

RECOMMENDATIONS FOR THE PROFESSIONAL DEVELOPMENT OF ACADEMIC AND TEACHING STAFF

process under martial law]. *Education. Innovation. Practice*, No. 13(6), pp. 42–49. DOI: <https://doi.org/10.31110/2616-650X-vol13i6-006> [in Ukrainian].

13. Ministry of Education and Science of Ukraine. (2024). *Kontseptualni zasady reformuvannya profilnoi serednoi osvity (akademichni litsei)* [Conceptual foundations of reforming profile secondary education (academic lyceums)]. Nakaz / materialy MON (10.10.2024). Available at: <https://zakon.rada.gov.ua/rada/show/v1451729-24#Text> [in Ukrainian].

14. Ministry of Education and Science of Ukraine (2025). *Kontseptualni zasady osvity haluzei ta dorozhni karty realizatsii kontseptualnykh zasad osvity haluzei u 2025–2030 rr.* [Conceptual foundations of educational fields and roadmaps for implementation of the conceptual foundations of educational fields for 2025–2030]. Available at: <https://mon.gov.ua/npa/pro-zatverdzhennia-kontseptualnykh-zasad-osvitnik-h-haluzei-ta-dorozhnoi-karty-realizatsii-kontseptualnykh-zasad-osvitnik-haluzei-na-2025-2030-roky> [in Ukrainian].

15. Ministry of Education and Science of Ukraine (2025). *Proiekt Kontseptsii profesiynoi oriiientatsii ta karemoho konsultuvannya u systemi osvity Ukrainy na 2025–2027 roky* [Draft Concept of professional orientation and career counseling in the education system of Ukraine for 2025–2027]

(proiekt dlya hromadskogo obhovorennia). Available at: <https://mon.gov.ua/news/mon-proponuie-dlia-hromadskoho-obhovorennia-proiekt-kontseptsii-profesiynoi-oriiientatsii-ta-karier-noho-konsultuvannya-u-systemi-osvity-ukrainy-na-2025-2027-roky> [in Ukrainian].

16. Pavelchuk, M. (2024). *Personalizatsiia navchannia здобувачів профільної середньої освіти як представників покоління Альфа: Урахування індивідуально-психологічних особливостей* [Personalization of learning of profile secondary education learners as representatives of Generation Alpha: Considering individual psychological characteristics]. *Ukrainian Educational Journal*, No. 3, pp. 79–86. DOI: <https://doi.org/10.32405/2411-1317-2024-3-79-86> [in Ukrainian].

17. Popov, R. & Pavelchuk, M. (2025). *Pedahohichni umovy formuvannya liderskykh navychok i kompetentnosti uchniv starshoi profilnoi shkoly v konteksti zmistu ta standartiv suchasnoi osvity* [Pedagogical conditions for the formation of leadership skills and competencies of senior profile school students in the context of content and standards of modern education]. *Ukrainian Educational Journal*, No. 1, pp. 38–44. DOI: <https://doi.org/10.32405/2411-1317-2025-1-38-44> [in Ukrainian].

Стаття надійшла до редакції 11.09.2025

UDC 001.895:33.363

DOI: <https://doi.org/10.24919/2308-4634.2025.344557>

Volodymyr Pidchiachyi, *Doctor of Philosophy in Pedagogy, Senior Researcher of the Andragogic Department, Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine*
ORCID: <https://orcid.org/0000-0002-8596-6749>

RECOMMENDATIONS FOR THE PROFESSIONAL DEVELOPMENT OF ACADEMIC AND TEACHING STAFF

This article outlines the key directions for the professional development of academic and teaching staff in the context of education digitalization and growing demands on teaching and research performance. The emphasis is placed on the need for continuous updating of competencies, particularly in the areas of digital technologies, pedagogical excellence, academic integrity, and scholarly communication. The article highlights the importance of research involvement, publication activity, and inter-institutional collaboration in shaping a competitive professional. The proposed recommendations are aimed at improving the effectiveness of academic and teaching activities and addressing the current challenges in the field of education.

Keywords: professional development; academic and teaching staff; digital competencies; pedagogical excellence; academic integrity; research activity; innovative technologies; adult education; lifelong learning; quality of higher education.

Ref. 15.

