

Editorial

(pp. 9–10)

The current global challenges (economic and ecological crises, epidemics, wars, etc.) prompt a deep rethink and search for ways to address them. In this context, education should become a key driving force for achieving sustainable recovery and further intensive development of society. That is why the discussion of scientists and educators around the world is focussed on reassessing knowledge and skills and on the development of common values necessary for the success and self-realisation of individuals in the face of rapid socioeconomic changes and crises anywhere in the world. This determines the topic of the issue *“Skills, Competences and Values in Education: New Perspectives”*.

The changes taking place in society not only transform organisations and social institutions, but also affect the consciousness, behaviour and values of individuals. Education, which has a pronounced value component (Ognevyuk, 2003), plays a crucial role in the formation and development of human values. The first section of our issue ‘Value orientations in education’ is devoted to the study of this problem. In their articles, the authors consider values to be the basis of the sustainable development of society, focussing on respect for the cultural otherness of participants in the educational process and on the regulation of the upbringing and education of children from national minorities. The researchers emphasise the need for a cross-cutting education aimed at forming values common to citizens of different countries (democracy, equality, freedom, tolerance, respect for different cultures, non-discrimination, peace and international understanding, etc.) Such an approach will promote the development of a harmonious educational environment (real and virtual) at different levels of education; it will improve the quality of education, teacher training and professional development at universities.

Other important priorities of today’s education policy are to strengthen the development of cross-cutting (transferable) skills and key lifelong

competences, and to introduce a competence-based education paradigm – from preschool to adult education (Recommendation on Key Competences for Lifelong Learning, 2018). In order to achieve professional success and remain competitive in the labour market, professionals must constantly acquire new skills, which require flexibility, creativity and a positive attitude towards continuous self-improvement. The second section in this issue, 'The practice of developing skills and competences throughout life', is devoted to research on the peculiarities and conditions of developing and improving various competences (social and emotional) and skills (communicative, linguistic, reflective, etc.). For example, the authors emphasise the need to develop teachers' reflective skills, which will make their professional activity, and consequently, the quality of education for effective.

Ensuring the quality of modern education is not possible without innovations in the process of teaching and learning. That is why a number of authors offer their vision of how to address this issue in the third section, 'Innovations in education for developing skills and competences'. The authors discuss the issue of developing a digital educational environment, where competences and skills of students are formed, and of ensuring cybersecurity in this space. The authors also prove the effectiveness of ICT in developing students' writing skills and its impact on the development of reflexes and manual coordination in children and adolescents. The theme of the issue continues in the last section, 'Challenges and perspectives of modern education', which examines the problems of developing skills and competences in the context of the challenges existing in modern society. The authors focus on the threats to education posed by the COVID-19 epidemic, climate change, etc., and suggest ways to overcome these challenges.

The articles presented in this issue are the result of independent and thorough research, which reveals a certain part of the issue under study. It should be noted, however, that the problem of developing competences, skills and values in education requires further attention from scientists and educators.

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