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VIKTOR SYNOV AND MODERN WORLD PSYCHO- PEDAGOGICAL SCIENCE AND PRACTICE

Abstract. The article is devoted to a comprehensive understanding of the life and scientific and pedagogical path of the outstanding domestic scientist – Academician of the National Academy of Sciences of Ukraine, Doctor of Pedagogical Sciences, Professor Viktor Synov, whose activities significantly influenced the development of special pedagogy, defectology, penitentiary pedagogy and legal psychology. The work traces the evolution of the scientist's scientific views in the context of social transformations and changes in humanistic guidelines in education and upbringing. Special attention is paid to the interdisciplinary nature of V. Synov's scientific research, which combined correctional and pedagogical, psychological and legal approaches to the problems of development, upbringing and resocialization of the individual. The contribution of the scientist to the formation of modern ideas about the socialization of individuals with psychophysical development features is highlighted, as well as the formation of penitentiary pedagogy as a humanistically oriented field of knowledge based on the ideas of pedagogy of cooperation, respect for human dignity and an optimistic forecast of personal changes. The article reveals the role of V. Synov as the founder of new scientific directions, in particular penitentiary defectology, the organizer of scientific schools and the mentor of numerous researchers in the fields of pedagogy, psychology and law. The significance of his ideas for reforming the system of special education, training law enforcement specialists and developing the

pedagogical culture of the individual in a democratic society is shown. The analysis provides grounds for identifying certain trends in the development of psychological personnel training: orientation towards the creation of a scientific and pedagogical complex: a higher educational institution – scientific institutes of the National Academy of Sciences of Ukraine – a penal institution, a department of the Ministry of Internal Affairs; introduction of elements of the system of training cadets and students according to individual plans with the development of their scientific and research work and problem groups; humanization and democratization of teaching as a style of relationship between teachers and cadets, which is a condition for strengthening individual educational influence on students; introduction of cadet-teaching self-government, formation of organizational skills through the work of the faculty cadet council; development of professional and cognitive activity of cadets based on the introduction of new teaching methods, the latest technical means of teaching; expansion of interuniversity and international contacts of specialists The prospects for using the scientific heritage of Academician V. M. Synov in modern educational, social and penitentiary practice are outlined.

Keywords: Viktor Synov; psychological and pedagogical science; correctional pedagogy; defectology; penitentiary pedagogy; pedagogy of cooperation; resocialization of convicts; penitentiary defectology; professional culture of a law enforcement officer; legal psychology; humanization of education

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В. М. СИНЬОВ І СУЧАСНА СВІТОВА ПСИХОЛО-ПЕДАГОГІЧНА НАУКА ТА ПРАКТИКА

Анотація. Статтю присвячено комплексному осмисленню життєвого та науково-педагогічного шляху видатного вітчизняного вченого – академіка

НАПН України, доктора педагогічних наук, професора Віктора Миколайовича Синьова, чия діяльність істотно вплинула на розвиток спеціальної педагогіки, дефектології, пенітенціарної педагогіки та юридичної психології. У роботі простежено еволюцію наукових поглядів ученого в контексті суспільних трансформацій та зміни гуманістичних орієнтирів в освіті й вихованні. Особливу увагу приділено міждисциплінарному характеру наукових досліджень В.М. Синьова, що поєднали корекційно-педагогічні, психологічні та правові підходи до проблем розвитку, виховання і ресоціалізації особистості. Висвітлено внесок ученого у формування сучасних уявлень про соціалізацію осіб з особливостями психофізичного розвитку, а також становлення пенітенціарної педагогіки як гуманістично орієнтованої галузі знань, заснованої на ідеях педагогіки співпраці, поваги до людської гідності та оптимістичного прогнозу особистісних змін. У статті розкрито роль В. М. Синьова як засновника нових наукових напрямів, зокрема пенітенціарної дефектології, організатора наукових шкіл та наставника численних дослідників у галузях педагогіки, психології й права. Показано значущість його ідей для реформування системи спеціальної освіти, підготовки фахівців правоохоронної сфери та розвитку педагогічної культури особистості в умовах демократичного суспільства; аналіз дає підстави визначити певні тенденції розвитку підготовки психологічних кадрів: орієнтація на створення науково-педагогічного комплексу: вищий навчальний заклад – наукові інститути НАПН України – установа виконання покарань, підрозділ ОВС; впровадження елементів системи навчання курсантів і слухачів за індивідуальними планами з розвитком їхньої науково-дослідної роботи та проблемних групах; гуманізація та демократизація навчання як стиль взаємовідносин викладачів і курсантів, що є умовою посилення індивідуального виховного впливу на вихованців; впровадження курсантсько-викладацького самоврядування, формування через роботу курсантської ради факультету навичок організаторської діяльності; розвиток професійно-пізнавальної активності курсантів на основі впровадження нових методів викладання, найновіших технічних засобів навчання; розширення міжвузівських та міжнародних контактів спеціалістів. Окреслено перспективи використання наукової спадщини академіка В.М. Синьова в сучасній освітній, соціальній і пенітенціарній практиці.