Володимир Піддячий, доктор філософії у галузі 01 Освіта / Педагогіка, старший науковий співробітник відділу андрагогіки Інституту педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України
ORCID: <https://orcid.org/0000-0002-8596-6749>

РЕКОМЕНДАЦІЇ ЩОДО ПРОФЕСІЙНОГО РОЗВИТКУ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ

У статті розкрито основні напрями професійного розвитку науково-педагогічних працівників в умовах трансформації суспільства, цифровізації освіти та зростання вимог до викладацької і дослідницької діяльності. Наголошено, що ефективність науково-педагогічної діяльності значною мірою залежить від здатності працівників своєчасно оновлювати знання, удосконалювати фахові компетентності, інтегрувати інноваційні підходи до викладання та досліджень. Обґрунтовано необхідність опанування цифрових інструментів, таких як платформи для

відеозв'язку, дистанційного навчання, засоби автоматизації рутинних процесів, що забезпечує гнучкість і безперервність освітнього процесу.

Окреслено вимоги до сучасного науково-педагогічного працівника, серед яких – готовність до впровадження інновацій, розвиток педагогічної майстерності, вміння організовувати навчання та ін.. Акцентовано на необхідності особистісного саморозвитку, набуття досвіду, саморефлексії, формування міждисциплінарної обізнаності та гнучких навичок, зокрема емоційного інтелекту, лідерства, командної взаємодії. Зазначені якості забезпечують здатність адаптуватися до швидких змін і сприяють створенню сприятливого для розвитку освітнього середовища.

Виокремлено, що основні аспекти науково-дослідної діяльності включають участь у проєктах, написання наукових праць, дотримання академічної доброчесності, публікація результатів у вітчизняних і зарубіжних виданнях, представлення напрацювань на конференціях тощо. Наголошено на важливості розвитку методологічної компетентності науково-педагогічного працівника, що включає вміння формувати проблему, мету, завдання, обирати методи, інтерпретувати результати дослідження. Вказано на роль науково-дослідної діяльності у професійному становленні фахівця. Особливу увагу приділено співпраці з іншими науковцями та етичним аспектам наукової та освітньої праці. Наведені рекомендації спрямовані на підвищення ефективності науково-педагогічної праці та формування конкурентоспроможного фахівця.

Ключові слова: професійний розвиток; науково-педагогічні працівники; цифрові компетентності; педагогічна майстерність; академічна доброчесність; наукова діяльність; інноваційні технології; освіта дорослих; неперервне навчання; якість вищої освіти.

Problem statement. The advancement of society is driven by the development of education and science. Education equips individuals with the competencies necessary for effective life and professional activity in a social context, while science is oriented towards innovation and technological progress, which in turn improves quality of life, contributes to solving both local and global problems, and opens up new opportunities for meeting individual and societal needs. In synergy, education and science form the foundation for implementing the concept of sustainable development [2], ensuring the training of highly qualified professionals capable of addressing complex industrial and socio-economic challenges at both regional and national levels [10, 114].

The dynamic development of society has led to the emergence of new requirements for the professional activity of academic and teaching staff, including:

- the development of innovative approaches to teaching and scientific research;
- the integration of modern technologies into the educational process;
- the use of digital tools to enhance the quality of distance and blended learning (including artificial intelligence, virtual reality, data visualization tools, software for planning and managing the learning process, etc.).

Mastering these competencies increases readiness to work in the context of digitalization, scientific and technological progress, and the global information environment. This contributes not only to personal and professional development but also to the formation of a progressive society.

The purpose of this article is to explore the priority areas for the professional development of academic and teaching staff in the context of education digitalization and to offer practical recommendations for enhancing the effectiveness of their teaching and research activities.

Analysis of key research and publications. The issue of professional development for academic and

teaching staff is actively explored in the context of higher education system modernization, digitalization of the educational process, and increasing societal demands. Significant contributions to the foundation of this process have been made by prominent scholars. For instance, in his 2019 study, O. Zhabenko systematized the main legislative acts regulating the certification and professional advancement of academic and teaching staff in Ukraine. The study emphasizes the need to introduce clear criteria for assessing professional growth outcomes [6, 234–240].

Contemporary professional requirements for academic and teaching staff underscore the importance of developing digital competencies. In this regard, R. Hurevych, N. Lazarenko, and N. Nychkalo (2021) substantiated the significance of ICT competencies as a key factor in effective teaching in a digital environment. The authors highlight the insufficient readiness of some instructors to utilize modern digital tools, which hampers the implementation of next-generation educational programs [8, 17–29].

