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**HIGHER ECONOMIC - SOCIAL SCHOOL IN  
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## **CONTINUING PROFESSIONAL DEVELOPMENT IS LIFELONG LEARNING**

### **Introduction**

In the modern conditions of higher education development, there is more than ever a need for scientific and pedagogical workers with a high level of professional competence and the ability to continuously improve pedagogy. Professional growth of a specialist in the conditions of postgraduate education occurs throughout an active creative life of a teacher, his general comprehensive and harmonious development and denotes the process of forming a new quality of professional and pedagogical activity, the gradual complication of production tasks, the development of his own original pedagogical style, the acquisition of competence experience for the performance of innovative roles and functions in the organic unity of psychological and pedagogical, methodological, technological, research, information and communication training through formal, non-formal and informal education. Professional development of the research and teaching staff includes a professional activity, permanent further training (courses, internships), experience exchange, self-education. On a large account professional development is closely linked to continuing education (training without long breaks), which is implemented through the following educational trajectories: improvement of professional qualifications within the existing limits of a certain formal educational level; mastering of new levels of education within the existing specialty; the possibility of changing the profile and direction of the professional education. (Zhabenko, 2018, p. 47)

The law of Ukraine "On Education" defines a continuous professional development as an ongoing process of training and improving the professional competencies of specialists after obtaining higher and/or postgraduate education, which allows a specialist to maintain or improve the standards of professional activity and continues throughout the entire period of his professional activity (Article 18. Adult Education). One of the key competencies is a lifelong learning. (Sydorenko, 2018, p. 97).

## Results and discussion

The activities of pedagogical staff play a crucial role in ensuring compliance between the acquired theoretical knowledge and practical implementation. Teachers of higher education institutions, as a rule, are responsible for strengthening the links between the specialized education and work. This includes creating new training programs, providing better educational services, ensuring high-quality education in the dual vocational training system, and implementing other forms of the on-the-job training through the use of tools for interaction between educational institutions and employers. The implementation of such tasks requires the teacher to continuously improve the knowledge, skills and abilities that must meet the highest standards.

The need to improve the training of teachers of higher educational institutions, as well as providing conditions for their professional development in their professional life, is discussed in particular in the law of Ukraine "On Education" dated 05.09.2017 # 2145-VIII with amendments and additions; the law of Ukraine "On Higher Education" dated 16.01.2020 # 392-IX; the law of Ukraine "Fundamentals of Legislation of Ukraine on Healthcare" dated 19.11.1992 # 2801-XII with amendments and additions; the law of Ukraine "On Professional Development of Employees" dated 12.01.2012 # 4312-YI with amendments and additions; the law of Ukraine "On Professional Pre-higher Education" dated 06.06.2019 № 2745-YI with amendments and additions; the regulation on the system of continuous professional development of specialists in the field of healthcare, approved by the resolution of the Cabinet of Ministers of Ukraine dated 28.03.2018 # 302, with amendments; the resolution of the Cabinet of Ministers of Ukraine dated 28.06.1997 # 695 "On Guarantees and Compensation for Employees Who Are Sent for Advanced Training, Training, Further Training, Training in Other Professions On-the-job"; order of the Ministry of Health of Ukraine dated 22.02.2019 #. 446 "Some Issues of Continuous Professional Development of Doctors", registered in the Ministry of Justice of Ukraine on 25.03.2019 with # 293/332644.

A continuous professional development of a teacher implies his/her self-development and self-realization throughout life as relevant socio-cultural priorities and meanings. During their work, teachers improve their knowledge, skills, and acquire new qualifications. The main function of a teacher of a higher education institution is to teach a student, provide theoretical knowledge, practical professional duties. Scientific and pedagogical workers are obliged to comply with the requirements of the continuous professional development.

The goal of the continuous professional development of research and teaching staff is to improve the professional competencies of specialists, which allows maintaining or improving the standards of professional activity and continues throughout the entire period of teaching activity. The main tasks of the

continuous professional development of research and teaching staff of higher medical institutions are as follows:

- updating and expanding knowledge, forming new professional competencies;
- assimilation of innovative technologies and modern methods of providing medical care;
- acquisition of practical work experience and professional medical activity;
- familiarization with the achievements of medical science, practical level of healthcare and prospects for their development;
- introduction of the best achievements of medical science and practice.

Research and teaching staff can participate in continuous professional development events held on the basis of higher education institutions, postgraduate education institutions, research institutions, in thematic schools, seminars, scientific and practical conferences, congresses, symposia, congresses, simulation trainings, master classes, courses on mastering practical skills, distance learning.

