ability to respond to external and internal changes, the availability of tools (methods, technologies), monitoring demand and satisfaction of stakeholders in higher education.

Quality of higher education is defined as «A multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme or discipline» [14, p. 70].

Quality assurance – «An ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system» [14, p. 74].

Quality assurance at the institutional level will be facilitated by the *environmental approach*.

Referring to the environmental approach in higher education was considered by A. Artyukhina [1], M. Bratko [4], O. Horchakova, [8], T. Menh [11], O. Yaroshinskaja [20] and others.

The study of above-mentioned research allows to consider the environmental approach in higher education as: theory, methodology, tools of indirect (through the environment) management of personal and professional students' formation, development, self-development and self-actualization of the educational process subjects.

On the basis of the analysis and generalization of scientific research of M. Bratko [4], O. Horchakova [8], and our previous studies (G. Polyakova [13]) as for the educational environment in the higher education institutions essence and structure, we define the educational environment of a higher educational institution as a conceptually holistic, loosely-coupled interconnections, conditions, impacts and resources that excite, direct, support the activity of higher education institutions subjects (internal stakeholders) for personal professional development, personal potential realization and satisfaction of educational needs. Components of the educational environment are the following: value-oriented, socio-psychological, informative-communicative, organizational-active, spatially-objective (physical and virtual).

An environmental approach to institutional quality assurance in higher education will consist of introducing a complex of actions with the higher education institutions educational environment, aimed at the integral quality assurance and development of its components, taking into account external and internal changes, equipped with educational monitoring technologies and feedback tools for the educational process subjects.

The second approach we have highlighted for providing quality education in higher education institutions is the *marketing approach*. The basis of the marketing approach in education can be found in the studies of B. Bratanich [3], V. Dmitriiev [5], P. Gibbs [7], Ph. Kotler, K. F. A. Fox [10], A. Pabedinskaite, M. Friman [12], Z. Riabova [16] and others.

In the marketing approach, the external environment in the higher education institutions is considered as a marketing environment and creating strategies for education quality on this basis, that is «a set of active subjects and intensity operating outside the firm and affect the ability of the marketing service management to establish and maintain relationships of successful cooperation with target clients» [10, p. 103].

The marketing-monitoring approach to the internal quality assurance in higher education institutions will be presented in creating a system of marketing-monitoring studies, which form the basis of information quality management: the study of world and national trends in the development of higher education; the study of the labor market (demand, supply, requirements); determination the higher education institutions competitiveness (its image, attractiveness, competitive advantages, positioning in national and international ratings); definition of strategic development state in higher education institutions; the study of competitors in providing educational services.

Due to the growth of human-centred orientation in social-pedagogical systems, the stakeholder approach based on R. E. Freeman theory of the parties concerned focuses attention.

The stakeholder approach in higher education was considered by, O. Belash, M. Popov, N. Ryzhov, Y. Ryaskov, S. Shaposhnikov [2], M. Rahmanova, K. Solodukhin [15], V. Savvinov, V. Strekalovskij [17] and others. In these studies, consideration of stakeholders' interests in management, strategic analysis and image formation are considered.

The stakeholder approach allows higher education institutions to be viewed as a stakeholder company, that is «an organization whose precondition is the ability to establish and maintain relationships with the parties concerned» (M. Rachmanova, K. Solodukhina) [15].

By R. E. Freeman definition, the parties concerned of the company are «any individuals, groups or organizations that have a significant influence on the decisions made by the firm and/or are under the influence of these decisions» [6, p. 25].

V. Savvinov, V. Strekalovs'kij distinguish two groups of stakeholders in higher education institutions: external and internal stakeholders. External stakeholders include a state; regional executive authorities and local self-government bodies; employers (representatives of business and social sphere); students, entrants, their parents; different

Psychological and pedagogical problems of modern specialist formation

educational institutions located in the region; various public organizations and associations [17]; to this list we suggest adding ratings agencies, quality certification agencies (international, national); mass-media. The internal stakeholders include students of all levels of education (undergraduate, master's degree), post-graduate students, doctoral students; their parents; scientific and pedagogical staff; educational auxiliary and administrative staff [17]. To this list it is necessary to add functional structural units (departments, faculties, laboratories, centres, groups, student youth organizations).