O. Bulvinska and I. Kapralova (2022) examined the prospects of using Massive Open Online Courses (MOOCs) in the professional development system of academic and teaching staff. Their study demonstrates that MOOCs can serve as an effective form of non-formal education, though they come with a number of limitations, such as the lack of individualized feedback and content standardization [3, 273–290].

T. Sorochan (2023) addressed relevant aspects of the transformation of professional development in the context of open education. The author analyzes the new challenges educators face due to dynamic changes in the educational environment and emphasizes the need to revise qualification upgrade formats, taking into account the individualization of learning trajectories [13, 1–6].

Thus, the literature review highlights the multidimensionality of approaches to the professional development of academic and teaching staff, encompassing

regulatory, organizational, digital, and methodological aspects. At the same time, the identification of priority areas for professional development in the context of education digitalization and the development of practical recommendations for enhancing teaching and research effectiveness remain relevant issues.

Presentation of the main material. The fields of education and science are highly competitive, which necessitates the continuous professional advancement of academic and teaching staff. This includes updating knowledge, developing personal qualities essential for solving complex problems, publishing scholarly work in national and international peer-reviewed journals, participating in grant projects, and engaging in research activities. In this context, continuous professional and personal development is a key factor in improving the effectiveness of academic and teaching performance.

Knowledge and technologies are evolving rapidly, rendering information that was relevant only a few years ago increasingly obsolete and giving way to cutting-edge advancements. Therefore, academic and teaching staff must regularly update their competencies, study current trends, analyze labor market needs, monitor scientific and technological achievements, and integrate them into their professional practice. This will facilitate the incorporation of up-to-date and forward-looking knowledge into the educational process and contribute to the training of competitive professionals capable of operating effectively in today's environment [11, 391].

Among the key areas of professional and personal development for academic and teaching staff is the mastery of modern digital tools and platforms [15]. This necessity is driven by several factors:

- the need to adapt to changes in teaching methods, as the educational environment is rapidly evolving;
- the limited effectiveness of traditional teaching methods in meeting the needs of contemporary students, who are accustomed to the daily use of digital technologies;
- the demand for integrating digital technologies into the learning process through the use of video conferencing platforms (Zoom, Google Meet, Microsoft Teams, etc.) and online learning platforms (Moodle, Google Classroom, etc.);
- the expanded access to learning materials, enabling students to work with them remotely regardless of geographic location;
- the ability to attend lectures, complete practical assignments, and use other educational resources at a convenient time and from any compatible device;
- the increased interactivity of the educational process through tools such as interactive whiteboards, online polls (Mentimeter, Kahoot, etc.), and gamified exercises that foster student engagement and enhance knowledge retention;
- the continuity of education during crises (such as

war, pandemics, etc.), when traditional classes cannot be conducted;

- the automation of routine processes (attendance tracking, test and quiz grading, generation of summary reports on student performance, etc.), which saves time and allows educators to focus more on creative tasks, such as writing scholarly articles and developing instructional materials;

- the flexibility and variability of the educational process, including the ability to create learning materials tailored to students' needs and to design individual learning paths using modular distance learning platforms;

- the possibility to track students' individual progress and make timely adjustments to the learning process;

- the need to ensure real-time remote collaboration for the implementation of joint projects, among other initiatives.

Work in the field of education and research involves not only the transmission of theoretical knowledge but also the development of learners' personal qualities, such as critical thinking and the ability to adapt quickly to change. To successfully fulfill these tasks, it is essential for academic and teaching staff to maintain authority and trust among colleagues and students. This is facilitated by pedagogical excellence, a set of personal qualities that ensure high-level self-organization in professional activity on a reflective basis [7, 717]. Pedagogical mastery is thus a key prerequisite for professional success in academia.

Improving pedagogical excellence is a multifaceted process that involves both the development of new and the enhancement of existing competencies and teaching methods. This process is closely intertwined with the personal development of academic and teaching staff, which occurs through lifelong learning, accumulation of practical experience, and self-reflection on their activities and outcomes.

