

Mariia Tepliuk¹

<https://orcid.org/0000-0002-0370-4981>

¹ Department of Business Economics and Entrepreneurship KNEU named after Vadym Hetman

THE ROLE AND ESSENCE OF PROFESSIONAL DEVELOPMENT OF PEDAGOGICAL WORKERS IN THE CONTEXT OF LIFELONG LEARNING

Summary

This article explores the role and essence of professional development of pedagogical workers in the context of lifelong learning. The purpose of this research is to analyze the current state of professional development of pedagogical workers and to identify the most effective methods and approaches for improving their skills and competencies. The subject of this study is the process of professional development of pedagogical workers, while the methods used include analysis of literature, observation, and survey research. The results of this study emphasize the importance of continuous professional development for pedagogical workers, and suggest various methods for improving their skills, including participation in conferences, workshops, and online courses. The findings of this study have practical implications for educators and policymakers who are seeking to enhance the quality of education and promote lifelong learning.

Keywords: professional development of employees, education, quality, lifelong learning

Introduction

Professional development of teaching staff is an important component of lifelong learning. It is a process of systematically improving the competencies and improving the knowledge, skills and abilities necessary to perform work in the field of education. The main role of the professional development of teaching staff is to ensure high quality of education and meet the needs of students in high-quality and modern education [1]. Professional development

of teaching staff involves strengthening competencies in the field of learning technologies, as well as the development of communicative and social skills, which are necessary in the modern educational environment. Pedagogical workers must possess new technologies, methods and innovative approaches to learning to ensure the effectiveness of education and meet students' knowledge needs. At the same time [2], the professional development of pedagogical workers allows to improve the quality of interaction with students, parents and colleagues, which in turn affects the level of job satisfaction and the prestige of the educational institution. Therefore, the development of professional competencies and knowledge of pedagogical workers in the context of continuous lifelong learning is a key factor in the successful implementation of the goals of modern education and the formation of highly qualified specialists.

Purpose, subject and research methods

The aim of the research is to analyze the role and essence of professional development of pedagogical workers in the context of lifelong learning, as well as to identify the methods and tools used in this process.

The subject of the research is the process of professional development of pedagogical workers and its relationship with lifelong learning.

The methods used in the research include theoretical analysis of scientific literature, comparative analysis, empirical research (interviews, surveys, questionnaires), as well as synthesis and generalization of the obtained data.

Research results

The analysis of literature sources and the results of empirical research allowed us to determine the role and essence of professional development of pedagogical workers in the context of lifelong learning. It was found that professional development is a continuous process that contributes to the improvement of the quality of education and the development of society as a whole. The research also showed that the use of modern ICT and teaching methods is an important aspect of professional development. In addition, the study revealed that there are barriers to successful professional development of pedagogical workers, such as lack of funding, lack of motivation and support, and the need for a change in the system of teacher training and evaluation [3]. The results of the study emphasize the importance of continuous

professional development for pedagogical workers and the need for systemic changes in the education system to facilitate this process.

The theory and methodology of professional development of pedagogical workers is an important component of continuous lifelong learning, as it allows teachers to improve their qualifications and improve their teaching skills. This is especially important in today's world, where technological progress is changing and new methods of learning are emerging. The theory of professional development of pedagogical workers is based on the idea of continuous learning, which assumes that teachers should constantly improve their qualifications and update their knowledge and skills in order to meet the requirements of modern education [4]. This can be achieved through a variety of methods, such as:

- Workshops and training: this is a form of professional development that allows teachers to improve their skills through practical sessions and discussions with colleagues.
- Courses and training programs: This is a form of professional development that allows teachers to deepen their knowledge and skills in a specific field.
- Mentoring and peer collaboration: This is a form of professional development that allows educators to learn from more experienced colleagues and share knowledge and experience.
- Use of the latest technologies and ICT: this is a form of professional development that allows teachers to familiarize themselves with the latest teaching methods and use them in their work.

The theory and methodology of professional development of pedagogical workers also includes certain principles that help teachers achieve maximum efficiency in their work:

- Orientation to the result: teachers must clearly formulate their goals and objectives, as well as evaluate their achievements.
- Active use of resources: teachers should use various resources such as books, magazines, Internet resources to acquire new knowledge and improve their skills.
- Personal development: professional development should be based on the personal development of the teacher, which allows him to better understand his students and develop his professional skills.
- Knowledge orientation: professional development should be based on the knowledge that teachers acquire in the process of their work, which allows them to better understand their students and teach the material more effectively [5].

