

**Sergii Sharov**, *Ph.D. (Pedagogy), Associate Professor,*  
*Head of the Computer Science Department,*

*Dmytro Motornyi Tavria State Agrotechnological University*  
ORCID: <https://orcid.org/0000-0001-5732-9980>

**Tetiana Sharova**, *Doctor of Philology, Professor,*  
*Professor of the Social Sciences and Humanities Department,*  
*Dmytro Motornyi Tavria State Agrotechnological University*  
ORCID: <https://orcid.org/0000-0002-5846-6044>

**Wati Susilawati**, *Ph.D. (Pedagogy), Mathematics Education, Associate Professor,*  
*Associate Professor of the Mathematics Education Department,*  
*Sunan Gunung Djati State Islamic University (Indonesia)*  
ORCID: <https://orcid.org/0000-0003-0346-9536>

### DIRECTIONS FOR THE IMPLEMENTATION OF TEACHER INFORMAL EDUCATION

The article analyses the directions and features of the organisation of informal education of university teachers using the example of Dmytro Motornyi Tavria State Agrotechnological University (TSATU). It is found that rapid technological changes, along with the emergence of new approaches to learning, necessitate continuous professional development for scientific and pedagogical staff. In the context of professional development, informal education can be considered a purposeful educational activity that involves professional improvement and addresses teachers' educational needs. The features of teacher informal education are highlighted. It is found to be voluntary, carried out during various educational events, and to provide for obtaining relevant documents for professional development, etc. It is noted that at TSATU, informal education is implemented through online courses, participation in webinars and training sessions of the Higher School of Pedagogical Excellence, professional development programmes at the TSATU Institute of Postgraduate Education, and the involvement of teachers in certificate educational programmes and scientific and educational initiatives.

**Keywords:** non-formal education; university lecturers; professional self-development; professional development; quality of education.

**Ref. 12.**

**Сергій Шаров**, кандидат педагогічних наук, доцент,  
завідувач кафедри комп'ютерних наук

Таврійського державного агротехнологічного університету імені Дмитра Моторного  
ORCID: <https://orcid.org/0000-0001-5732-9980>

**Тетяна Шарова**, доктор філологічних наук, професор,  
професор кафедри суспільно-гуманітарних наук

Таврійського державного агротехнологічного університету імені Дмитра Моторного  
ORCID: <https://orcid.org/0000-0002-5846-6044>

**Ваті Сусілаваті**, *Ph.D. (педагогіка), освіта з математики, доцент,*  
*доцент кафедри математичної освіти*

Державного ісламського університету імені Сунаун Гунунг Джаті (Індонезія)  
ORCID: <https://orcid.org/0000-0003-0346-9536>

### НАПРЯМКИ РЕАЛІЗАЦІЇ НЕФОРМАЛЬНОЇ ОСВІТИ ВИКЛАДАЧІВ

У статті аналізуються напрямки та особливості організації неформальної освіти викладачів університету на прикладі Таврійського державного агротехнологічного університету імені Дмитра Моторного (TSATU). З'ясовано, що швидкі технологічні зміни, поява нових підходів до навчання зумовлюють потребу в безперервному професійному розвитку науково-педагогічних працівників. В контексті підвищення кваліфікації неформальну освіту можна розглядати як цілеспрямовану освітню діяльність, що передбачає професійне вдосконалення та задоволення освітніх потреб викладачів. Висвітлено особливості неформальної освіти викладачів. З'ясовано, що вона є добровільною, здійснюється під час різноманітних освітніх заходів, передбачає отримання відповідних документів про підвищення кваліфікації тощо. Зазначається, що проходження викладачами онлайн курсів дозволяє забезпечити професійний розвиток та освіту упродовж життя у дистанційному форматі. Участь в освітніх заходах в межах Школи педагогічної майстерності надає можливість забезпечити сталий професійний розвиток викладачів, ознайомитися з сучасними педагогічними концепціями та опанувати корисними практичними навичками. Проходження програм підвищення кваліфікації на базі Інституту підвищення кваліфікації надає можливість розвинути педагогічні, цифрові, дослідницькі та управлінські компетентності, а за результатом навчання отримати відповідний сертифікат. Сертифікатні освітні програми посідають важливе місце у системі неформальної освіти в університетах. Вони