The continuous professional development of a teacher includes participation in the process of formal, non-formal and informal education.

Formal education is the assignment of the qualification "medical specialist" of the corresponding medical specialty, as well as obtaining educational, scientific levels of higher education in the field of knowledge "Healthcare" (doctor of philosophy, doctor of science).

Non-formal education is the training on cycles of thematic improvement, including mixed (full-time and distance) forms of education, advanced training in information courses and internships in institutions (faculties) of postgraduate education.

Informal education (self-education) is participation in scientific and practical conferences, congresses, symposia, distance learning forms, including usage of electronic learning resources, participation in simulation trainings, professional schools, seminars, master classes, thematic congresses, and publication of articles.

The advantages of the continuous professional development involve a free choice of training depending on the needs of a particular practice, training at a convenient time (in particular, on weekends and remotely), there are no mandatory activities, minimal off-the-job (1-2 weeks, but there are many short alternatives).

Formal and non-formal education within the continuous professional development of research and teaching staff of clinical departments of professional medical disciplines, cycle commissions of clinical disciplines is carried out in accordance with the advanced training plans for a calendar year.

Information education is carried out on the initiative of the scientific and pedagogical staff. Points are awarded for the completion of the continuous

professional development that are registered by the research and teaching staff and the employer with the help of creating and maintaining of a personal educational portfolio. The number of points for various types of educational activities in the process of continuous professional development is used by educational applicants to form an individual educational trajectory. The results of the continuous professional development must be taken into account during the certification for assigning or confirming a qualification category to research and teaching staff.

The set of competencies that teachers of higher education institutions should possess, the types and levels of qualifications, the needs and rights regarding the continuous professional development of teachers of higher education institutions in the institutions of EU countries may vary.

In particular, as one of the options, the qualification requirements for the teachers of higher education institutions are established by the legislation of the EU countries on education, this applies, for example, to Latvia, Austria, Sweden or special regulations, as in Lithuania, Poland, Bulgaria, Iceland. Some countries have established professional standards or profiles for teachers, such as Estonia, Ireland, Romania, Slovakia, the United Kingdom, and others. Countries such as Lithuania and Slovenia have specific requirements for training or training programs.

This indicates a high level of interest of the EU countries in professional and pedagogical improvement of teachers of educational institutions. In most countries, the main requirement for the profession of a "teacher" is to have a higher education, however, in the Czech Republic, France, Norway, Portugal, Spain, to obtain a teaching permit, teachers only need to complete a master's degree.

In Bulgaria, Estonia, Hungary, Slovenia, candidates for the position of a teacher must have a higher pedagogical education, and in other countries such as Denmark, Croatia, Malta, this is mandatory. And in Croatia, Italy, Portugal, Romania, Slovenia, the candidates for the position of a teacher must complete their studies and obtain a license for teaching.

Otherwise, teachers of educational institutions receive a certain period of time to obtain pedagogical qualifications, as an option through advanced training, as it is in Ukraine. Sweden recognizes "self-study" as a form of professional development covering various courses of study that a teacher chooses for himself/herself. And in Estonia and Finland, teachers can carry out their own professional development programs, in the Czech Republic, Germany, and the United Kingdom, an electronic environment has been developed for the professional development of teachers and the exchange of their experience.

Of course, there is a need to take into account a progressive foreign experience, especially for the continuous professional development of teachers. Such education can guarantee a deep and comprehensive study of the scientific foundations of the chosen specialty, and even more, a high-quality education will

make it possible to use the theoretical knowledge acquired during training in practice in various fields of work most accurately.

In Ukraine, according to the law "On Education" (2017), the professional development of research and teaching staff provides for the constant self-education, participation in advanced training programs and any other types and forms of professional growth. Teachers of higher educational institutions have the right to freely choose educational programs, forms of study, educational institutions, institutions and organizations, and other subjects of educational activity that carry out advanced training and retraining of teachers. (Bulvinska, 2018, pp.97-98)

Most EU countries offer teacher training programs and recognize pedagogical qualifications at 5th-10th levels of the European Qualifications Framework. Teachers of general education subjects are trained in general education programs, and teachers of professional subjects are usually qualified in the field of professional activity. Austria, Denmark, Estonia, Germany, Latvia, Norway, Slovakia, and Sweden have special teacher training programs. The key characteristics of the professional teacher education in Germany are the decentralization of training, orientation to the labor market, introduction of innovative technologies, integration of applied disciplines with professional didactics, interpenetration of research work and training, practice-oriented approach. (Radkevych, 2017, p. 133)

In Spain, France, Italy, Hungary, Portugal, Finland, teacher training includes an internship under the guidance of experienced teachers. In some countries (Czech Republic, Estonia, Croatia, Cyprus, Lithuania, Slovenia, Slovakia), young teachers start their careers with a probationary period of up to one year, under the guidance of a more experienced teacher.