Ключові слова: Віктор Миколайович Синьов; психолого-педагогічна наука; корекційна педагогіка; дефектологія; пенітенціарна педагогіка; педагогіка співпраці; ресоціалізація засуджених; пенітенціарна дефектологія; професійна культура правоохоронця; юридична психологія; гуманізація освіти

Statement of the problem. Domestic psychology and pedagogy has every reason to single out a number of prominent names of scientists who determine their current state and serve as a guide for the future. The name of Doctor of Pedagogical Sciences, Professor, Academician of the National Academy of Sciences of Ukraine, Honored

Lawyer of Ukraine Viktor Mykolayovych Synov belongs to this galaxy of innovative scientists. The sphere of scientific interests of the researcher has always been distinguished by a particularly wide spectrum.

The purpose of the article is to summarize the main stages of V.M. Synov's scientific and pedagogical activity, to reveal his contribution to the development of correctional pedagogy, defectology, penitentiary pedagogy and legal psychology, as well as to determine the prospects for using the scientist's scientific achievements in modern educational and social practice.

Presentation of the main material. Viktor Nikolaevich was born on March 14th, 1940 in a family of famous artists in the former USSR – Maria Zakharovna Leonidova and Nikolai Mikhailovich Synov. After the war, his parents toured almost the entire former Soviet Union. Viktor traveled with them. The stage and the full auditorium were the home for him. And therefore, wherever Viktor Nikolaevich performs today, his reports, singing and poems are always received by the audience with thunderous applause. It should be noted that he is the author of poems that have become popular songs in the repertoire of many of our singers. In particular, they were brilliantly performed by his friend and co-author, composer Nikolai Mozgovy, Sofia Rotaru, Irina Bilyk...

Having graduated from the Defectology Department of the M.O. Gorky KDPI and postgraduate studies at the Institute of Defectology of the Academy of Sciences of the USSR, he quickly entered the cohort of the best specialists in correctional pedagogy of the former Soviet Union in his youth. During his student years, he received the title of "Master of Sports of the USSR in table tennis", took an active part in amateur art activities, creative groups, in the KVC, and led the institute's basketball team.

Synov's research is always characterized by such features as a high level of theoretical component, as well as their comprehensive practical orientation. Along with conducting large-scale research work aimed at improving the correctional and educational process of special schools, V. Synov in the 60s and 70s showed himself to be a talented organizer of the training of pedagogical personnel, working as an associate professor, deputy dean of the defectology faculty of the capital's pedagogical institute.

Synov's special scientific achievements are characterized by his work in the Department of Defectology of the Research Institute of Pedagogy of Ukraine. The results of the scientist's research into various aspects of the socialization of students with mental development characteristics were of important scientific and practical significance for pedagogical theory and practice.

A new stage in the scientific and pedagogical activity of V. Synov was his coming in 1980 to the staff of the Kyiv Institute of Internal Affairs at the National Academy of Sciences of Ukraine, where he went from an associate professor of the Department of Psychology and Pedagogy to the first vice-rector for academic work, head of the Department of Social Pedagogy. At this time, the colonel of the internal service V. Synov defended his doctoral dissertation (1988) on the problems of correcting the

intellectual development of students of special (auxiliary) school, was elected a corresponding member (1993), a full member of the National Academy of Legal Sciences of Ukraine (1995) and received the honorary title "Honored Lawyer of Ukraine" (1995).