The use of the stakeholder approach for ensuring the quality of educational activities in higher education institutions will be presented by means of technologies, tools for studying the positions of external and internal stakeholders of higher education: their attitudes, demand, requirements, needs, expectations, and satisfaction with the quality of educational services. These data should be taken into account for the appropriate changes in the organization and updating of the educational process content.

Discussion and conclusions

The concept of «quality of higher education», «quality assurance» has been considered. On the basis of analysis and generalization of local and foreign experience, the content of environmental, marketing-monitoring, and stakeholder approaches in higher education institutions has been reviewed and actualized. The ways of their implementation for internal quality assurance in higher education institutions are proposed.

The use of environmental approach suggests the following: 1) defining the educational environment of a higher education institution as a conceptually holistic, loosely-coupled interconnections, conditions, impacts and resources that excite, direct, support the activity of higher education institutions subjects (internal stakeholders) for their personal professional, personal potential realization and satisfaction of educational needs; 2) identification the structural components of the educational environment (value-oriented, socio-psychological, informative-communicative, spatially-objective); 3) providing a system of actions with the higher education institutions educational environment, aimed at the integral quality assurance and development of its components, taking into account external and internal changes; 4) the use of educational monitoring technologies and feedback tools for the educational process subjects.

Using the marketing-monitoring approach is assumed: 1) defining the external and internal environment in the higher education institutions as marketing; 2) conducting marketing - monitoring studies, that form the management information basis of marketing management in higher

educational institutions; 3) making on this basis management decisions as for educational activity quality and higher education results quality.

The implementation of the stakeholder approach to institutional quality assurance in higher education is as follows: 1) to consider higher education institutions as stake-companies; 2) to identify parties concerned groups (external and internal stakeholders); 3) to study external and internal stakeholders' positions (aims, interests, expectations, requirements, needs, etc); 4) to present educational services quality evaluation; 5) to provide appropriate changes in higher education institutions.

The use of the above-mentioned approaches in higher education institutions will allow to create such an internal quality assurance system that takes into account changes in the external and internal environment of higher educational institutions, will be based on a marketing strategy in providing educational services, will have operational information support to identify the main interests and educational needs quality of all the parties concerned.

References

1. Artjuhina, A. I. (2006). *Obrazovatel'naja sreda vysshego uchebnogo zavedenija kak pedagogicheskij fenomen [The educational environment of a higher educational institution as a pedagogical phenomenon]*. Volgograd: Vol. GMU. (in Russian)
2. Belash, O., Popov, M., Ryzhov, N., Ryaskov, Y., Shaposhnikov, S., & Shestopalov, M. (2015). Research on University Education Quality Assurance: Methodology and Results of Stakeholders' Satisfaction Monitoring. *Procedia. Social and Behavioral Sciences*, 214, 344-358.
3. Bratanich, B. (2006) Osvitnii marketynh v konteksti hlobalizatsii [Educational marketing in the context of globalization]. *Filosofiiia osvity – Philosophy of education*, 3(5), 103-110. (in Ukrainian)
4. Bratko, M. (2015). Environmental approach in higher education: methodological aspects. *Neperervna profesiina osvita: teoriia i praktyka – Continuing professional education: theory and practice*, 4(45), 15-18.
5. Dmytriiev, V. Yu. (2013). Kontseptsiia marketynhovooho menedzhmentu u sferi posluh VNZ [The concept of marketing management in the field of services of higher educational institutions]. *Problemy suchasnoi pedahohichnoi osvity. Pedahohika i psykholohiia – Problems of modern pedagogical education. Pedagogy and psychology*, 40(1), 96-100. (in Ukrainian)
6. Freeman, R. E. (1984). *Stakeholder Management: A Stakeholder Approach*. Marshfield, MA: Pitman Publishing.

Psychological and pedagogical problems of modern specialist formation

7. Gibbs, P. (2001). Higher education as a market: a problem or a solution? *Studies in Higher Education*, 26, 85-94.

8. Horchakova, O. A. (2011). Seredovyshchnyi pidkhdid do upravlinnia navchalnym zakladom v umovakh polikulturnosti [An environmental approach to management of an educational institution in a multicultural environment]. *Visnyk Cherkaskoho universytetu – Cherkasy university herald*, 209(1), 8-15. (in Ukrainian)

9. Kotler, Ph., & Fox, K. F. A. (1985). *Strategic Marketing for Educational Institutions*. New Jersey: Prentice Hall.

10. Kotler, Ph. (1995). *Osnovy marketinga [Marketing bases]*. Moscow: «Biznes-kniga», «IMA-Kross. Pljus». (in Russian)

11. Menh, T. V. (2008). Sredovyy podhod k organizacii obrazovatel'nogo processa v sovremennom vuze [Environmental approach to the educational process organization in a modern higher education institution]. *Izvestija RGPU im. A. I. Gercena – News RSPU named after A. I. Herzen*, 52, 70-83. (in Russian)

12. Pabedinskaite, A., & Friman, M. (2003). Marketing as efficient innovation in higher education institutions. *Organizaciju Vadyba: Sisteminiai Tyrimai*, 27, 101-114.