The use of modern teaching methods and ICT is also an important component of the professional development of teaching staff. Today, there are a large number of different

teaching methods, such as project-based learning, group work, distance learning, which allows educators to choose the method that best suits their needs and capabilities. One of the modern teaching methods is the so-called "flip classes", when students learn new material at home with the help of videos, and then in a class with a teacher or trainer, they perform practical tasks and solve problems. This learning method allows you to focus on practical skills and use lessons as a means of consolidating and clarifying knowledge. ICT (information and communication technologies) also play an important role in the professional development of teaching staff. Today, various programs and tools are available that allow teachers to develop interesting and effective lessons, create interactive presentations and video lessons, and communicate with their colleagues and students in a virtual environment. For example, the use of video lessons, online courses and webinars allows teachers to acquire new knowledge and skills at a time convenient for them, as well as to communicate with colleagues and experts from around the world. The development of electronic textbooks and interactive tasks also makes it possible to create more interesting and understandable materials for students [6]. Thus, the professional development of teaching staff is an integral part of lifelong learning. It allows teachers to improve their professional skills, use new teaching methods and technologies, and develop their personality. To achieve this goal, it is necessary to use various methods and resources that allow teachers to acquire new knowledge and skills.

The application of this theory and methodology allows teachers to constantly improve their professional competence and effectiveness of the educational process, as well as meet the requirements of modern education. The teaching staff can hold joint seminars, trainings and master classes to share experiences and learn from each other. In addition, an important component of continuous learning is the use of modern information and communication technologies (ICT) in the educational process. It can be the use of electronic courses, video lectures, webinars, interactive exercises and games, virtual laboratories and simulators. The use of ICT makes it possible to make the educational process more interesting and accessible for students, as well as to increase the effectiveness of education and reduce the time required for its implementation.

Thus, the theory and methodology of the professional development of teaching staff and the use of ICT in the educational process are important components of lifelong learning [7]. They allow teachers to improve their professional competence and teaching efficiency and meet the requirements of modern education. The experience of European countries in the field of professional development of pedagogical workers includes various approaches and methods, which are based on the interaction between theory and practice. One of the key directions is

continuous training of teachers throughout their professional life. In most European countries, there are national programs for the professional development of teaching staff, which include special courses, seminars, trainings and conferences. Great attention is paid to the development of classroom management skills, the use of interactive teaching methods and student assessment. In addition to traditional methods, modern technologies are also actively used in Europe, including web platforms and multimedia tools to provide distance learning, distance courses, web conferences and interactive exercises. In addition, some countries have an e-portfolio system that allows teachers to track their professional development and receive learning reports, as well as monitor the progress of their students.

Considerable attention is also paid to scientific research and the use of the experience of pedagogues-researchers for the development of teachers' professional skills. In some countries, teachers have the opportunity to obtain higher education degrees in the field of pedagogy, which allows them to be at the forefront. The European Union operates the Erasmus+ program, which promotes the development of professional skills of teachers of foreign languages and other subjects, as well as promotes their mobility. In particular, teachers can participate in international trainings, courses and internships, which allows them to familiarize themselves with new technologies and teaching methods, exchange experience with colleagues from other countries, improve their language competence and develop intercultural cooperation. In most European countries, there are also national programs for improving the qualifications of pedagogical workers based on partnerships between universities, pedagogical institutes and schools. In these programs, teaching staff get the opportunity to take advanced training courses, exchange experience with colleagues, participate in projects and conferences where current topics of professional development are discussed. In addition, online learning and webinars are popular in Europe, allowing teachers to learn and develop directly from the workplace. For example, in Spain there is a national platform MOOC (Massive Open Online Course), which offers free online courses for teachers from various fields of knowledge. In Finland, educators can participate in webinars organized by the Finnish National Agency for Education, where they can discuss important issues of today.

The theory and methodology of professional development of teaching staff in Ukraine is based on national education standards and legislation regulating the educational process. The main components of the professional development of a teacher in Ukraine are professional development, development of professional competences and self-education. Ukraine has experience in conducting various events for the professional development of teaching staff, such as trainings, seminars, master classes, conferences, etc. Such events are usually held on

the basis of pedagogical universities and institutes of postgraduate pedagogical education. In addition, the national program "Teachers for Ukraine" operates in Ukraine, which aims to improve the quality of education in the country. Within the framework of this program, various activities are held to improve the qualifications of pedagogical workers, in particular, master classes, trainings and individual consultations with leading experts in the field of education. Also, in Ukraine there is a system of certification of pedagogical workers, which aims to assess their professional level and competencies. Attestation is carried out after a certain time after hiring and depending on the category of the employee.

