

UDC 378.046-021.68

DOI:

**Nataliia Kalashnik**, Ph.D.(Pedagogy), Associate Professor of the Ukrainian Studies Department, Vinnytsya Mykola Pyrohov National Medical University

**Anastasiia Adamovych**, Ph.D.(Philology), Associate Professor of the Social and Humanities Sciences Department,

Tavriya Dmytro Motorniy State Agrotechnological University

**Marianna Barus**, Ph.D.(Chemistry), Associate Professor of the Medical and Pharmaceutical Chemistry Department, Bukovyna State Medical University

**Nataliia Goliardyk**, Ph.D.(Psychology), Senior Lecturer of the Psychology, Pedagogy and Socio-Economic Disciplines Department, National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi

### REGARDING RESEARCH AND TEACHING STAFF PROFESSIONAL DEVELOPMENT AS AN INTEGRAL PART OF PROVIDING QUALITY TRAINING FOR FUTURE PROFESSIONALS WITH HIGHER EDUCATION

*In the article, the authors emphasize that the content and forms of the teachers' professional development should be diversified taking into account the competence level, experience in teaching specific subjects and as well as pedagogical skills. The content of long-term professional development should correspond to the psychological and pedagogical sciences latest achievements, vocational education, innovative processes, higher education institutions program goals, teachers' individual educational needs and be implemented on the basis of diagnostic, competence and practice-oriented approaches. It was concluded that it is necessary to revise the current system and create a continuous one of scientific and pedagogical staff professional development, which would take into account experience and current trends worldwide, in leading European countries and national characteristics too. It should be flexible, dynamic, and adequate to the specific educational institutions requirements and consider the teachers' level of professional competence.*

**Keywords:** advanced training; scientific and pedagogical workers; professional competence.

**Ref. 8.**

**Наталія Калашнік**, кандидат педагогічних наук, доцент кафедри українознавства, Вінницького національного медичного університету імені М.І. Пирогова

**Анастасія Адамович**, кандидат філологічних наук, доцент кафедри суспільно-гуманітарних наук Таврійського державного агротехнологічного університету імені Дмитра Моторного

**Маріанна Барус**, кандидат хімічних наук, доцент кафедри медичної та фармацевтичної хімії Буковинського державного медичного університету

**Наталія Голярдик**, кандидат психологічних наук, старший викладач кафедри психології, педагогіки та соціально-економічних дисциплін Національна академія Державної прикордонної служби України імені Богдана Хмельницького

### ЩОДО ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ, ЯК НЕВІД'ЄМНОЇ СКЛАДОВОЇ ЗАБЕЗПЕЧЕННЯ ЯКІСНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ З ВИЩОЮ ОСВІТОЮ

*У статті автори акцентують увагу на тому, що зміст та форми підвищення кваліфікації викладачів повинні урізноманітнюватися з урахуванням рівня професіоналізму, досвіду викладання дисциплін та педагогічної майстерності. Зміст довгострокового підвищення кваліфікації має відповідати новітнім досягненням психолого-педагогічних наук, професійної освіти, інноваційним процесам, програмним цілям закладів вищої освіти, індивідуальним освітнім запитам педагогічних працівників та реалізуватись на основі діагностичного, компетентнісного та практико-спрямованого підходів. Дійшли висновків у необхідності перегляду чинної і створенні неперервної системи підвищення кваліфікації науково-педагогічних кадрів, яка б враховувала сучасні тенденції, досвід провідних країн Європи та світу й національні особливості. Вона має бути гнучкою, динамічною, адекватною вимогам конкретних освітніх закладів і враховувати рівень професійної компетентності викладачів.*

**Ключові слова:** підвищення кваліфікації; науково-педагогічні працівники; професійна компетентність.

**F**ormulation of the problem. The teaching staff characteristic features the low level of professional mobility, both internal and external. Evidence of this is the lack of experience in such forms as international teacher exchanges, as well as their low virtual mobility, i.e. participation in

video and extramural conferences, etc. All this indicates the scientific and pedagogical workers' poor adaptation to modern European requirements, they are not ready to correspond new conditions, and therefore work in the old way.