13. Poliakova, H. A. (2013). Diialnist kafedry v konteksti rozvytku osvitnoho seredovyshcha vyshchoho navchalnoho zakladu [The activity of the department in the context of the educational environment of a higher educational institution]. *Teoretychnyi ta naukovo-metodychnyi chasopys «Vyshcha osvita Ukrainy» – Theoretical and methodological journal «Higher education of Ukraine»*, 3(2), 103-108. (in Ukrainian)

14. Quality assurance. (2007). In M. Seto, & P. J. Wells (Eds.), *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions*. Retrieved July 30, 2017, from <http://unesdoc.unesco.org/images/0013/001346/134621e.pdf>

15. Rahmanova, M. S., & Soloduhin, K. S. (2010). *Innovacionnyj strategicheskij analiz vuza na osnove teorii zainteresovannyh storon [Innovative strategic analysis of the higher education institution based on the parties concerned theory]*. Vladivostok: Izdatelstvo VGUJeS. (in Russian)

16. Riabova, Z. V. (2013). *Naukovi osnovy marketynhovoho upravlinnia v osviti [Scientific basis of marketing management in education]*. Kyiv: Pedahohichna dumka. (in Ukrainian)

17. Savvinov, V. M., & Strekalovskij, V. N. (2013). Uchet interesov stekholderov v upravlenii razvitiem obrazovaniya [The interests inclusion of stakeholders in the education development management]. *Vestnik mezhdunarodnyh organizacij – International organizations herald*, 1(40), 87-99. (in Russian)

18. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels: EURASHE.

19. The Bologna Process 2020. (2009, April 28-29). *Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve*. Retrieved from https://www.eurashe.eu/library/modernising-phe/Bologna_2009_Leuven-Communique.pdf

20. Yaroshynska, O. O. (2014). Metodolohichni zasady proektuvannia osvithnoho seredovyshcha profesii noi pidhotovky maibutnikh uchyteliv pochatkovoï shkoly [Methodological principles of designing an educational environment for the intended primary school teachers]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii – Pedagogical sciences: theory, history, innovative technologies*, 7(41), 380-389. (in Ukrainian)

Ганна Полякова. Середовищний, маркетингово-моніторинговий, стейкхолдерський підходи до інституаційного забезпечення якості вищої освіти.

Актуалізовано та розкрито зміст середовищного, маркетингово-моніторингового, стейкхолдерського підходів. Запропоновано шляхи їх застосування для внутрішнього забезпечення якості у вищому навчальному закладі. Сутність середовищного підходу у вищій школі розглядається як теорія, методологія, інструмент опосередкованого (через середовище) управління особистісно-професійним становленням студентів, розвитком, саморозвитком та самореалізацією суб'єктів освітнього процесу. Застосування цього підходу полягає у: запровадженні системи дій із інтегрального забезпечення якості та розвитку компонентів освітнього середовища вищого навчального закладу (ціннісно-орієнтаційного, соціально-психологічного, організаційно-діяльнісного, інформаційно-комунікаційного, просторово-предметного); використанні технологій освітнього моніторингу та інструментарію зворотного зв'язку із суб'єктами освітнього процесу. Маркетингово-моніторинговий підхід передбачає вивчення зовнішнього і внутрішнього середовища вищого навчального закладу як маркетингового та побудову на цій основі стратегії забезпечення якості освіти. Його застосування полягатиме у проведенні маркетингово-моніторингових досліджень, які складають інформаційну основу управління якістю освітньої діяльності ВНЗ. Стейкхолдерський підхід дозволяє розглядати вищий навчальний заклад як стейкхолдер-компанію, зосереджувати увагу на врахуванні інтересів зацікавлених сторін. Застосування цього підходу полягає у визначенні груп зацікавлених сторін (внутрішніх та

Psychological and pedagogical problems of modern specialist formation

зовнішніх стейкхолдерів), дослідження їх позицій (цілей, інтересів, очікувань, вимог, потреб тощо), визначенні на цій основі якості надання освітніх послуг, рівня задоволеності якістю освіти та здійснення відповідних змін у діяльності вищого навчального закладу.