So, the theory and methodology of professional development of teaching staff in Ukraine is based on national standards.

Ukraine focuses on the use of modern technologies and innovations in the professional development of teaching staff. One of the most important directions is the implementation of electronic education and distance learning. To improve the qualifications of teaching staff in Ukraine, there is a system of professional training and retraining of teachers, which includes the following areas:

- Teacher training courses are a traditional way of professional development of teaching staff, which allow updating knowledge and gaining new competencies in various areas.
- Master's degree - an educational program that gives teachers the opportunity to gain in-depth knowledge in a certain field and raise their professional level.
- Postgraduate studies - a form of professional development that allows teachers to obtain the degree of candidate of sciences and conduct scientific research in the relevant field
- Mentoring courses are a form of professional development that involves support and assistance to a novice teacher from a more experienced colleague.
- Open learning courses are online courses that are available to everyone and provide an opportunity to gain knowledge and improve qualifications in various fields.

To improve the professional skills of pedagogical workers in Ukraine, a number of measures are implemented, such as:

- Professional courses and seminars. They are organized at different levels - from local to national, and are certified by appropriate certificates.
- Teaching special literature and web resources. National and local research libraries, as well as electronic libraries and databases, help in this.
- Participation in professional unions and organizations. For example, such organizations as the All-Ukrainian Association of Pedagogical Education, the Ukrainian Association of Foreign Language Teachers, etc. operate in Ukraine.

- Development and implementation of new teaching methods and technologies. Scientific institutions and higher education institutions work in this direction.

- Use of ICT in the educational process. The use of modern technologies makes it possible to increase the effectiveness of education and make it more accessible.

- Development of a network of professional communication. For example, in Ukraine there is such a network - "Education UA", which unites teachers and methodologists from different regions of the country and allows the exchange of experience and knowledge.

All these measures help teachers improve their qualifications and professional skills, which in turn has a positive effect on the motivation of those seeking higher education. After all, it is the students' motivation that can affect their activity and learning efficiency. If students are highly motivated, they are more interested in the subject, participate more actively in discussions, tasks and projects, and, accordingly, achieve better results. Low motivation, on the other hand, can lead to a passive attitude of students, their lack of interest in learning and dissatisfaction with the results. Also, low motivation can lead to a lack of attention to detail and failure to complete homework.

Therefore, it is important to understand that student motivation can have a significant impact on their learning outcomes. Teachers must work to ensure that students are highly motivated to help them achieve academic success.

At the same time, let's note that the National Agency for Quality Assurance of Higher Education has an important role in the quality of education in Ukraine. plays an important role in the development of higher education in Ukraine.

- The main tasks of National Agency for Quality Assurance of Higher Education include:

- Ensuring the quality of education: National Agency for Quality Assurance of Higher Education controls the quality of education and compliance with requirements for educational programs, the structure and content of education, the organization of the educational process and the provision of material and technical facilities.

- Accreditation of higher education institutions: National Agency for Quality Assurance of Higher Education carries out accreditation of higher education institutions and their educational programs, which ensures the quality of higher education and its compliance with international standards.

- Development of international cooperation: National Agency for Quality Assurance of Higher Education contributes to the development of international cooperation in the field of

higher education, in particular, within the framework of the European Union program "Erasmus+".

- Monitoring and analysis: National Agency for Quality Assurance of Higher Education monitors and analyzes the level of quality of higher education in Ukraine and develops recommendations for improving its level.

- Promotion of the development of scientific and technical potential: National Agency for Quality Assurance of Higher Education cooperates with scientific and research institutions in order to increase the scientific and technical potential of higher education in Ukraine. The National Academy of Quality Assurance of Education and Science is a state body that ensures control and supervision of the quality of higher education and science in Ukraine.