**Review of literature sources.** Professional pedagogical activity readiness is considered by scientists (N. Kichuk, L. Kondrashova, A. Linenko, O. Moroz, O. Pekhota, V. Slastyonin, G. Trotsko and others) as a profound socio-pedagogical phenomenon, which contains individual psychological qualities complex of personality and the system of professional and pedagogical knowledge, skills, abilities that ensure successful professional and pedagogical functions implementation.

The scientific works of I. Zyazyun, L. Kaidalova, I. Kurdyumov, L. Pisarev, O. Chorna, N. Shchokina and others are devoted to the study of higher educational institutions teachers' professional and pedagogical skills development [1, 3].

O. Chorna emphasizes that in this country much attention is paid to the selection of pedagogical specialties; mandatory proficiency testing has been introduced. In the United States there are various forms of in-service teacher training: full-time, part-time, and extramural ones; Saturday and Sunday courses that functionate at consulting firms and research centers. Training programs can be both theoretical and practical. Many American universities coordinate the activities of so-called "summer schools" of intensive training lasting from 1–2 weeks to 3 months [6]. O. Gladkova emphasizes that the peculiarities of the development of teachers' in-service training in modern Germany in the context of continuing education are the following: pedagogical supervision as an innovative form of in-service training (personification, i.e. considering individual characteristics of professional development; counseling for teachers; creating psychologically comfortable conditions for teachers to diagnose and resolve professional conflicts; assistance in development and self-development, both of the organization and its individual employees; formation of additional competencies within the framework of compensatory education) and distance form of teachers' professional development in Germany [8]. Despite numerous studies by domestic and foreign scientists, the problem of teachers' professional development and pedagogical skills is not sufficiently studied.

**The purpose of writing the article** is to identify ways to improve the teaching staff research skills, including: expansion of theoretical knowledge; formation of competencies; professionally important and personal qualities modeling and development;

modern pedagogical technologies mastering; improving the conditions of professional development; creation of pedagogical image, teacher's self-education and self-improvement.

**Presenting main material.** Ukraine's accession to the European community determines the priority of education development, which systematically shapes the modern society qualities through the basic personal values enshrined in the EU Charter, namely: dignity as the right to human dignity, the right to life; the right to individual integrity; human freedom – individual right for liberty and security, to live independently and at will, without coercion; freedom of economic activity as freedom of professional activity throughout the EU, the right to work; property rights, in particular – intellectual property rights; equality as a key principle of the individual legal status in a democratic society, which seeks to ensure equal conditions for the realization of all human rights and freedoms, to prevent discrimination or, conversely, to create unjustified privileges for certain individuals or social groups. Today in the society there is an interdependence between the university teaching staff professional qualification level → the specialist' quality of training – a higher school graduate. The basic factor in this chain is the higher education scientific and pedagogical staff professionalism, which is determined by a number of new era requirements to the teacher's personality.

In this context, the higher education teacher necessary characteristics are: European and world level of professional competence, mobility, competitiveness, creativity and responsibility, flexible, independent and critical thinking, foreign languages, new information technologies, ability to operate in uncertain and changeable conditions, focus on effective self-education, self-improvement throughout life. Only by forming and developing the above characteristics, we will be able to prepare a new generation of teachers, ready to implement the ever-growing and complex tasks of teaching and educating the younger generation, able to adapt to social change, ready to respond to external challenges and minimize risks. In turn, it is natural that a high level of teacher training is a prerequisite for the student's personality, life competencies and values development [4].

The need for teachers' self-education is a specific feature of pedagogical activity. The requirement for teachers to learn throughout life, as the education system changes both the needs of society and the demand for higher education teachers. To ensure the modern training level of future specialists, the higher education teachers training should be proactive. The content and forms of teachers' in-service training should be varied taking into account the professional

level, experience in teaching specific subjects and pedagogical skills. The main condition for such training is the teachers' need to increase the level of their own professional competence and its implementation in various ways.