поєднують цілеспрямоване навчання, практичну орієнтацію та офіційне підтвердження результатів професійного розвитку викладачів. Наголошується, що кожен із зазначених напрямів виконує специфічні функції та водночас доповнює інші, забезпечуючи комплексний позитивний вплив на професійне вдосконалення викладача. У подальших дослідженнях передбачається проаналізувати результативність окремих форм неформальної освіти викладачів, що реалізуються в університетах.

**Ключові слова:** неформальна освіта; викладачі університетів; професійний саморозвиток; підвищення кваліфікації; якість освіти.

**Problem statement.** The contemporary higher education system in Ukraine is undergoing an active process of transformation, driven by global challenges, the digitalisation of the educational environment, and integration into the European educational space. At the same time, updated requirements for the training of future specialists and for the quality of the educational process have raised expectations for teachers' professional and academic qualifications. In this context, lifelong learning and advanced training for scientific and pedagogical staff are gaining importance, as the level of professional competence of teachers directly affects the quality of the educational process and student learning outcomes. That is why teachers must continually improve their professional qualities, meet the challenges of modernity, and serve as authoritative mentors to young students.

In these conditions, informal education becomes particularly relevant, providing teachers with the opportunity to enhance their professional skills, acquire new technologies and knowledge, and develop competencies that may not be fully covered by formal education. Non-formal education provides flexible opportunities to acquire competencies at any time, regardless of location, age, or learning format. Thus, conditions are created for continuous professional growth and lifelong learning.

**Analysis of recent research and publications.** A fairly large number of scientific works are devoted to the issue of informal education of teachers and lecturers. In the works of O. Anishchenko, D. Levit, T. Yevtukhova, informal education is associated with lifelong education. The European experience with informal education to improve teachers' qualifications is examined in the work of O. Huzenko. Like any other form of education, informal education has its own characteristics. In this context, scientists have studied the informal education of teachers (O. Bilonozhko), teachers of economic disciplines (O. Voliarska, T. Ternavska), and specialists in art education (A. Bokshan). Scientist I. Yunyk has studied the advantages and disadvantages of informal education as a pedagogical problem. Informal teacher education can be conducted in various formats. For example, during participation in seminars, training sessions, master classes, and other practice-oriented forms of education. For this purpose, various technologies and teaching aids are used. Thus, an analysis of the digital technologies used in informal education was conducted in the works of N. Makohonchuk, O. Samoilenko, and others.

At Dmytro Motornyi Tavria State Agrotechnological University (TSATU), informal education is a crucial component of the institutional policy for the professional development of teachers. The university administration has introduced various professional development opportunities for teachers, which are implemented through informal educational practices. An analysis of the areas of informal education implementation at the university will enable us to determine their impact on teachers' professional development and on the creation of a modern educational environment within the university.

**The purpose of the article** is to highlight the areas and features of the organisation of informal education for university teachers using the example of TSATU. The results obtained can be used at other universities to comprehensively ensure the professional development of scientific and pedagogical staff.

**Presentation of the main material.** The modern conditions of existence of a society, characterised by dynamic changes in economic, political, and social development, pose significant requirements for the training of teachers and their professional skills. Since a modern teacher presents life and professional experience, current knowledge and value orientations during their professional activity [6, 51], they must have a comprehensively developed personality, capable of solving professional tasks, effective communication with colleagues and students, rapid adaptation in changing conditions [4, 84], etc. At the same time, rapid technological changes, the emergence of new approaches to learning determine the need for continuous professional development of scientific and pedagogical workers [7, 220; 8, 22], because the level of professional training of a teacher directly affects the quality of educational outcomes [5, 159].