Organically continuing to develop the study of methodological and practical foundations of defectology, the researcher, together with his colleagues, over more than twenty years of creative work, laid the foundations of new scientific directions in psychological and pedagogical science. Among the significant achievements of the scientist, it is first of all necessary to emphasize that he made radical changes in the rethinking of the theoretical and practical foundations of penitentiary pedagogy, which from correctional labor pedagogy became a truly penitentiary pedagogy. Thanks to the efforts of V. Synov and his like-minded colleagues O. Betsa, G. Radov, O. Severov, V. Sulytsky, D. Nikolenko, S. Zhevaga, V. Kryvusha, V. Kovalets, V. Lyubchenko and others laid the foundations of not only modern penitentiary pedagogy, but also the entire penitentiary theory and practice. A characteristic feature of V. Synov's pedagogical views in the field of penitentiary pedagogy is that he considers the construction of interaction between the staff of the institution of execution of sentences and the convict from the standpoint of the pedagogy of cooperation.

The innovation of the pedagogy of cooperation, according to the scientist, is manifested primarily in the fact that it contributed to the "humanization" of the personality of a person who has crossed the line of the law. Such a vision of the interaction of a penitentiary teacher and a convict requires from the first a psychological adjustment to a qualitatively new type of relationship, requiring him to clearly adhere to certain psychological attitudes, and from the second – a sincere desire to change his life for the better. These psychological attitudes, which serve as a guarantee of the implementation of the pedagogy of cooperation in places of deprivation of liberty, V. Synov includes: biased attention to the personality of any convict with all its complexities, contradictions (which opposes the tendency to programmed rejection of the convict by employees); search for the positive in the personality and reliance on it in the process of resocialization; optimistic forecast in assessing the prospects for the convict's personal changes; empathetic (sympathetic) understanding of the convict and his mental state, which involves the ability to look at the world from the perspective of another; open, trusting communication with convicts; providing him with pedagogical assistance in overcoming difficulties, achieving success in various types and situations of life, correcting the status of the individual in the social environment; in-depth study and disclosure of the true motives and external circumstances that cause the actions and actions of the convict, taking into account his characterological abilities and making optimal psychological and pedagogical decisions on this basis.

The value components (attitudes) of the pedagogy of cooperation proposed by V. Synov are in direct unity with its technological components, that is, the possession by the staff of penitentiary institutions of certain various methods of carrying out

professional psychological and pedagogical activities aimed at the comprehensive study and re-socialization of convicts. Professor V. Synov proposed original approaches to the implementation of traditional methods of working with convicts (conversation, observation, generalization of independent characteristics, study of documentation, questionnaires, analysis of activity products, etc.), as well as psychological and diagnostic methods, which can be adapted to the working conditions of employees of institutions.

An important scientific and practical achievement of V. Synov was the fact that he, together with V. Kryvusha, conducted a study on the creative introduction of the pedagogical heritage of A. Makarenko into the practice of educational colonies for convicted adolescents. In order to humanize the activities of correctional institutions and increase the efficiency of the process of correcting criminals, a number of fundamentally new provisions are introduced into modern penitentiary pedagogy and educational work with convicts in institutions, as these scientists note. This is, first of all, overcoming the deformation in the relationship between educators and convicts, that is, the formation and implementation of such personal attitudes of subjects of the educational system towards its objects, as a respectful attitude towards the personality of each convict, the search for the positive in the personality and reliance on it in the pedagogical process; an emphatic understanding of the personality and its emotional state; creating real prospects for the convict to improve his situation (social status); open, trusting communication and contact interaction; providing prisoners with psychological and other assistance to overcome difficulties in various situations, an optimistic forecast in assessing the prospects for positive changes in the personality; activating the self-awareness of the individual and appealing to his intellectual potential; strengthening and expanding positive social ties of prisoners, self-critical analysis and self-correction by the educator of his own personality and activities.

