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A SOCIAL SCIENCES

AA	PHILOSOPHY AND RELIGION
AB	HISTORY
AC	ARCHAEOLOGY, ANTHROPOLOGY, ETHNOLOGY
AD	POLITICAL SCIENCES
AE	MANAGEMENT, ADMINISTRATION AND CLERICAL WORK
AF	DOCUMENTATION, LIBRARIANSHIP, WORK WITH INFORMATION
AG	LEGAL SCIENCES
AH	ECONOMICS
AI	LINGUISTICS
AJ	LITERATURE, MASS MEDIA, AUDIO-VISUAL ACTIVITIES
AK	SPORT AND LEISURE TIME ACTIVITIES
AL	ART, ARCHITECTURE, CULTURAL HERITAGE
AM	PEDAGOGY AND EDUCATION
AN	PSYCHOLOGY
AO	SOCIOLOGY, DEMOGRAPHY
AP	MUNICIPAL, REGIONAL AND TRANSPORTATION PLANNING
AQ	SAFETY AND HEALTH PROTECTION, SAFETY IN OPERATING MACHINERY

PROFESSIONAL COMPETENCIES OF PRIMARY SCHOOL TEACHERS: LIFE-LONG LEARNING

^aTETIANA CHYKALOVA, ^bNATALIIA MIELIEKIESTSEVA, ^cOLHA KOVALCHUK, ^dNATALIIA HUDYMA, ^eVIKTORIIA HRYNKO, ^fVALENTYNA MATIIASH

^a*Department of Theory and Methods of Preschool, Primary Education and Language Communications, Municipal higher educational institution Kherson Academy of Continuing Education, Ukraine,* ^{b,c,d}*Department of Theory and Methods of teaching in Primary School, Kamianets-Podilskyi Ivan Ohiienko National University, Ukraine,* ^e*Department of Natural and Mathematical Sciences and Computer Studies in Primary Education, SHEI "Donbas State Pedagogical University", Ukraine,* ^f*Department of Pedagogy and Methods of Primary and Preschool Education, Volodymyr Hnatyuk Ternopil National Pedagogical University, Ukraine*
 Email: ^a*chik.tetyana@ukr.net,* ^b*melekesceva@kpn.edu.ua,* ^c*kovalchuk.olga@kpn.edu.ua,* ^d*gudymanatalka02@gmail.com,* ^e*tysinda16@gmail.com,* ^f*matijaw_vv@ukr.net*

Abstract: To improve pedagogical and professional competencies, teachers, especially elementary school teachers, must constantly improve the level of their knowledge, skills and abilities, as it is necessary to increase the level of students' acquisition of new knowledge and achieve a high level of educational success. The aim of the article is to reveal the influence of pedagogical and professional competences, which primary school teachers improve during the life cycle, on the level of academic success of primary school students in Poland and Czech Republic. It was found that teaching and professional competence, the level of which teachers of primary schools improve throughout life significantly affect the level of educational success of primary school students.

Keywords: Level of Pedagogical and Professional Competencies Development, Level of Academic Success of Students, Level of Professional Training, Correlation Analysis, Questionnaire.

1 Introduction

An important condition for raising the level of pedagogical and professional competencies of teachers is their lifelong learning. Practice shows that teachers who regularly participate in various trainings, professional development courses, webinars, conferences, including international ones, and round tables, as well as sharing their experience with other teachers and trainees at other educational institutions, including abroad, to improve their knowledge, skills, and practical skills in teaching students. Teachers' participation in the above-mentioned educational and practical activities has a positive impact on shaping and enhancing the level of professional qualification of teachers as well as raising the level of their teaching and professional competence.

Equally important is the participation of primary school teachers in such training events. As a result of successfully completing each of these activities, elementary school teachers develop not only new knowledge but also professional and pedagogical competencies. This allows them to use new approaches as well as integrate new approaches with traditional ones in teaching primary school students. After all, as a rule, at this age pupils form a personal understanding of the educational material, based on which the interest in mastering new knowledge in the further educational activity is formed.

2 Literature review

Garzon Artacho et al. (2020) investigate the peculiarities of lifelong learning of school teachers. In the opinion of the researchers, teachers have to acquire new knowledge in the course of their training, and considering the fact that in today's conditions the educational process is based on the use of modern ICT, they, apart from other professional competences, have to form and constantly improve their digital competence. Cropley et al. (2014) have also stressed the importance of lifelong learning for teachers. Scientists point out that teacher should receive such training in accordance with specially developed curricula for specific qualification categories of teachers. Uzunboylu et al. (2016) in the course of their study of the

peculiarities of lifelong learning of educators have developed a special scale of competence for lifelong learning of educators. Goad (2017) states that lifelong learning for educators must be carried out in accordance with specially established criteria for each stage of such training. Tovkanets (2018) also examines the key features of teacher training throughout life and argues that it should be done for increasing the level of professional training.