Teacher professional development involves a close connection with professional activity, including improving professional training, developing special knowledge and competencies [1, 4], etc. At the same time, formal education does not always enable the full fulfilment of specified tasks. In this regard, the role of informal education as a flexible, individualised mechanism for teachers' professional development is growing. An important advantage of informal education is its flexibility, manifested in the variability of learning formats, adaptive schedules, and a wide range of educational activities that can be selected in accordance with the individual interests and professional needs of a particular teacher [7, 220]. An individual teacher's profes-

sional development trajectory in informal education can take one of two forms: focusing on narrow, specialised thematic areas or, conversely, on general, interdisciplinary programmes [2, 6].

Non-formal education is defined as a purposeful educational activity that involves professional development and the satisfaction of educational needs [6, 52], as well as the acquisition of new knowledge, skills, and abilities at a time convenient for teachers [5, 163]. The peculiarity of non-formal education lies in its voluntary nature, when the teacher feels the need to improve their qualifications [10, 223]. Usually, it is not associated with obtaining accredited state educational qualifications, but it can provide the acquisition of professional or partial educational qualifications [1, 148]. Non-formal education is often accompanied by the issuance of relevant documents (certificates, certificates of completion of professional development courses) [3, 105], which can serve as confirmation of the teacher's professional development in a given subject.

It should be noted that within the framework of informal education, teachers are offered a wide range of opportunities for professional development, particularly in full-time, distance, or blended learning [4, 84]. Informal educational activities include professional development courses, training sessions, webinars, seminars, etc. A special role in the development of informal education is played by the use of information and communication technologies (ICT), which ensure the accessibility and continuity of distance learning. This enables the effective implementation of informal education, regardless of external restrictions [2, 8]. Online services that are effectively used for the implementation of informal education include digital communication technologies between participants (Zoom, Youtube, Google Meet, etc.), cloud technologies for collaborative work with documents (Google Docs, Google Sheets, etc.) [7, 221], social networks (Instagram, Facebook, etc.) [2, 9], immersive technologies, massive open online courses (EdEra, Prometheus), [4, 84], online services for conducting surveys, testing (Google Forms), etc.

The implementation of teacher informal education to improve their qualifications is usually provided by non-governmental organisations, higher education institutions, and other institutions. At Dmytro Motornyi Tavria State Agrotechnological University (TSATU), informal education is considered a crucial component of institutional policy, aimed at enhancing the quality of teaching and updating professional competences, thereby adapting teachers to modern educational challenges. It is implemented through online courses, participation in webinars and training sessions of the Higher School of Pedagogical Excellence, professional development programmes at the TSATU Institute for Professional Development, and the involvement of teachers in certificate educational programmes and scientific and educational initiatives.

Let us consider each of these areas in more detail.

In TSATU, taking massive open online courses (MOOCs) is considered a crucial component of the system of informal education for teachers who are actively involved in this process. The topics of online courses encompass a wide range of professional interests of teachers, including digital learning technologies, distance and blended learning methods, academic integrity, foreign language competence, scientific writing, and educational project management [12, 1144], among others. A key feature of online courses in the professional development of TSATU teachers is their practical orientation. The knowledge and skills acquired during the learning process are integrated into teaching activities by updating discipline work programmes, introducing new assessment methods, and utilising digital tools in the educational process, among other measures. Thus, the results of online learning directly affect the quality of the educational process and the effectiveness of the teacher's pedagogical activity.

An important advantage of taking online courses is documentary confirmation of the results obtained in the form of certificates. For teachers, such certificates can serve as proof of professional development within the framework of advanced training, for participation in competitive procedures, or for the implementation of educational/scientific projects. In this context, online courses contribute to the development of a culture of continuous professional development and increase teachers' motivation to actively participate in informal educational initiatives.

The Higher School of Pedagogical Excellence serves as an institutional educational space within TSATU, dedicated to supporting the continuous professional development of teachers. Within the framework of its activities, thematic webinars, training sessions, masterclasses, roundtables, and educational meetings with invited professors are organised [9, 13]. Such educational events are designed to develop teachers' pedagogical skills, digital competences, and skills in scientific and educational communication, as well as to master innovative teaching methods.