According to the sixth part of 59 Article of the Law of Ukraine "On Education" the Cabinet of Ministers of Ukraine aims to improve the following skills:

1) acquisition of new and / or improvement of previously obtained competencies (in particular, key competencies and skills common to all competencies) within the professional activity or field of knowledge considering the relevant professional standard requirements;

2) person's acquisition of experience in performing additional tasks and responsibilities within the specialty and / or profession;

3) formation and development of information and communication skills, media literacy, managerial, inclusive, language competencies, etc.

We agree that in the educational process it is necessary to take into consideration the teachers' age, their level of psychological and pedagogical training, professional education, pedagogical technologies level, ability to self-improvement and self-learning, the desire to "learn throughout life".

Teacher training should be carried out according to the following basic principles [3]:

- dynamism – provides opportunities for changes and additions to the content of educational programs;

- continuity – provides extensive opportunities to meet the diverse needs of teachers in terms of time, place and form of education;

- conscious perspective – requires a deep students' and teachers' understanding and awareness of short, medium and long-term learning prospects system;

- versatility of scientific and methodical consulting (support) – provides a high level of interest of students and teacher's competence;

- parity – is based on the teachers and students subject-subject interaction, etc.

Advanced training of higher educational institutions pedagogical staff is carried out by the following types:

- early professional development;

- short-term advanced training and internship.

Long-term professional development, which is a mandatory condition for teachers' certification, is carried out at least once every five years through formal training on contractual terms in licensed by the Ministry of Education and Science of Ukraine institutions and ends with the issuance of the legal document. The duration of long-term training is from 72 to 216 academic hours.

The content of long-term professional development should correspond to the latest achievements of psychological and pedagogical sciences, vocational education, innovative processes in specific industries, program goals of vocational schools, teachers' individual educational needs and be implemented on the basis of diagnostic, competency and practice-oriented approaches.

Curricula and programs of long-term professional development are elaborated in the prescribed manner and approved by the institutions in which such training is carried out, in accordance with the specialists' qualifications, their functional responsibilities, teachers' individual needs qualifications. Vocational training includes a psychological and pedagogical component and is formed by industry and professional orientation on the basis of professions state standards.

Short-term professional development is carried out within the programs of targeted courses, seminars, trainings, webinars, "round tables", master classes through formal or informal education and ends with the issuance of a certificate, diploma, certificate, etc. The frequency of short-term training is determined by the customer depending on the production needs, teachers' individual educational needs and can last from 6 to 72 academic hours. Short-term professional development can take place at the regional, national and international levels. The number of mastered programs of short-term training is taken into account during the next pedagogical worker certification.

Among the most common forms of professional development are: lecture, demonstration lecture, practical and seminar classes, training seminars, conferences, webinars, online debates, "round tables", group and individual consultations. Thus, conducting problem-based, multimedia, binary lectures, lectures-conferences, lectures-consultations, lectures-talks, master-classes allows to create an atmosphere of teacher-students students interactive interaction and promotes educational activity intensification. It also influences motivation for professional self-improvement positively. An effective method of activating the cognitive activity of students in the learning process is to hold discussions in a "round table", which promotes critical thinking development, gives the opportunity to determine their own position, develops skills to defend their opinions, deepens knowledge of the problem.

The training is based on the principle of modularity, which involves content structuring into the following modules: "Education Management", "Higher School Pedagogy", "Higher School Psychology", "Teacher's Pedagogical Skills" and others.

Recently, trainings aimed at mastering, updating and deepening special professional, scientific-

methodical, pedagogical, social-humanitarian, psychological competencies by pedagogical and scientific-pedagogical workers are widespread in the cycles of advanced training. Conducting trainings creates an atmosphere of immersion in the conditions of pedagogical activity, promotes professional skills and abilities of pedagogical problems solving improvement. During the trainings teachers practice the skills of pedagogical technique: speech technique, psychotechnics, facial expressions, pantomime, communication; restoring physical and mental well-being techniques, overcoming psychological barriers and conflicts, preventing professional burnout, attention management, educational and cognitive activities skills, etc. are mastered. In our opinion, it would be expedient to create a training program that would be aimed at the development of communicative qualities, lecturing skills, pedagogical techniques, improving teaching methods, etc. Common in the system of professional development of teachers are trainings: "Overcoming problems in pedagogical activities", "Pedagogical communication", "Voice training", "Lecture skills" and others.