The main role of National Agency for Quality Assurance of Higher Education is the assessment and certification of higher education institutions, which ensures the quality of educational services and helps to improve the educational process. In addition, National Agency for Quality Assurance of Higher Education is responsible for the creation of national standards and quality criteria for higher education, the development and implementation of new methods for assessing the quality of education, including through the involvement of international experts. National Agency for Quality Assurance of Higher Education also monitors the quality of higher education and science, as well as evaluates the performance of higher education institutions and helps improve their activities. Therefore, National Agency for Quality Assurance of Higher Education plays an important role in the development of higher education in Ukraine, ensuring the quality of the provision of educational services and the fulfillment of international standards, which helps to raise the level of education in the country.

The concept of "lifelong learning" is very important in today's world, because the knowledge and skills we acquire throughout our lives play an important role in our careers, personal development and the international competitiveness of our country. Continuous learning allows you to maintain and improve your skills and knowledge, adapt to a rapidly changing world, develop your career and increase your effectiveness at work. Through continuous learning, a person can be more competitive in the labor market, increase their income and improve their level of education. In addition, continuous learning promotes creativity, innovation and independence, which are very important qualities in today's world. To implement the concept of "continuous learning throughout life", it is important to develop the education infrastructure, ensure the availability of training and educational resources, support motivation to study and improve the system of professional development of pedagogical workers.

It is worth noting the advantages of the concept of "continuous lifelong learning" include:

- Improvement of professional qualifications and implementation of career growth: Continuing education gives teachers the opportunity to improve their knowledge and skills, learn new technologies and methods of learning, which ensures their success in the profession and the possibility of advancement on the career ladder.

- Development of critical thinking and self-education skills: Continuous learning helps educators develop critical thinking, analytical and reflective skills. They can apply the acquired knowledge and skills in their work, which contributes to their professional development.

- Adaptation to changes: The development of modern technologies and changes in qualification requirements require teachers to constantly update their knowledge and skills. Continuous learning allows teachers to be ready for changes and adapt to new challenges.

- Increasing the efficiency of work: Obtaining new knowledge and skills allows teachers to set new goals and tasks, which in turn increases the efficiency of their work and improves the quality of providing educational services.

However, there are also barriers to the implementation of the concept of "continuous lifelong learning", such as:

- Financial constraints: Participation in courses and seminars can be expensive, and financial constraints can force educators to limit their opportunities for professional development.

- Limited opportunities: Not all teachers have the opportunity to participate in courses and seminars, especially those who work in remote regions or have limited access to the latest technologies.

- Lack of time: teachers may believe that there is not enough time for professional development due to low salary and high workload.

- Lack of resources: Educators may have limited resources for professional development, such as access to necessary materials, tools, or finances.

- Inadequate support from administration: Administration may not provide sufficient support for teacher professional development, which may include insufficient budgets for training and development, or lack of appropriate training and development programs.

- Persistence of professional competence: some teachers may believe that they have already reached the maximum level of professional competence, which may hinder their desire to develop further.

- Resistance to change: Educators may resist changes in teaching methods and other new technologies, which can hinder their professional development.

- Inadequacy of external incentives: Inadequacy of external incentives for professional development may include a lack of adequate recognition and rewards that may be associated with professional development.

If we take into account that the professional activity of a teacher should be basic, then continuous training and professional development are an integral part of this activity. With the help of continuous training, a teacher can improve his qualification level, acquire new knowledge, skills and competencies, which will improve the quality of his work and be more competitive in the labor market. Also, continuous training enables teachers to work with modern technologies and ICT, which improves the learning process and makes it more accessible and effective for students. However, financial constraints, lack of time for training, unavailability of courses and seminars in the region, lack of teachers' motivation for professional development and other factors can be barriers to the development of continuous learning. Therefore, it is important to provide teachers with opportunities for continuous learning and to motivate them for professional development.

Conclusions

Judging from the above, it can be concluded that the professional development of pedagogical workers is an important component of continuous lifelong learning, which helps teachers to effectively fulfill their professional duties and improve the quality of education and education of students. For the successful development of teachers' professional skills, it is important to take into account the factors that can become an obstacle and find ways to overcome them. The mentioned topic is relevant, especially in the context of changes in the modern educational system, which require teachers to have constant professional growth and development. Research on this topic is necessary for the formation of an effective system of training and development of pedagogical personnel in Ukraine. Therefore, the professional development of pedagogical workers is of great importance for quality education and the successful development of Ukrainian society as a whole. Taking into account its features and effective implementation in pedagogical practice will help create conditions for increasing the level of professional competence of teachers and improving the quality of education in Ukraine.

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