A feature of the Higher School of Pedagogical Excellence webinars and training sessions is their practical focus and orientation to the real needs of university teachers. The topics of the events are formed in consideration of current trends in higher education development, requests from scientific and pedagogical staff, and the university's strategic priorities. Participation in the events allows teachers not only to familiarise themselves with modern pedagogical concepts, but also to practice skills in applying innovative educational technologies in their own professional activities. The online format of most events allows participants to engage specialists from different regions of Ukraine and foreign partners in the educational process, which contributes to expanding the academic horizons of teachers, exchanging experiences, and familiarising themselves with the best international practices.

An important element of teachers' participation in the educational activities of the Higher School of Pedagogical Excellence at TSATU is the documentary confirmation of the results of informal learning, in the form of certificates. The presence of certificates enhances teachers' motivation to participate systematically in the activities of the Higher School of Pedagogical Excellence and contributes to the development of a culture of continuous professional improvement.

The TSATU Institute for Professional Development implements various programmes for teachers' professional development, taking into account current requirements for professional activity in higher education. The programmes focus on the development of pedagogical, digital, research, and management competences, providing teachers with the opportunity to update their knowledge in accordance with modern educational standards. A feature of professional development at the TSATU Institute for Professional Development is the combination of structured educational content with elements of informal learning. Training programmes involve the use of interactive forms of work, such as training sessions, practical classes, discussion platforms and pedagogical cases. This approach fosters teachers' active involvement in the educational process, promotes professional reflection, and facilitates the exchange of pedagogical experiences among colleagues. The acquired knowledge and skills are applied in the process of updating academic disciplines, improving teaching methods, and introducing digital tools into the educational process. This approach ensures the practical focus of the programmes and their direct impact on the quality of the university's educational process.

The completion of professional development programmes at the TSATU Institute for Professional Development is confirmed by relevant documents (certificates or certificates with a number, date, and number of hours). The presence of such confirmation is a crucial component of the internal assessment of teachers' professional activity and their participation in competitive proposals and project initiatives. In this sense, professional development at the Institute for Professional Development acts as an effective mechanism for integrating formal and informal education. It should be noted that the recognition of the value of non-formal education by formal educational institutions represents an important step toward improving the quality of education in the context of digital mediation [11, 1798].

Certificate educational programmes occupy an important place in the system of informal education at universities, in particular at TSATU. They combine targeted training, practical orientation and official confirmation of the results of teachers' professional development. Certificate programmes are approved by the Academic Council of TSATU and published in advance on the official page of the Educational and Scientific Centre. Unlike traditional professional deve-

lopment courses, certificate educational programmes are distinguished by their modular structure and flexibility in organising the educational process, taking into account the principles of adult education and continuous professional development.

The subject matter of certificate programmes encompasses current areas of professional activity for teachers, including modern pedagogical technologies, digital learning tools, inclusive education, academic integrity, scientific research methodology, project management, and more. A significant advantage of certificate programmes is their practical orientation. During training, teachers not only master theoretical provisions but also perform practical tasks, work with cases, participate in group discussions, and engage in project activities. This approach creates conditions for the direct application of the obtained results in their own teaching, methodological, and scientific activities, thereby contributing to the improvement of the university's educational process.

Upon successful completion of training in certificate educational programmes, teachers receive a certificate signed by the rector, bearing the established sample. Such certificates can be considered as evidence of advanced training, used when participating in competitive selection for vacant positions, and included as a component of a teacher's professional portfolio, etc.

**Conclusions.** Thus, non-formal education is considered a flexible, open, and voluntary form of organising educational activities that takes place outside mandatory academic programmes, but has clearly defined goals, content, structure, and expected results. The non-formal education of teachers in higher education institutions is a crucial component of the system of continuous professional development, ensuring the improvement of the quality of the educational process and the adaptation of scientific and pedagogical staff to the dynamic changes in higher education. In the context of digitalisation, educational standard updates, and Ukraine's integration into the European educational space, non-formal education serves as a flexible and effective tool for teachers' professional development.