Ключові слова: забезпечення якості вищої освіти, середовищний підхід, маркетингово-моніторинговий підхід, стейкхолдерський підхід.

Ganna Polyakova. Podejście środowiskowe, podejście marketing-monitoring i podejście interesariuszy do zapewnienia jakości wyższego wykształcenia.

Ujawnia się treść podejścia środowiskowego, marketing-monitoring, podejścia interesariuszy. Omówiono sposoby jego zastosowania do wewnętrznego zapewnienia jakości w szkolnictwie wyższym. Istotą podejścia środowiskowego w szkolnictwie wyższym jest teoria, metodologia narzędzia (poprzez środowisko) zarządzania osobistą i zawodową formacją studentów, rozwój, samorozwój i samorealizacja podmiotów procesu edukacyjnego. Zastosowanie tego podejścia polega na wprowadzaniu zintegrowanych operacji systemowych i zapewnieniu jakości komponentów środowiska edukacyjnego uczelni wyższej (oceniający, orientacyjny, społeczno-psychologiczny, organizacyjny działalność, informacyjny komunikacyjny, przestrzenny); za pomocą narzędzi edukacyjnych technologii monitorowania i informacji zwrotnej z podmiotów procesu edukacyjnego. Podejście marketing-monitoring obejmuje badanie wewnętrznego i zewnętrznego środowiska uczelni wyższej jako marketing i budowanie na tej podstawie strategii zapewniania jakości. Jego stosowanie będzie polegało na prowadzeniu badań marketingowych i monitorowaniu, co umożliwi stworzenie bazy wiedzy zarządzania jakością edukacji w uczelni. Podejście interesariuszy pozwala rozważyć wyższej uczelni jako interesariuszy-firmy, skupić się na uwzględnieniu zainteresowania stron. Jego stosowanie polegało w identyfikacji grup interesariuszy (wewnętrznych i zewnętrznych), badanie ich pozycji (cele, zainteresowania, oczekiwania, wymagania, potrzeby etc.), wyznaczenie podstaw jakości usług edukacyjnych, poziomu zadowolenia z jakości kształcenia i wdrażania odpowiednich zmian w działalności uczelni.

Słowa kluczowe: zapewnienie jakości wykształcenia wyższego, podejście środowiskowe, podejście marketing-monitoring, podejście interesariuszy.

Received 14.07.2017

Information about the author:

Polyakova Ganna – Doctor of Philosophy in Pedagogy, Docent, Head of the Department of Education Quality Assurance and Innovation Development, Simon Kuznets Kharkiv National University of Economics.

Scientific publication

**PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS
OF MODERN SPECIALIST FORMATION**

Collected articles

ISBN 978-83-65554-15-4 (Poland)
ISBN 978-966-97260-9-4 (Ukraine)
DOI 10.26697/9789669726094.2017

Printed in author's edition
(authors are responsible for content of the materials,
the Editorial Board does not always share the opinions and positions
of the publications' authors)

designer – Yuriy Melnyk
editing – Iryna Pypenko
designer cover – Yaroslava Svyachenaya
administrator of sites – Yuriy Melnyk

Format 80x64¹/₆
Symbol «Times». Paper for multipl. equip. Printed on the risograph.
Cond. print sheets 8,71. Acc. publ. sheets 959.
110 copies.

KRPOCH Publishing House
61-105, Ukraine, Kharkiv, Zabaykalsky line, 6/6.
E-mail: KhRPOCH@gmail.com; CultureHealth@ukr.net;
Tel/fax: (057) 775 75 23; URL: <http://www.culturehealth.org>.
Certificate of state registration of publishing house
DK № 4387, 10.08.2012

ANAGRAM Sp. z o.o. Publishing House
03-916, Poland, Warsaw, Walecznych str., 12/7.
Tel/fax: (22) 698 70 70; E-mail: anagram@adres.pl;
URL: <http://www.anagram.com.pl>; e-Book: www.anagram.com.pl
TIN 113 286 73 63

PRINTED IN POLAND