An important contribution to the self-development of the teacher's personality would be the development of a set of electronic teaching materials for the educational process organization in the cycle of professional development of teachers "Modern pedagogical technologies", which would include multimedia lectures on "Modern pedagogical technologies", "Information and communication technologies", "Case-technology", "Distance learning technology", "Pedagogical skill", "Teacher's image", "Teacher's self-education and self-improvement", which teachers can work on independently. It is necessary to conduct pedagogical workshops for teachers' advanced training. This encourages teachers to continuous self-development and self-improvement. Teachers can use their own experience and pedagogical innovations.

The basis of higher education pedagogical staff professional growth should be the standards of the professional development of scientific and pedagogical staff and innovative programs developed in accordance with them, based on competencies on a modular basis [7].

It should be noted that the internship should also become not only one of the various forms of professional development, but also acquire new content and be carried out in an appropriate innovative environment – higher education institutions, research institutions, both domestic and foreign. This, in turn, requires the formation at the state level of a network of such institutions and the regulatory framework in their activities.

**Internships** may include:

1. Study of the university and training programs organizational structure through access to the university official website.

2. Acquaintance with copies of educational and methodical support of educational process which is sent to participants of training by e-mail.

3. Study of the distance education experience and passing a distance course in a subject of your choice (list of subjects and access code is provided).

4. Work with the university repository and electronic library fund (electronic access code is provided).

5. Acquaintance with copies of virtual lecture courses by university teachers from different subjects.

During the organization and the internship itself, the institution-executor on the basis of bilateral agreements must:

- develop an individual internship program and no later than 10 days before the internship send it to the institution-customer for approval;

- issue an order on enrollment of pedagogical employees for internships and appointment of internship supervisors from among experienced employees with the required qualifications;

- provide teachers with jobs, tools, materials for work that correspond to their individual internship program;

- provide an opportunity to get acquainted with the latest materials, tools, technologies, equipment, technological processes;

- create safe working conditions in accordance with the standards of safety, occupational health;

- provide, if required by the conditions of production, overalls and other personal protective equipment;

- carry out qualification attestation of pedagogical workers who have passed internships;

- make decisions on promotion (confirmation) of the category (class, category);

- issue a certificate of internship or a certificate of assignment (improvement) of qualification.

The international exchange of teachers deserves special attention. This issue is new today, and therefore requires scientific development in accordance with national characteristics, the mechanism of its implementation and regulatory support. In the field of higher education international cooperation, the preconditions for the creation of a system for finding and attracting grants from various foreign foundations and organizations have been created.

In this context, the necessary characteristics of a higher education teacher are: professional

competence at the European and world standards level, mobility, competitiveness, creativity and responsibility, flexible, independent and critical thinking, knowledge of foreign languages, new information technologies, ability to work in uncertain and changeable conditions, focus on effective self-education, self-improvement throughout life. Only by forming and developing the above characteristics, we will be able to prepare a new generation of teachers, ready to implement the ever-growing and complex tasks of teaching and educating the younger generation, able to adapt to social change, ready to respond to external challenges and minimize risks. In turn, it is natural that a high level teacher training is a prerequisite for the development of the student's personality, life competencies and values. Thus, there is no doubt that "the future of the nation depends on the quality of pedagogical education, mastered by the teacher the amount of knowledge, skills and abilities, the level of formation of creative skills and the development of creative abilities" [2, 2].

**Conclusions.** The "teaching model" prevails in the activity of scientific and pedagogical workers. At the same time, research standards are poorly developed, despite the positive changes that have recently taken place in this direction. This is due to the lack of a clear concept of the teachers' research in the professional activities. A characteristic feature of the teaching staff is the low level of professional mobility, both internal and external. Evidence of this is the lack of experience in such forms as international teacher exchanges, as well as their low virtual mobility, i.e. participation in video and extramural conferences, etc. All this indicates the scientific and pedagogical workers' poor adaptation to modern European requirements, they are not ready to correspond new conditions, and therefore work in the old way.

