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## **GUIDANCE AS A MEANING-CREATING FACTOR IN CULTURAL AND VALUE TRANSFORMATION OF EDUCATION**

In the 21st century, the education system operates in an extremely complex, dynamic and at the same time contradictory environment. War, pandemics, technological breakthroughs, crises of trust, digitalization and the need for sustainable development - all this shapes a new landscape of the functioning of educational institutions. In this context, the phenomenon of guidance is gaining increasing importance, going beyond the boundaries of classical administration and being implemented as value-based, visionary and transformational guidance in educational management. The concept of «Guidance» has a deep historical and philosophical foundation, formed back in the 19th-20th centuries, although it is rarely used in modern scientific vocabulary and is outside the established academic discourse. In the artistic and journalistic heritage of I. Kotlyarevsky, H. Skovoroda, T. Shevchenko, P. Kulish, I. Franko, S. Rusova and other artists, it acquired a humanistic and cultural meaning, while the founders of Ukrainian statehood (M. Drahomanov, V. Vynnychenko, M. Hrushevsky, B. Grinchenko, V. Lypynsky, D. Dontsov, M. Mikhnovsky, M. Tugan-Baranovsky and others) interpreted it as a national idea that set the strategic vector of society's development. Despite the lack of a well-established scientific field of research into the problem of guidance in education, it is gradually becoming relevant in the context of historical and cultural

studies of the Ukrainian ethnic group (I. Bogdanov, M. Guzyk, M. Elkin, V. Zhadko, N. Kalyta, S. Klepko, G. Kozlova, V. Kremen, V. Kryzhko, I. Kushnirenko, E. Lebid, S. Lysakov, etc.). The words «lead», «guid» and «guidance» themselves have a multifaceted semantic spectrum, which emphasizes their autochthonous nature and special place in the Ukrainian linguistic and cultural tradition.

In modern educational discourse, there is a certain contradiction in the use of the term «Guidance», which is traditionally fixed in a historical context («under the guidance») and is associated with liberation movements. At the same time, this phenomenon is increasingly being understood as one of the leading characteristics of a teacher's personality. V. Sukhomlynsky emphasized that a true teacher should be not only a mentor, but also a guide in the educational process.

In the philosophical plane (V. Andrushchenko, V. Saveliev) the concept of guidance is interpreted as a factor that contributes to the enrichment and diversification of the educational space. In the context of educational management (I. Semenets-Orlova) it appears as a role function designed to ensure the effective implementation of innovations and the consolidation of the professional community. A. Dubasenyuk also adheres to a similar approach, seeing in the teacher primarily a carrier and translator of state-building and democratic values.

In the field of educational policy, this ideological line was consistently developed by L. Hrynevych, emphasizing that a modern teacher should act as a driver of state reforms, a guide to new meanings and an inspirer of the development of student youth.

Thus, guidance is a multidimensional, visionary and value-oriented ability of an individual to initiate, direct and support changes, uniting people around a common goal on the principles of inspiration, trust and mutual responsibility. It combines a strategic vision of development, an ethical position, communicative openness and readiness for co-creation. Guidance is not reduced to a managerial function, but is a form of spiritual and moral influence that stimulates the growth of personal potential, activates collective energy and forms a community capable of self-development and meaningful progress.

Therefore, guidance in modern education is viewed not as a process of resource management, but as the ability to inspire change, support its dynamics, form a vision of development and unite the pedagogical community around common goals and values. The modern head of an educational institution must act not only as an administrator, but above all as a facilitator of development - a strategist and innovator, able to establish effective communication, create an environment of trust, partnership and collective responsibility.

The traditional model of management in education focused on administering resources, carrying out instructions, and controlling processes within a hierarchical structure. However, modern realities require a rejection of a purely administrative approach and a transition to value-based, visionary, transformational leadership. Modern guidance means the ability to form a vision, engage the community, initiate change, and lead.

In the context of military challenges and civilizational resistance, which has been ongoing in Ukraine since 2014 and has become especially acute since 2022, a new multifaceted phenomenon has emerged – Ukrainian resilience. It encompasses not only the ability to adapt in times of crisis, but also a high level of self-awareness, solidarity, and the ability to maintain identity, act strategically, and inspire others to act for the common good. In this sense, guidance as a phenomenon is not just related to resilience – it is its driver, generator, and carrier.

Guidance provides the vectorial direction of resilience – transforming it from passive endurance into a proactive, change-making force, which is realized through meaning-making, mobilization of community resources, strengthening ethical guidelines and consolidation of actions. It is leaders – in education, culture, volunteer movement, management – who demonstrate the behavioral patterns that form the cultural code of Ukrainian resilience: indomitability without cruelty, dignity without aggression, determination without loss of humanity.

In the field of educational management, guidance forms and disseminates models of resilience as a key value of the educational environment, cultivates autonomy, civic responsibility, social optimism and faith in the power of knowledge and culture as a strategic resource for national revival.