In today's context, the concept of "professional competence" is no longer limited to narrow subject specialization, as it now encompasses interdisciplinary awareness and the application of innovative approaches, methods, tools, and technologies. Particular attention is given to the development of soft skills among academic professionals, including emotional intelligence, communication abilities, active learning, critical thinking, leadership, and teamwork skills [9, 77–83]. These competencies enable effective collaboration with various stakeholders, project management, and the demonstration of emotional intelligence [1, 10], while also increasing the capacity for rapid adaptation in the face of dynamic socio-economic transformations. These qualities manifest in better understanding between colleagues and students, the creation of a positive atmosphere in professional interactions, the design of innovative, engaging, interactive, and practice-oriented

educational programs, the presentation of research at academic conferences, the publication of articles in reputable journals, and the development of new theories, methodologies, and technologies for teaching, education, and personality development.

Participation in research and the publication of scholarly work in national and international journals are essential aspects of academic and teaching staff's professional activity. This encompasses a broad range of actions aimed at acquiring, verifying, and disseminating scientific knowledge. Therefore, the development of methodological competence among academic staff is particularly important. This includes enhancing the ability to: identify research problems and define objectives and tasks; analyze sources and assess the state of the studied issue; determine research methodology and methods; conduct experiments and analyze their results; develop theories, methodologies, models, and technologies; identify the scientific novelty of the research, and more [4, 19–20].

Collaboration with other researchers is also a critical component of scientific activity. This may take the form of: (1) idea exchange; (2) co-authorship of scientific publications; (3) joint development of grant applications; (4) teamwork on research projects; and (5) addressing complex scientific problems. Such cooperation provides a foundation for producing scholarly publications, in which newly obtained data are correlated with prior research findings and appropriately presented. Scientific publications follow a clear structure (introduction, literature review, methodology and methods, results description, conclusions, and prospects for future research), aligned with generally accepted and formally established academic standards.

In the context of education reform aligned with European standards, increasing attention is being paid to the ethical dimension of the professional activities of academic and teaching staff. This involves adherence to the principles of academic integrity in the development of educational and scholarly output. Scientific work is a complex, multi-stage process that includes:

- 1). searching for and analyzing up-to-date publications in Ukrainian, English, or other foreign languages in reputable national and international journals;
- 2). adhering to academic style when presenting research findings;
- 3). using modern digital tools for data analysis;
- 4). disseminating research results through publication in professional journals;
- 5). presenting findings at international conferences, seminars, and symposia [12].

The publication of scientific materials is a challenging process. It requires identifying peer-reviewed national and international journals with high impact factors, as well as close collaboration with editorial boards and reviewers who provide feedback and suggestions for improving manuscripts during the double-

blind peer-review process. By publishing in such journals, academic and teaching staff contribute to the development of their country's scientific landscape while sharing their findings on a global scale. This contributes to their professional development and enhances the reputation of the institutions they represent.

Participation in national and international academic events (conferences, symposia, etc.) is another important area of professional activity for academic staff. At these events, participants present their research, share ideas, and showcase their achievements. These engagements also include discussions, idea exchange, feedback from colleagues, and analysis of research outcomes. Academic conferences offer extensive opportunities to establish connections between researchers working in the same or related fields. The outcomes of such events are often published in collections of conference proceedings. Like conferences, symposia are a form of academic gathering, typically focused on a detailed examination of a specific topic. Symposia bring together experts who collaborate in discussing and solving complex scientific and practical problems, often resulting in the development of various recommendations.

In today's world, education is gradually taking on an increasingly international character. As such, growing importance is placed on the academic mobility of faculty and students, and on the development of international cooperation. Since science is a globalized field, participation in international projects requires academic and teaching staff to stay informed about current trends in their discipline, be proficient in English, and possess strong digital literacy skills. This necessitates mastering international standards in teaching and research, as well as developing English language competence—factors that significantly expand opportunities for collaboration with colleagues and students from other countries. As the language of international communication, English opens new prospects on the global stage and facilitates the dissemination of domestic research results.

English language competence is particularly valuable for academic and teaching staff as it enables them to:

- attract international students;
- develop scholarly work, academic programs, and educational materials, and prepare lectures, practical lessons, discussions, presentations, tests, and assessments for English-speaking audiences;
- foster international cooperation and integration;
- adopt international standards of academic research and teaching.

Currently, there is a noticeable challenge related to overcoming the English language barrier in the professional activities of academic and teaching staff. This issue stems from insufficient motivation to study in this area, as well as objective circumstances such as the war waged by the Russian Federation against Ukraine,

frequent air raid alerts, destruction, chronic stress, uncertainty, tragic news, and loss of life. These factors evoke negative emotions, deplete energy, and hinder focused work and learning.