Oates (2019) argues that lifelong learning for educators should be autonomous and self-regulated in order to develop and raise the level of professional competence. Yaro (2019) argues that teacher training must be carried out throughout life because globalization processes require the development and improvement of the skills of teachers of all age categories.

Thanks to continuous training, teachers, in the opinion of the scientist, can better open the potential of each of the students. Sysko, N. (2018) states that lifelong learning, which teachers must undergo, influences the increase in the level of their qualification, professionalism and ability to efficiently and effectively teach students. Ishii K. (2017) points out that teacher training must be active on the part of teachers throughout their lives and must be continuous, because teachers need to constantly improve their knowledge. Ayvaz-Tuncel et al. (2018) state that in the course of pedagogical activity educators must constantly improve their professional qualification level, update their personal knowledge, Develop practical skills and competencies from various academic disciplines that are necessary for students to learn the educational material in a form that is accessible to them.

Garces-Bacsal et al. (2018), studying the peculiarities of lifelong learning of teachers, argue for the importance of forming in them such a risk as motivating students to read. Roshanghias et al. (2020) argue that a lifelong approach to teacher education should be established in the undergraduate program of institutions of higher education, when students, as future teachers, are only acquiring the profession of educator. Ukpong (2018) states that a special role in ensuring lifelong learning of educators is played by educational programs for students training to become educators. Solmaz (2017) identifies the strength of the relationship between the lifelong learning levels of educators and their information literacy skills. Currently, Demirel et al. (2017) investigate the relationship between the main tendencies of students, as future educators, to learn throughout their lives in order to improve their professional competence and the efficiency of their information literacy. Souto-Seijo et al. (2019) argue that technology resources play an important role in the lifelong learning context of educators. The use of modern ICT in the teaching process allows teachers to learn knowledge more effectively and to be more responsive to students' learning needs. Kovalchuck et al. (2017) emphasized the importance of using e-coaching and e-mentoring tools in the context of continuous training of educators after they have received teacher education at institutions of higher education.

Navidinia (2021), examining the peculiarities of teacher training throughout life, argues that such teacher training should take place without disconnecting from the core teaching activity. Moreover, the researcher asserts that such training will help educators develop their personal pedagogical practice. Noel (2009) also argues that lifelong educator training should not be disconnected from the mainstream teaching activity. Ye et al. (2021) examine the educator who is trained throughout his or her life as a student.

Moreover, the lifelong learning of the educator, in the opinion of the researchers, should take place under the supervision of supervisors, under the supervision of supervisors without the supervision of supervisors in this kind of educational training. Kuzairi (2019) argues that the lifelong learning process for educators should include a procedure for continually evaluating

their learning accomplishments in terms of new knowledge, skills, and abilities.

Considering the above-mentioned general aspects of lifelong learning for teachers to improve their pedagogical and professional competence, we must note that this problematic is not fully covered; in particular, the life-long training of elementary school teachers to improve their pedagogical and professional competencies from a practical approach is insufficiently disclosed.

The aim of this article is to identify the impact of pedagogical and professional competencies that primary school teachers develop during their lifetime on the level of educational success of primary school students in Poland and the Czech Republic.

2.1 Research tasks

In order to reach the goal of this article, we will assess the teachers who work in the Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza (*Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza, 2021*) (Poland), Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego (*Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, 2021*) (Poland), Základní škola a Mateřská škola Újezd (*Základní škola a Mateřská škola Újezd, 2021*) (Czech Republic) and in Základní škola a mateřská škola Plesná (*Základní škola a mateřská škola Plesná, 2021*) (Czech Republic) to reveal their views on the role of lifelong learning in the development of their educational and professional competencies.

Moreover, in order to identify the impact of pedagogical and professional competencies that primary school teachers improve throughout life on the educational success of primary school students in Poland and the Czech Republic, we need information from the heads of Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza (Poland), Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego (Poland), Základní škola a Mateřská škola Újezd (Czech Republic) and in Základní škola a mateřská škola Plesná (Czech Republic) about the level of development of pedagogical and professional competencies of teachers for the results of their life-long learning programs about the level of educational success of students taught by such teachers. To this end, supervisors of Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza (Poland), Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego (Poland), Základní škola a Mateřská škola Újezd (Czech Republic) and in Základní škola a mateřská škola Plesná (Czech Republic) sent a request for such information by an e-mail.