Various informal professional development initiatives have been implemented at Dmytro Motorny Tavria State Agrotechnological University. In particular, these are online courses, participation in webinars and training sessions of the Higher School of Pedagogical Excellence, professional development courses at the TSATU Institute of Professional Development, as well as involvement in certificate educational programmes. Various areas of informal teacher education create a holistic system of professional development for scientific and pedagogical workers. Each of the above areas performs specific functions and, at the same time, complements the others, providing a comprehensive positive impact on the teacher's professional activity.

In the context of TSATU activities, teacher informal education serves not only an individual function,

but also an institutional one. Systemic support for informal educational initiatives contributes to improving the quality of the educational process, developing corporate culture, and fostering an open and innovative educational environment at the university. In further research, it is planned to analyse the effectiveness of individual forms of informal teacher education implemented in universities.

#### ЛІТЕРАТУРА

1. Професіоналізація педагогічного персоналу у сфері освіти дорослих в умовах формальної і неформальної освіти: теоретико-методичний аспект : монографія / Аніщенко О.В. та ін. ; за ред. О.В. Аніщенко Київ: ППОД імені Івана Зязюна НАПН України, 2022. 404 с.
2. Бокшан А.М. Реалізація неформальної освіти у закладі вищої мистецької освіти. *Педагогічні науки: теорія, історія, інноваційні технології*. 2025. № 3(143). С. 3–12.
3. Волков С.В. Реалізація системи безперервної освіти дорослих впродовж життя. Проблеми інженерно-педагогічної освіти. 2021. № 70. С. 102–112.
4. Волярьська О. Тенденції самоосвітньої діяльності викладачів ЗВО економічного профілю в умовах неформальної та інформальної освіти. *Освіта дорослих: теорія, досвід, перспективи*. 2024. № 26(2). С. 80–90.
5. Гузенко О.В. Сучасні тенденції в організації навчання та підвищення кваліфікації педагогічного персоналу: аналіз досвіду Європейського Союзу в контексті неформальної та інформальної освіти. *Педагогічні науки: теорія, історія, інноваційні технології*. 2023. № 10(134). С. 159–176.
6. Левіт Д.А., Євтухова Т.А. Неформальна освіта педагога в контексті реалізації концепції освіти впродовж життя. *Науковий часопис*. 2021. № 82. С. 50–54.
7. Макогончук Н., Самойленко О., Полякова О. Неформальна освіта в умовах сьогодення: ключовий фактор успіху сучасного викладача. *Інноваційна педагогіка*. 2024. № 69(2). С. 219–223.
8. Тернавська Т.А. Професійна самоорганізація викладача-менеджера : монографія. Дніпро : Середняк Т.К., 2025. 112 с.
9. Шарова Т., Шаров С. Забезпечення професійного розвитку викладачів через підвищення кваліфікації: практичний досвід. *Молодь і ринок*. 2025. № 2(234). С. 12–16.
10. Юник І.Д. Формальна, неформальна та інформальна освіта у брендингу викладача вишу. *Адемичні студії. Серія "Педагогіка"*. 2022. № 1. С. 221–228.
11. Prestridge S. et al. Disconnected connections of learning beyond formal schooling through Human-Computer-Human Interactions. *Technology, Knowledge and Learning*. No. 29(4), pp. 1791–1807.
12. Sharov S., Zemlianskyi A., Sharova T., Viktor H. Ukrainian MOOC: Quantitative and Thematic Analysis of Online Courses. *International Journal on Advanced Science, Engineering and Information Technology*. 2021. No. 11(3). pp. 1143–1149.