The importance of professional development in improving English language proficiency lies in:

- the ability to develop educational and scientific materials—such as textbooks, manuals, monographs, interactive courses, and research articles—at a qualitatively new level;
- the opportunity to present research findings at international academic and professional events in English;
- increased readiness to apply for and manage grants and participate in joint projects with researchers from other institutions.

Given the economic crisis and reduced government funding for science and education, there is a growing need to seek alternative sources of support. This has led to the intensification of grant-seeking activity among academic and teaching staff. The process of preparing and securing grants is complex and multi-stage. It includes:

- 1) identifying donors (such as the European Commission, international foundations, governmental and private organizations) that provide funding for research on specific topics;
- 2) developing a project rationale;
- 3) describing the research problem, objectives, methodology, and expected outcomes;
- 4) planning the project budget and timeline;
- 5) conducting integrated activities aimed at obtaining research funding and collaborating with partners to achieve shared goals;
- 6) coordinating project team development, including role allocation, resource planning, and assignment of responsibilities.

Upon receiving a grant as a result of a competitive selection process, the project enters the implementation phase, which consists of: organizing project management, defining key stages and performance indicators to evaluate success; conducting research, developing innovations, carrying out experimental work, analyzing results, and implementing new developments; communicating with partner institutions, which involves knowledge exchange, shared access to equipment, consultations, expert assessments, and participation in joint events; monitoring project progress and preparing various reports, including financial documentation.

The positive aspects of grant acquisition and project implementation include:

- securing funding for the realization of research ideas;
- enhancing the prestige of the institution;
- disseminating acquired knowledge through publications (articles, patents, certificates of authorship, etc.);

– developing innovations aimed at the advancement of individuals, society, the economy, the environment, and more;

- providing opportunities for the professional development of early-career researchers through their involvement in projects;
- integrating into the global scientific community and expanding research capabilities;
- strengthening international reputation [5].

One of the essential directions in the professional development of academic and teaching staff is mastering modern pedagogical methodologies and instructional technologies, as these significantly influence the quality of education and the effectiveness of the teaching and learning process. They also help prepare students for the challenges of today's world. With the emergence of innovations and transformations in the labor market, the educational process requires timely adjustments in response to social and technological changes. This calls for the implementation of new pedagogical approaches that facilitate the integration of knowledge across disciplines for the comprehensive resolution of complex problems, and ensure that the learning process remains flexible and relevant to current realities.

A particularly important role in this process is played by interactive learning formats, which create new opportunities for engagement between educators and learners. These include blended learning and the flipped classroom. The value of such formats lies in their capacity to deepen students' understanding of course material and actively involve them in the learning process.

The development of information and communication technologies has significantly expanded access to educational resources hosted on various online platforms (e.g., Moodle, Google Classroom, etc.). This allows students to choose learning materials and engage with them at their convenience, regardless of location – a crucial advantage in the context of distance and blended learning. The use of advanced digital tools, particularly artificial intelligence, enables the personalization of the learning process, helping to identify knowledge gaps and design individual learning pathways. Automated software increases the speed and accuracy of student progress assessments, especially in testing and conducting real-time interactive surveys. These tools allow for timely adjustments and enhancements to the educational process, facilitating the integration of the latest scientific and technological advancements.

To effectively design innovative educational programs that meet current societal demands and expectations, it is crucial to enhance the methodological training of academic staff. This supports the creation of high-quality and efficient educational content. Logically structured and well-designed instructional

materials that combine theoretical and practical components contribute positively to learning outcomes, increase clarity and value for students, and promote systematic knowledge acquisition.

Accordingly, it is vital for academic and teaching staff to continuously develop their methodological competence [14]. This enables the integration of recent research findings into innovative educational content, ensuring its scientific validity and relevance—especially in the context of education digitalization, martial law, and pandemic-related challenges. Such an approach supports the development of unique educational products and the implementation of adaptive technologies in the teaching process, accounting for diverse learning styles and individualized student needs.

It is important to recognize that educational standards are often adjusted in response to the dynamic evolution of knowledge and technologies driven by scientific and technological progress, labor market demands, and societal needs. Therefore, academic curricula must be flexible, relevant, and competitive, and should integrate knowledge from various fields. This promotes a better understanding of the interconnections between different areas of science and practice, and enhances the application of acquired knowledge.