3 Materials and research methods

In the course of achieving the aim of the research, the following methods were used: 1) methods of theoretical analysis, synthesis, abstraction, systematization, induction and deduction – to reveal theoretical aspects of the development of pedagogical and professional competence of primary school teachers in the course of their training throughout life; 2) methods of monitoring, measuring, comparing, questionnaire, description and summarizing – to identify the impact of teaching and professional competencies, which level of primary school teachers improve during life, on the level of primary school students' educational success on the example of Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, Základní škola a Mateřská škola Újezd and in Základní škola a mateřská škola Plesná.

The information base of the study is based on the data received based on the questionnaire, as well as on the data received from the supervisors of Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, Základní škola a Mateřská škola Újezd and in Základní škola a mateřská škola Plesná.

4 Results

For information about the role of lifelong learning in the development of pedagogical and professional competencies. Grzegorza Piramowicza, Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, Základní škola a Mateřská škola Újezd and Základní škola a mateřská škola Plesná have been asked to fill in our specially designed questionnaire (Appendix 1).

Twelve teachers from the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 17 teachers from the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 7 teachers from the Základní School and Mateřská Újezd School and 11 teachers from the Základní School and Mateřská škola Plesná.

The results of the survey showed that 95% of the teachers of the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 86% of the educators from Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 94% of the educators in the Základní School and Mateřská Újezd and 91% of the educators in the Základní School and Mateřská School Plesná are willing to undertake life-long learning to improve their teaching and professional competencies (Fig. 1).

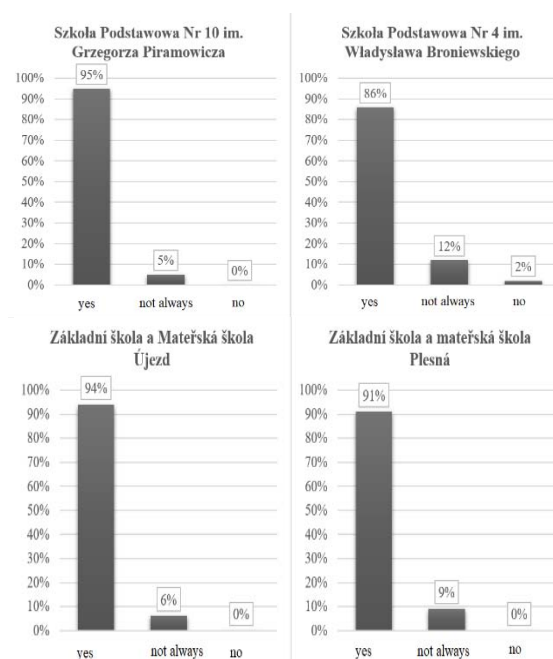


Figure 1 – Teachers' responses to whether they are in favor of life-long learning to improve their pedagogical and professional competencies

When asked how often teachers develop their pedagogical and professional competencies through life-long learning, 89% of the respondents from Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 75% of the educators of the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 93% of the educators in the Základní School and Mateřská Újezd and 88% of the educators in the Základní School and Mateřská School Plesná reported a month of development of their teaching and professional competencies. Currently, 11% of the interviewed teachers at Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 25% of the educators of the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 7% of the educators in the Základní School and Mateřská School Újezd and 12% of the educators in the Základní School and Mateřská School Plesná stated that they develop their teaching and professional competencies several times a month.

As for what teachers use to develop their teaching and professional competencies, all teachers of the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, Szkoła

Podstawowa Nr. 4 im. Władysława Broniewskiego, Základní škola a Mateřská škola Plesná stated that they do this through participation in trainings, webinars, round tables, internships at other primary education institutions, internships at foreign primary education institutions, conferences (international conferences), exchange of experience with other educators, consultations with experienced specialists, courses to improve qualification.

When asked about the increase in pedagogical and professional competence after each stage of life-long learning, 78% of the teachers surveyed at the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 69% of the educators of the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 85% of the educators in the Základní škola a Mateřská škola Újezd and 87% of the educators in the Základní škola a mateřská škola Plesná reported an increase in teaching and professional competencies after each stage of the life-long learning process. Currently, 22% of the educators of the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 31% of the educators at the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 15% of the educators in the Základní škola a Mateřská škola Újezd and 13% of the educators in the Základní škola a mateřská škola Plesná said that pedagogical and professional competencies do not always improve after each stage of life-long learning.

When asked whether teachers acquire new knowledge, skills and practical abilities after each stage of life-long learning, all teachers of the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, Základna Szkoła a Mateřská Szkoła Újezd and Základna Szkoła.