The teachers of professional subjects with an initial level of qualification and existing professional experience can be hired if they have a certificate of professional training or pass appropriate master classes (Germany, Hungary, Iceland, Latvia, Poland, Slovenia, Slovakia). In most EU countries, practicing professionals can also work in educational institutions. However, in some countries, they must first complete advanced training courses (Croatia, Lithuania, Slovenia, Slovakia). Professional development of teachers is their right, which is sometimes also protected by collective agreements, as is the case in Italy, the Netherlands, Romania, Sweden, and in Bulgaria, Latvia, Hungary, Portugal, and the United Kingdom. In Spain and Slovakia, teachers participate in continuous professional development programs through bonuses and salary increases. In different EU countries, the implementation of professional development programs for teachers varies, and there are accredited training programs/courses.

They are considered professional development programs, but they do not recognize the knowledge, skills and abilities acquired during training. Special courses have been launched in the Netherlands to improve the level of professional



competence of teachers of educational institutions. In addition, since 2018, the Netherlands has introduced a professional register of teachers, registration is mandatory for all employees of the education system of the Netherlands. This will encourage them to maintain and improve their professional competence. Important changes include the fact that educational institutions will receive additional funding to promote teachers to higher positions, improve the quality of the training based on standards. After all, a high-quality professional level of teaching is one of the most important criteria for accreditation of an educational institution, and accreditation itself is one of its main tasks.

Advanced training programs for teachers of vocational education institutions in the EU countries are implemented at universities, institutes and other educational institutions: universities (Bulgaria, Estonia, Ireland, Italy, Portugal, Austria, Slovenia, Slovakia, Finland, Great Britain); teacher training institutes (Cyprus, Iceland, Latvia, Poland, Slovakia); advanced training institutes (Belgium, Czech Republic, Iceland, Slovakia, Romania, Great Britain); National Centers, institutions working in the field of vocational education (Bulgaria, Croatia, Italy, Latvia, Poland, Portugal, Slovenia); non-governmental institutions of professional development and adult education (Estonia, Italy, Portugal, Slovakia, Sweden); Professional Schools (Czech Republic, Estonia, Ireland, Cyprus, Malta, Slovakia, Finland); municipalities (Portugal, Sweden), companies (Bulgaria, Italy) and teachers' unions (Belgium). Partnerships between higher education institutions and labor market participants are considered important in ensuring the quality of training of future specialists and compliance with the requirements of employers. Such social partnership is a common practice in Ireland, France, Finland, and the United Kingdom, but several EU countries have reported on mechanisms for individual cooperation between educational institutions and companies (Bulgaria, Czech Republic, Lithuania, Malta, and Romania). Some of them have a long tradition of developing social partnerships or are implemented as a part of EU-funded projects. In recent years, such projects have become an important factor in the professional development of teachers and trainers in companies. Most of the activities, aimed at supporting the professional development of trainers, are implemented within the framework of EU projects.

It should be noted that such EU countries as Belgium, Germany, Croatia, Austria, and Sweden implement programs that are funded by public funds to support the professional development of teachers and trainers. Many of them also implement projects funded by the EU. The subject of the projects provides for the development of approaches to updating qualifications; creation or updating of standards of professional education and training; development of educational programs, criteria for evaluating academic achievements; creation of internship programs or support for Teacher/Student Mobility. Projects fill gaps in the existing teaching and methodological support, and also contribute to the introduction of innovative approaches to the professional development of

teachers, trainers, for example: professional profiles (Czech Republic, Estonia, Latvia, Romania); career development programs (Lithuania, Poland); professional training programs (Bulgaria, Czech Republic, Estonia, Cyprus, Romania, Slovenia, Finland); updated systems for training of teachers at the highest level (Croatia, Lithuania, Hungary, Slovakia).