A key feature of modern curricula is their focus on developing professional competencies that are in demand among employers. In this context, teaching and professional development should ideally take place in environments that closely simulate real working conditions. This approach makes the learning process more engaging, interactive, and effective.

The development of innovative educational programs with a clear structure, well-defined objectives, and assessment criteria requires the ability to creatively design educational materials, analyze the target audience, and take into account its characteristics, needs, and level of preparedness. This enables the creation of educational products that align with students' expectations and requirements, contributing to their personal and professional growth.

An equally important aspect of an academic instructor's work is the use of educational analytics. These materials help gain deeper insights into the learning process and its outcomes. Based on professional experience and educational data (e.g., test results, surveys, practical assignments), it is advisable to select the most effective teaching methods and technologies, determine which approaches yield the best results, and identify areas that need improvement. This contributes to the refinement of curricula and instructional strategies.

Educational analytics also support the analysis of student performance, the identification and overcoming of learning difficulties, the recognition of strengths and weaknesses, the development of growth strategies, and the adaptation of tasks and resources to individual

learner needs. In collecting and utilizing educational data, it is essential to employ modern digital tools that enable efficient and timely achievement of educational goals.

Conclusions. Based on the conducted research, a set of recommended practices has been identified to support the professional and personal development of academic and teaching staff. These include the use of contemporary resources, digital tools, technologies, and platforms; application of English language proficiency in professional contexts and awareness of international standards in research and education; adherence to ethical norms, academic integrity, and principles of sustainable development; continuous learning through formal, non-formal, and informal education; integration of current knowledge into scholarly and teaching practices; cultivation of soft skills such as emotional intelligence, communication, active learning, critical thinking, leadership, and teamwork; striving for publication in high-impact national and international journals; adaptability to scientific and technological advances, labor market dynamics, the digital transformation of society, the COVID-19 pandemic, and the unprovoked war of the Russian Federation against Ukraine; commitment to maintaining high standards in academic work by fostering a creative and productive environment; active participation in national and international academic and professional events for disseminating research, exchanging experiences, and building networks; application of modern scientific methodologies and educational analytics; engagement in grant-funded research initiatives; and the development of innovative educational and methodological resources.

Aligning with these recommendations will enhance the overall quality of teaching and research, open up broader career prospects, facilitate participation in international scientific collaborations and grant programs, support publication in leading academic journals, strengthen professional networks, and improve readiness to address contemporary challenges such as digitalization, shifts in the labor market, crises, and global trends in education. Furthermore, it will empower academic and teaching staff to make meaningful contributions to the advancement of science and education.

Promising directions for future research include the development of methodologies for leveraging artificial intelligence in fostering the professional competence of academic and teaching personnel.

REFERENCES

1. Goleman, D. (2020). Emotional intelligence. London: Bloomsbury. p. 10 [in English].
2. United Nations Development Programme (2015). Transforming our world: The 2030 agenda for sustainable development. Available at: <https://www.undp.org/ukraine/publications/transforming-our-world-2030-agenda-sustainable-development> [in English].