A comprehensive study by V. Synov and scientists of the Institute of Correctional Services of the practice of penitentiary institutions indicates the possibility of forming collectivist relationships among convicts. To do this, in their opinion, it is necessary to structurally reorganize formal formations based on A. Makarenko's idea of the primary collective activity, its pedagogical leadership, its functioning and development. Makarenko's provisions on the activation of various types of socially useful collective activity, strengthening its personal meaning, creative orientation and independence, and the development of subject-subject relations are also relevant in this regard. In practical confirmation of the teachings of A. Makarenko, teachers of the Kyiv Institute of Internal Affairs – at that time the only higher educational institution of the penitentiary system in Ukraine – conducted special studies of the effectiveness of the activities of educational colonies, where juvenile convicts were involved in a variety of socially useful and personally significant collective creative activities that required them to have compassion, mercy, kindness and corresponded to their age and individual characteristics, needs and interests. This, for example, patronage of homes for orphans and children who have lost parental care, teaching national crafts,

preparation for release and future family life, etc. Studies have shown: the richer the content and diverse forms and methods of re-education of minors, the faster their resocialization occurs. Of particular importance in this is the unity of educational influences on the intellectual, emotional-volitional, value-motivational components of their consciousness and behavior.

Deeply studying the psychological and pedagogical aspects of the activities of correctional colonies, V. Synov, as a defectologist, first of all sought to study a wide range of pupils with peculiarities of physical and mental development. The result of these many years of research was a number of scientific works based on methodological and penitentiary theory. A comprehensive study of adolescents, and later also adult convicts with certain peculiarities of psychophysical development, allowed V. Synov and his colleagues O. Severov, D. Nikolenko, A. Rozhdestvensky and others to declare the creation of a new scientific direction that integrated the most modern achievements of penitentiary and defectological science – penitentiary defectology. A notable phenomenon in the development of this field of knowledge was the defense, for the first time in the former Soviet Union, of the candidate's thesis by O. Grishko, which was devoted to a comprehensive study of the motivational sphere of convicted adolescents with intellectual disabilities, under the scientific supervision of Academician V. Synov. The scientist's significant success was also the research of his student T. Kharchenko on issues of penitentiary psychology.

Being a person of high general and pedagogical culture, V. Synov constantly and especially responsibly treats the formation of the personality of a law enforcement officer. The vision of an officer as a person who is a bearer of high morality prompted V. Synov, together with V. Medvedev, to study for a long time the manifestations of professional deformation in employees of internal affairs bodies. Professional deformation is a phenomenon that is destructive for a person and has an all-pervasive nature, which ultimately leads to the professional unsuitability of a law enforcement officer.

The first doctoral dissertation in legal psychology in Ukraine by V. Medvedev, supervised by Professor V. Synov, was devoted to the study of these problems, as well as to the study of issues of preventing professional deformation. It is worth noting that the number of doctoral and candidate dissertations in various fields of law, pedagogy and psychology, which were completed under the guidance of the scientist, already reaches a hundred.

One of the important conditions for preventing professional deformation, according to the scientist, is the pedagogically balanced formation and improvement of the professional culture of a new generation of law enforcement officers, which is relevant for the theory and practice of training and continuous postgraduate education of employees of internal affairs bodies. At the same time, the academician emphasizes that it is fundamentally important to educate law enforcement officers in a system of professionally significant personal qualities for the high-quality performance of socio-pedagogical functions, in particular, such as: social responsibility; readiness to come

to the rescue in combination with the leading place of the values of serving people and the law in the subsystem of spiritual and axiological properties of the personality; perceptual abilities (the ability to quickly and adequately understand other people, including empathically, to be simultaneously attentive to many objects, etc.); emotional stability in combination with the ability to convey information in an emotionally colored way; personal dynamism (interactivity) as the ability to influence other people; strong-willed qualities; high speech culture; the ability to anticipate (predict the development of events, behavioral phenomena); creativity (the ability to make creative, non-standard decisions) in combination with professional stereotypes of activity.

Along with the development of these significant socio-pedagogical functions, a law enforcement officer, according to V. Synov, is extremely necessary to possess specific methods and techniques of activating or inhibiting educational influence on the individual and various small and large social groups (explanation, proof, persuasion, discussion, "explosion", example, request, manifestation of kindness and care, compliment, awakening and activation of humane feelings, order, prohibition, manifestation of competence, hint, warning of consequences, irony, etc.), as well as to be able to adequately and selectively apply these techniques.

Of particular importance from the point of view of forming in a law enforcement officer such personal traits and competencies that would contribute to the high-quality performance of socio-pedagogical functions and increasing the authority of penitentiaries, as well as other law enforcement agencies among the population, is the problem of attracting law enforcement officers from the cadet ranks to full-fledged self-education, which, in the researcher's opinion, is the key to creating a sustainable (for the future of life) motivation for self-knowledge and self-improvement, objectivity of reflections in activities, behavior, and human relationships.