#### REFERENCES

1. Anishchenko, O.V. & Banit, O.V. (Ed.). (2022). Professionalization of pedagogical personnel in the field of adult education in formal and non-formal education: theoretical and methodological aspect : monograph]. Kyiv: Ivan Zyazyun Institute of Educational and

Scientific Research of the National Academy of Sciences of Ukraine. 404 p. [in Ukrainian].

2. Bokshan, A.M. (2025). Realizatsiia neformalnoi osvity u zakladi vyshchoi mystetskoï osvity [Implementation of non-formal education in an institution of higher artistic education]. *Pedagogical sciences: theory, history, innovative technologies*. No. 3(143), pp. 3–12. [in Ukrainian].
3. Volkov, S.V. (2021). Realizatsiia systemy bezpererвної osvity doroslykh vprodovzh zhyttia [Implementation of a system of lifelong adult education]. *Problems of engineering and pedagogical education*. No. 70, pp. 102–112. [in Ukrainian].
4. Voliarska O. (2024). Tendentsii samoosvitnoi diialnosti vykladachiv ZVO ekonomichnoho profilu v umovakh neformalnoi ta informalnoi osvity [Trends in self-educational activity of teachers of higher education institutions of economic profile in conditions of non-formal and informal education]. *Adult education: theory, experience, prospects*. No. 26(2), pp. 80–90. [in Ukrainian].
5. Huzenko, O.V. (2023). Suchasni tendentsii v orhanizatsii navchannia ta pidvyshchennia kvalifikatsii pedahohichnoho personalu: analiz dosvidu Yevropeiskoho Soiuzu v konteksti neformalnoi ta informalnoi osvity [Modern trends in the organization of training and advanced training of pedagogical personnel: analysis of the experience of the European Union in the context of non-formal and informal education]. *Pedagogical Sciences: Theory, History, Innovative Technologies*. No. 10(134), pp. 159–176. [in Ukrainian].
6. Lievit, D.A. & Yevtukhova, T.A. (2021). Neformalna osvita pedahoha v konteksti realizatsii kontseptsii osvity vprodovzh zhyttia [Informal education of a teacher in the context of implementing the concept of lifelong education]. *Scientific journal*. No. 82, pp. 50–54. [in Ukrainian].
7. Makohonchuk, N., Samoilenko, O. & Poliakova, O. (2024). Neformalna osvita v umovakh sohodennia: kliuchovy faktor uspihu suchasnoho vykladacha [Non-formal education in today's conditions: a key factor in the success of a modern teacher]. *Innovative pedagogy*. No. 69(2), pp. 219–223. [in Ukrainian].
8. Ternavska, T.A. (2025). Profesiina samoorganizatsiia vykladacha-menedzhera: monohrafiia [Professional self-organization of a teacher-manager: monograph]. Dnipro : Seredniak T.K. 112 p. [in Ukrainian].
9. Sharova, T. & Sharov, S. (2025). Zabezpechennia profesiinoho rozvytku vykladachiv cherez pidvyshchennia kvalifikatsii: praktychnyi dosvid [Ensuring professional development of teachers through advanced training: practical insights]. *Youth & market*. No. 2(234), pp. 12–16. [in Ukrainian].
10. Yunyuk, I.D. (2022). Formalna, neformalna ta informalna osvita u brendynhu vykladacha vyshu [Formal, non-formal and informal education in branding a university teacher]. *Ademichnye studii. Series "Pedagogy"*. No. 1, pp. 221–228. [in Ukrainian].
11. Prestridge, S. et al. (2024). Disconnected connections of learning beyond formal schooling through Human-Computer-Human Interactions. *Technology, Knowledge and Learning*. No. 29(4), pp. 1791–1807. [in English].
12. Sharov, S., Zemlianskyi, A., Sharova, T. & Viktor, H. (2021). Ukrainian MOOC: Quantitative and Thematic Analysis of Online Courses. *International Journal on Advanced Science, Engineering and Information Technology*. No. 11(3), pp. 1143–1149. [in English].

Стаття надійшла до редакції: 24.01.2026

Прийнято до друку: 24.02.2026

Опубліковано: 23.03.2026