Despite the fact that projects usually cover a limited time period for implementation, they provide an opportunity to train a significant number of teachers and trainers. The results of their training are often impressive and can be useful to others. To take advantage of effective projects, they need to be identified and integrated into the national initiatives to further improve knowledge transfer to other sectors or countries. Taking into account the foregoing, it can be concluded that in the professional training and professional development of teachers of higher educational institutions in Ukraine, it is important to take into account the experience of EU countries especially in investing of flexible training systems for teachers; creating professional profiles for teachers that include all the information in the context of their educational activities; obtaining teachers licenses for teaching activities; obtaining teachers' professional subjects qualifications in the field of professional activities; introducing the concept of mentoring in companies, enterprises, educational institutions with a workplace; creating conditions for internships and a trial period for young teachers under the guidance of more experienced teachers; creating an electronic environment for the professional development of teachers and the exchange of their experience; attracting practicing professionals to teaching, especially those who have completed courses of pedagogical skills; recognizing the results of informal training, the so-called "self-study", as a form of professional development of teaching staff; motivating teachers and trainers of educational institutions to continuous professional development through bonuses and salary increases. (Radkevych, 2017, p. 136)

Trainings, courses, coaching sessions outside home educational institution, using online forms and introspection of their own professional experience are the most significant among these types and forms of professional development for teachers. Advanced training courses and internships are quite popular among teachers. Thus, in Ukraine, the strategic direction of professional development of university teachers is the quantitative and qualitative increase in accredited educational programs in educational institutions or scientific institutions. The development of online educational resources in the Ukrainian segment of the internet space, as well as the attraction of European and international relevant resources, is also promising. Since the absence of large-scale national programs of professional development of research and teaching staff of higher educational institutions and their orientation to autonomous university programs is a pan-European trend, the development of a system of

advanced training of teachers in the conditions of institutional autonomy also seems to be a promising strategic direction.

The place of training of employees is regulated, in particular, these are higher educational institutions, relevant scientific, educational and scientific institutions and organizations both in Ukraine and abroad. Employees can also be trained at the higher educational institution where they work. Professional development of employees is carried out in the following types: a long-term professional development; a short-term professional development (seminars, workshops, seminars-meetings, training seminars, trainings, webinars, round tables, etc.). Training under a long-term professional development program is aimed at mastering, updating and deepening of employees' special professional, scientific and methodological, pedagogical, social and humanitarian, psychological, legal, economic and managerial competencies, including the study of domestic and foreign experience, which contributes to the high-quality performance of their official duties, expanding their competence.

The frequency of long-term professional development is set by customer institutions, depending on the need, but at least once every five years. Training in short-term professional development programs-seminars, workshops, seminars, training seminars, trainings, webinars, round tables, etc. provides for a comprehensive study of modern and actual scientific problems of the field of education, science, pedagogy, relevant regulatory legal acts, domestic and foreign experience, improving the level of their professional culture.

Training programs of training seminars are aimed at the formation, development and improvement of personal professional competencies (organizational, creative, leadership, communication, etc.), improving the effectiveness of professional activities in the field of Education. The frequency of short-term professional development is set by the customer institution.

In addition to the advanced training, postgraduate education includes an internship, which is carried out in order to form and consolidate in practice professional competencies obtained as a result of theoretical training, to perform tasks and responsibilities in the position or position of the highest level, assimilation of domestic and foreign experience, the formation of personal qualities to perform professional tasks at a new, higher quality level within a certain specialty.

The duration of the internship of employees is determined by the customer institution, taking into account the number of hours of the training program, its goals and objectives in agreement with the head of the executing institution. The result of advanced training (internship) of employees is the final control and the corresponding document on postgraduate education, which is taken into account when passing the next certification of teachers, research and teaching staff. For teachers, an indicator of professional development (one of the stages of which is postgraduate education) is the assignment of pedagogical titles and qualification

categories. Qualification categories and pedagogical titles are awarded to teachers based on the results of their certification (comprehensive assessment of the pedagogical activity, which determines the compliance of a teacher with the position held; the level of his qualification; and assigns a qualification category, pedagogical title). Certification is carried out in order to stimulate purposeful continuous improvement of the level of professional competence of teachers, the growth of their professional skills, the development of creative initiative, increasing prestige and authority, and ensuring the effectiveness of the educational process.

### Conclusions

Thus, there is a need to train specialists who meet the challenges of the society, capable of continuous intellectual, cultural and spiritual development throughout the life via formal, non-formal and informal education, focused on preserving, multiplying and transmitting humanistic social values, mastering new professional roles and functions adapted to the conditions of the modern society.

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### Abstract

The continuous development of scientific and pedagogical workers in the context of accelerated scientific and technological progress, the emergence of distance learning courses, free access to various sources of information and the Internet, social networks, smartphones and modern gadgets need constant transformations and updates. The requirements for teachers have fundamentally changed, and therefore the approach to education has also changed. The teacher is required to combine the tools and skills with new automated skills necessary to improve the educational process in new life challenges.

**Keywords:** continuing professional development, lifelong learning, formal education, non-formal education, informal education.