Thus, it is necessary to revise the current system and create a continuous one of scientific and pedagogical staff professional development, which would take into account experience and current trends worldwide, in leading European countries and national characteristics too. It should be flexible, dynamic, adequate to the specific educational institutions requirements and consider the teachers' level of professional competence.

Formation of national intelligentsia, assistance in enrichment and renewal of the intellectual gene pool of Ukraine – this is the objective we must put, because the quality of educational services is a set of professional consciousness characteristics, which requires an experienced specialist to perform professional activities successfully in accordance with modern economic processes.

**Results and prospects of the study.** Society dynamic development, magnifying of the amount of scientific information, changes in the content of pedagogical education and principles of educational institutions revision lead to increased requirements for scientific and pedagogical workers professional development as an integral part of providing quality training for future professionals with higher education, which not only meets the needs of today but takes into account the prospects of modern society. Professional self-realization as a way of personality functioning and development can be attributed to three main classes of mental phenomena simultaneously, i.e. it can act as a process, state (slice at a certain stage) and property of the subject. Self-realization as a process is a leading class of mental phenomena and allows a comprehensive and systematic study of human life. Accordingly, the personal self-realization includes awareness, choice and implementation of those aspects of individuality that contribute to its self-expression, realization of potentials, the formation of the person's own system of values, motives, ideas, goals and identifying ways to achieve them [5, 1]. People, who are in the same conditions, show their potential in different ways, for example, we can mention such dedicated teachers as A. Makarenko, V. Sukhomlinsky, J. Korczak, whose lack of conditions necessary for learning did not prevent them from educating real people from their students. Prospects for further research are associated with the peculiarities of professional self-realization and the conditions for the formation of readiness for the professional training process.

#### ЛІТЕРАТУРА

1. Кайдалова Л. Г., Щокіна Н. Б., Вахрушева Т. Ю. Педагогічна майстерність викладача : навч. посіб. Харків: Вид-во НФаУ, 2009. 140 с.
2. Концепція педагогічної освіти. Київ, 1998.
3. Основы педагогического мастерства / Под. ред. И. А. Зязюна. Київ: Вища школа, 1987. 205 с.
4. Современные системы повышения квалификации преподавателей вузов. URL: <http://www.vfmgju.ru/Higher-education-in-Russia/Systemsimprovement-professional-skill-teachers-of-high-schools/index.html>
5. Субъектный подход в изучении профессиональной самореализации. / С. Д. Максименко, В. И. Осёдло. *Психология и право*. 2011. № 1. С. 1. URL: <http://psyjournals.ru/psyandlaw/2011/n1/39330.shtml>
6. Чорна О. Сучасні тенденції підготовки та підвищення кваліфікації викладачів ВНЗ (на прикладі відповідного досвіду Великої Британії). *Наукові записки. Серія: педагогічні науки*. Кіровоград : РВВ КДПУ ім. В. Винниченка, 2010. Вип. 88. С. 273–276.
7. Ярочкина Г. В. Инновационная модель повышения квалификации педагогических кадров учреждений довузовского профессионального образования. *Инновации в образовании*. 2008. С. 4 – 13.

**АКТУАЛЬНІ ПРОБЛЕМИ ВАЛЕОЛОГІЧНОГО ВИХОВАННЯ СТУДЕНТІВ  
В УМОВАХ ЗМІШАНОГО НАВЧАННЯ**

8. Die besten Hochschulen in Deutschland. Stern. 2001. Heft 17. S. 57–68.

**REFERENCES**

1. Kaidalova, L. H., Shchokina, N. B. & Vakhrusheva, T. Yu. (2009). Pedagogichna maisternist vykladacha : navch. posib. [Pedagogical skills of the teacher: textbook way.]. Kharkiv, 140 p. [in Ukrainian].