Therefore, in conditions of war and post-war reconstruction, the role of the educational leader increases dramatically. The educational leader must not only ensure the continuity of the educational process, but also lead the institution onto the trajectory of institutional development, update the mission and respond to the demand of society for the upbringing of an active citizen and professional of the new generation. The focus is on national subjectivity, dignity, innovation, tolerance, ecological and digital culture, which become components of the new paradigm of educational management. Guidance in educational management requires the formation of social capital of an educational institution: trust, partnership, horizontal connections, support for changes from below. Modern leaders must not only influence processes, but also institutionalize new management models based on the principles of participation, openness, digital literacy and cultural adaptability.

Special attention should be paid to the modernization of training and advanced training programs for educational leaders. Professional development systems should move from formal training to andragogical models that form a reflective, innovative, strategic thinker capable of acting in conditions of uncertainty.

The competencies of a modern educational leader are: strategic thinking - the ability to determine the development prospects of the institution and form long-term goals in conditions of uncertainty; innovation - openness to new ideas, technologies, willingness to experiment; communication skills - the ability to create an atmosphere of trust, cooperation and effective interaction with stakeholders; development facilitation - supporting the professional growth of the team and providing conditions for the self-realization of each participant in the educational process. Therefore, an educational leader should act not so much as an administrator, but as a development facilitator - a carrier of a culture of interaction, trust and shared responsibility.

Guidance in educational management is a response to the challenge of the time, a strategic resource for the restoration and renewal of the education system. Today, an educational leader not only manages an institution, but also shapes the future – through people, values, vision and responsibility. True guidance is born in

crises, and is strengthened in communities that trust, act and transform education into a space of sustainable development. Guidance acquires particular importance in conditions of war and reconstruction. The role of a leader is to ensure the continuity of the educational process in extreme conditions, renew the mission of the institution in accordance with new challenges, as well as in forming the civic position and national identity of students and pupils. At the center of the new paradigm are national subjectivity, dignity, innovation, tolerance, ecological and digital culture.

A modern educational leader must focus on the values that form the foundation of development: national subjectivity, as strengthening Ukrainian identity and patriotism; dignity, as respect for the individual and human rights; innovation, as openness to change and technological breakthroughs; tolerance, as acceptance of diversity, inclusiveness; ecological culture, as responsibility for the environment and sustainable development; digital culture, as competent use of modern technologies. These values become the basis for the formation of a new generation of active citizens and professionals capable of acting in the face of global challenges.

Guidance in education appears as a mechanism for developing social capital, which ensures the effective functioning of the education system and its ability to self-develop. Its essence lies in the formation of trust as a basic condition for mutual respect, openness and safe communication in the educational environment; building partnerships based on active interaction with parents, local communities and business representatives; creating horizontal connections through network cooperation between teachers, students and administration; as well as supporting initiatives aimed at the birth and development of new ideas from within the educational community itself. It is this model of guidance, oriented towards social interaction, that contributes to the institutionalization of innovative approaches to management and the establishment of a culture of co-creation of changes in the education system.

Despite the fact that the concepts of leadership and leadership are often used as synonyms, there are substantive differences between them. Leadership is traditionally associated with personal qualities of influence, the ability to organize

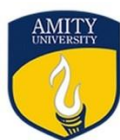
the process, motivate, make decisions and achieve goals. Instead, guidance emphasizes the value, visionary and social-transformational aspect of influence, focused not only on efficiency, but also on meaning-making, moral authority, strategic longevity and harmonization of joint actions. A leader is someone who leads not only forward, but also upwards - in the dimension of ideas, culture, ethics and development.

Thus, guidance in educational management is a strategic resource without which neither the restoration nor the modernization of education in Ukraine is possible. It has unlimited potential, because every leader is able to influence the formation of a new generation, determine the mission of the institution, implement innovative ideas and bear full responsibility for the development of education and society.

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Сталий розвиток суспільства в цифрову епоху: інновації, технології, провідництво та менеджмент в освіті / Матеріали міжнародної дистанційної науково-практичної конференції, м. Київ, 1 жовтня 2025 р. Київ : НУБіП України. 2025. 192 с.

Збірник наукових праць укладено за матеріалами Міжнародної дистанційної наукової конференції «**Сталий розвиток суспільства в цифрову епоху: інновації, технології, провідництво та менеджмент в освіті**», яка відбулась 1 жовтня 2025 року в Національному університеті біоресурсів і природокористування України. В матеріалах збірника висвітлюються сучасні тенденції подальшого розвитку освіти в Україні й світі в епоху цифровізації, розв'язання нагальних проблем у соціокультурній та соціально-гуманітарній сферах шляхом синергетичної інтеграції інновацій, управління та технологій, освітнього менеджменту та провідництва.

Тези подано в авторській редакції. Автори тез відповідають за достовірність викладеного матеріалу, за правильність цитування джерел, посилання на них та інші відомості. Передруковувати опубліковані в збірнику наукових праць матеріали дозволяється тільки за згодою авторів.

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