Particularly valuable for the theory of education is the conclusion of Academician V. Synov that the pedagogical culture of the individual as a humanitarian value, including, of course, ethical and aesthetic components, but not limited to them, when formed in a person, contributes not only to the high-quality performance of various, not only professional, social roles (in the family sphere), but also to a large extent ensures the authority of such a person and respect for him in society.

For more than fifty years of active scientific and pedagogical activity, the academician has developed and modernized curricula and programs for various types of special schools, for pedagogical educational institutions and for educational institutions of the Ministry of Internal Affairs of Ukraine. Under his scientific and organizational leadership and with active authorial participation, well-known works on the theory of upbringing and training, well-known works on oligophrenopedagogy were created, which are important textbooks and teaching aids for students, cadets of educational institutions of the Ministry of Internal Affairs of Ukraine, and practicing teachers. A number of teaching aids on the problems of penitentiary pedagogy, prepared by the author team headed by V. Synov, have gained wide recognition and have become "folios" for both cadets and officers of the penitentiary system.

Critically assessing the staffing of law enforcement agencies from the standpoint of their psychological and pedagogical skills, the scientist always adheres to the position that the main task of higher education is not to teach a student or cadet, but to teach him to learn, taking into account his personality, individuality. Indeed, a teacher should not rejoice in how and when to work, but show an alternative choice, how to find it, teach the search process itself. The cadet, in turn, relying on knowledge and personal experience, chooses and plans his actions in training. Guided by this vision of officer training in an educational institution, V. Synov, together with his like-minded people in the early 90s, for the first time in Ukraine initiated the training of psychologists for penal institutions and the police in the Ministry of Internal Affairs system. The history of the life of the Faculty of Psychology of the Kyiv State University of Law and Economics gives us grounds to identify certain trends in the development of psychological personnel training:

- orientation towards the creation of a scientific and pedagogical complex: higher educational institution – scientific institutes of the National Academy of Sciences of Ukraine (Mykola Yarmachenko Institute of Special Pedagogy and Psychology, pedagogy and psychology of professional adult education, etc.) – penal institution, department of the Internal Affairs Department;
- implementation of elements of the system of training cadets and students according to individual plans with the development of their research work and problem groups;
- humanization and democratization of learning as a style of relationship between teachers and cadets, which is a condition for strengthening individual educational influence on students;
- introduction of cadet-teacher self-government, formation of organizational skills through the work of the faculty cadet council;
- development of professional and cognitive activity of cadets based on the introduction of new teaching methods and the latest technical means of learning;
- expanding inter-university and international contacts of specialists.

The fundamentally new work of creating a psychological service in the penitentiary system and in the Internal Affairs Directorate, initiated by V. Synov, O. Severov and other scientists, will, in their opinion, be successful only if it is based on the principles of necessity, and not conjuncture. It is probably not by chance that D. Talberg, a professor at the Kyiv University named after St. Volodymyr, stated as early as 1876: "The prison has to do with the inner world of man, with moral illnesses and anomalies, which is why psychological knowledge is certainly necessary for success. It will not be said too much if we note that the amount and quality of human knowledge in the field of psychology constitute the fundamental basis on which the future of the prison issue is based."

In September 2003, Academician V. Synov returned to the National Pedagogical University named after M.P. Dragomanov as the Director of the Institute of Correctional Pedagogy and Psychology. Since 2019, he has been a professor at the

Department of Psycho-correctional Pedagogy and Rehabilitation until his last day... This period of his scientific and pedagogical life is characterized by significant achievements in reforming domestic special education. Of course, time is needed for a comprehensive understanding of the initiatives that belong to the Scientist and his scientific school...

Conclusions and prospects. Democratic transformations that determine the accounting of the present, including psychological and pedagogical science, primarily contribute to the growth of the social role of the individual on the basis of the development of a viable system for ensuring spiritual self-improvement of a person, the formation of the intellectual and cultural potential of society. That is why these processes, according to Academician Viktor Mykolayovych Synov, oblige us to fundamentally rethink the past in a different way, which will make it possible to develop a new vision of the future of psychological and pedagogical theory and practice [1-4]. Indeed, the great can only be seen from a distance... Therefore, the diverse scientific and pedagogical achievements of the Scientist will become the subject of numerous diverse studies in various fields of humanities.

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