3. Bulvinska, O.I. & Kapralova, I.M. (2022). Vykorystannya masovykh vidkrytykh onlain-kursiv u profesiinomu rozvytku vykladachiv zakladiv vyshchoi osvity [Use of MOOCs in the professional development of higher education teachers]. *Information Technologies and Learning Tools*, No. 88(2), pp. 273–290. DOI: <https://doi.org/10.33407/itlt.v88i2.4568> [in Ukrainian].
4. Honcharenko, S.U. (2010). Pedahohichni doslidzhenia: Metodolohichni porady molodym naukovtsiam [Pedagogical research: Methodological guidance for young scholars]. Kyiv–Vinnytsia: TOV firma “Planer”. pp. 19–20. [in Ukrainian].
5. Hrant. kerivnytstvo do dii: posibnyk [Grant: A practical guide]. (2024). Zaporizhzhia: FOP Odnoroh T.V. Available at: https://www.researchgate.net/publication/378129556_Grant_kerivnictvo_do_dii [in Ukrainian].
6. Zhabenko, O. (2019). Profesiinyi rozvytok naukovo-pedahohichnykh pratsivnykiv universytetiv Ukrainy: osoblyvosti orhanizatsii otsiniuvannia [Professional development of academic staff at Ukrainian universities: features of assessment organization]. *Young Scientist*, No. 8(72), pp. 234–240. DOI: <https://doi.org/10.32839/2304-5809/2019-8-72-50> [in Ukrainian].
7. Ziaziun, I. (2021). Pedahohichna maisternist [Pedagogical excellence]. *Encyclopedia of Education*, p. 717. [in Ukrainian].
8. Nychkalo, N., Lazarenko, N. & Hurevych, R. (2022). Informatyzatsiia ta tsyfrovizatsiia suspilstva v XXI stolitti: novi vyklyky dlia zakladiv vyshchoi osvity [Informatization and digitalization of society in the 21st century: new challenges for higher education institutions]. *Modern Information Technologies and Innovation Methodologies of Education in Professional Training: Methodology Theory Experience Problems*, No. 60, pp. 17–29. DOI: <https://doi.org/10.31652/2412-1142-2021-60-17-29> [in Ukrainian].
9. Pidchiachyi, V.M. (2022). Rozvytok hnuchkykh navychok fakhivtsiv v umovakh zmin rynku pratsi [Development of soft skills under changing labor market conditions]. *Youth & market*, No. 7(205), pp. 77–83. Available at: <https://lib.iitta.gov.ua/id/eprint/733000/> [in Ukrainian].
10. Pidchiachyi, M.I. (2019). Sotsialno-profesiinyi rozvytok: kompetentnisno orientovane navchannia starshoklasnykiv [Socio-professional development: competence-based learning for high school students]. Collection of theses of the 1st All-Ukrainian scientific and practical internet conference “Competence-oriented teaching: challenges and prospects” (Kyiv, September 30, 2019), p. 114. Available at: https://lib.iitta.gov.ua/id/eprint/717295/1/Підлячий%20М.І._ТезиІнтернетКонференціяІІІ_30092019.pdf [in Ukrainian].
11. Profesionalizatsiia pedahohichnoho personalu u sferi osvity doroslykh v umovakh formalnoi i neformalnoi osvity: teoretyko-metodychnyi aspekt [Professionalization of teaching staff in adult education in formal and non-formal contexts: theoretical-methodological aspect]. (2022). Monograph. Kyiv: Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine, p. 391. Available at: https://lib.iitta.gov.ua/id/eprint/735119/1/Monograph_professionalization_2022.pdf [in Ukrainian].
12. Semenoh, O. M. (2010). Kultura naukovoï ukrainskoi movy: navch. posib. [The culture of scientific Ukrainian language: a textbook]. Kyiv: VC “Akademiia”. pp. 81–106, 115 [in Ukrainian].
13. Sorochan, T.M. (2023). Pro doslidzhennia problemy transformatsii profesiinoho rozvytku pedahohichnykh i naukovo-pedahohichnykh pratsivnykiv v umovakh vidkrytoho universytetu pisladyplomnoi osvity [On the transformation of professional development of academic staff in the context of open postgraduate education]. *Bulletin of the National Academy of Pedagogical Sciences of Ukraine*, No. 5(2), pp. 1–6. DOI: <https://doi.org/10.37472/v.naes.2023.5235> [in Ukrainian].
14. Stepanets, I. (2021). Naukovo-metodychna kompetentnist naukovo-pedahohichnykh pratsivnykiv pedahohichnykh ZVO u diahnostychnomu vymiri [Scientific and methodological competence of academic staff in pedagogical HEIs in a diagnostic dimension]. *Youth & market*, No. 9(195), pp. 81–88. Available at: <http://mir.dspu.edu.ua/article/view/243897> [in Ukrainian].
15. Tsyfrova kompetentnist naukovykh ta naukovo-pedahohichnykh pratsivnykiv NAPN Ukrainy: analitychnyi zvit [Digital competence of researchers and academic staff of the NAES of Ukraine: analytical report]. (2024). Kyiv. Available at: <http://eprints.zu.edu.ua/39519/1/КОМПЕТ%20навчених%20НАПН-%20ver-FINAL.pdf> [in Ukrainian].

Стаття надійшла до редакції 11.09.2025



“Навчати – означає запалювати. Але палати може лише той, хто сам охоплений вогнем”.

*Тригорій Сковорода
український філософ, педагог*

“Бачити істину можливо лише серцем; сутність – це те, що невидимо для очей”.

*Антуан де Сент-Екзюпері
французький письменник*

“Слідувати голосу власної совісті зручніше, ніж голосу розуму, адже при поганому результаті у совісті завжди знайдеться виправдання і розрада”.

*Фрідріх Ніцше
німецький філософ*