2. Kontsepsiia pedahohichnoi osvity (1998). [The concept of pedagogical education]. Kyiv. [in Ukrainian].

3. Osnovy pedagogicheskogo maysterstva (1987). [Fundamentals of pedagogical skills]. (Ed.) I. A. Zyazyun. Kyiv, 205 p. [in Russian].

4. Sovremennye sistemy povysheniya kvalifikatsii prepodavately vuzov [Modern systems of professional development of university teachers]. Available at: <http://www.vfmgiiu.ru/Higher-education-in-Russia/Systemsimprovement-professional-skill-teachers-of-high-schools/index.html> [in Russian].

5. Maksimenko, S. D. & Osedlo, V. I. (2011). Subektnyy podkhod v izuchenii professionalnoy samorealizatsii

[Subjective approach in the study of professional self-realization]. *Psychology and Law*. No. 1. p.1. Available at: <http://psyjournals.ru/psyandlaw/2011/n1/39330.shtml> [in Russian].

6. Chorna, O. (2010). Suchasni tendentsii pidhotovky ta pidvyshchennia kvalifikatsii vykladachiv VNZ (na prykladi vidpovidnoho dosvidu Velykoi Brytanii). [Modern trends in training and retraining of university teachers (on the example of the relevant experience of Great Britain)]. *Scientific notes Series: Pedagogical sciences*. Kirovograd, Vol. 88. pp. 273–276. [in Ukrainian].

7. Yarochkina, G. V. (2008). Innovatsionnaya model povysheniya kvalifikatsii pedagogicheskikh kadrov uchrezhdeniy dovuzovskogo professionalnogo obrazovaniya [Innovative model of professional development of teachers of pre-university vocational education]. *Innovations in education*. pp. 4 – 13. [in Russian].

8. Die besten Hochschulen in Deutschland [The best high schools in Germany]. Stern. 2001. Vol. 17. pp. 57–68. [in German].

Стаття надійшла до редакції 11.12.2020

УДК 378

DOI:

**Ігор Шупік**, кандидат технічних наук, доцент,  
доцент кафедри енергетики, електротехніки і фізики  
Херсонського національного технічного університету

**АКТУАЛЬНІ ПРОБЛЕМИ ВАЛЕОЛОГІЧНОГО ВИХОВАННЯ СТУДЕНТІВ  
В УМОВАХ ЗМІШАНОГО НАВЧАННЯ**

*У статті висвітлена проблема збереження здоров'я студентів в умовах змішаного та дистанційного навчання. Описано аналіз досвіду та результати дослідження чинників, які є причиною погіршення стану здоров'я студентів під час організації дистанційного і змішаного навчання.*

*Зосереджено увагу на шляхах розв'язання завдань валеологічного виховання студентської молоді у закладах вищої освіти, обґрунтовано умови зміцнення здоров'я студентів, та формування у них усвідомлення необхідності дбати про стан здоров'я.*

*Наголошено на необхідності підтримки і бажання у студентської молоді бути здоровими, а також формування вміння і навичок дотримання здорового способу життя.*

**Ключові слова:** валеологічне виховання; дистанційне навчання; проблеми виховання; валеологія; валеологічна підготовка; здоров'я людини; здоровий спосіб життя.

**Літ. 10.**

**Igor Shupik**, Ph.D.(Technical Sciences), Associate Professor,  
Associate Professor of the Energy, Electrical Engineering and Physics Department,  
Kherson National Technical University

**CURRENT PROBLEMS OF VALEOLOGICAL EDUCATION OF STUDENTS IN THE  
CONDITIONS OF MIXED LEARNING**

*The article considers the problem of preservation of students' health in the conditions of mixed and distance learning. The analysis of experience and the results of the research of the factors that cause the deterioration of students' health during the organization of distance and mixed learning are described.*

*The focus is on solution of the problems of valeological education of students' youth in higher education institutions.*

*One of the urgent tasks of valeological education is the formation of valeological culture of the student. Its formation must contain such a structural component of the educational process as the impact on the consciousness and behavior of the students' youth, because it is impossible to force the student to use the methods and techniques of health care systematically.*