When asked what approaches teachers use to engage students in the educational process, 75% of the respondents from the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 81% of the educators of the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 84% of the educators in the Základní škola a Mateřská škola Újezd and 81% of the educators in the Základní škola a mateřská škola Plesná indicated that they use traditional, interactive, and innovative approaches to engage students in the educational process (Fig. 2).

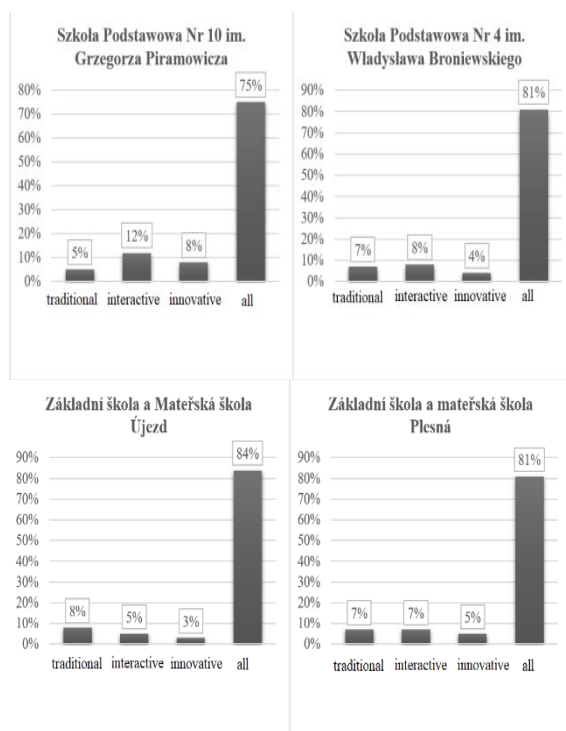


Figure 2 – Teachers' responses to what approaches they use to engage students in the educational process

All teachers of the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, Základní škola a Mateřská škola Újezd and Základní škola a mateřská škola Plesná.

As to whether teachers use modern ICTs to teach primary school students, all teachers at the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, Základní škola a Mateřská škola Újezd and Základní škola a mateřská škola Plesná have all acknowledged the use of modern ICT for teaching primary school students.

The exchange of experience with colleagues on how best to develop pedagogical and professional competencies was mentioned by 82% of the teachers of Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 87% of the teachers at the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 83% of educators educated in Základna Szkoła a Mateřská škola Újezd and 89% of educators educated in Základna Szkoła a Mateřská Szkoła Plesná (Fig. 3).

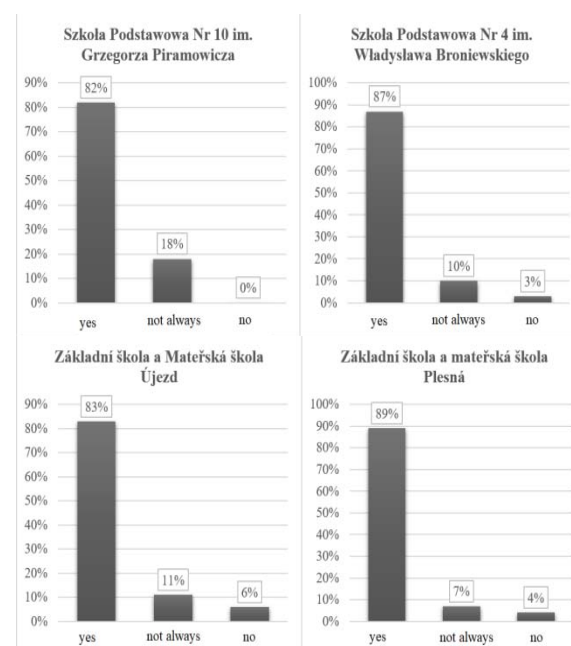


Figure 3 – Teachers' responses as to whether they share their experience with colleagues on how best to develop pedagogical and professional competencies.

The importance of developing information and digital competence in today's teachers, and the fact that teachers will develop such competence was mentioned by 88% of the teachers of the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, 91% of the educators at the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 98% of educators educated at Základna Szkoła a Mateřská škola Újezd and 95% of educators educated at Základna Szkoła a Mateřská Szkoła Plesná (Figure 4).

Eighty-nine percent of the teachers surveyed at the Szkoła Podstawowa Nr. 10, Grzegorza Piramowicza, and the majority of those surveyed said they considered themselves to be excellent, knowledgeable, highly qualified and competent teachers with a high level of competence for the performance of their educational activities. Grzegorza Piramowicza, 85% of the educators of the Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, 93% of educators educated at Základní škola a Mateřská škola Újezd and 91% of educators educated at Základní škola a mateřská škola Plesná (Fig. 4).

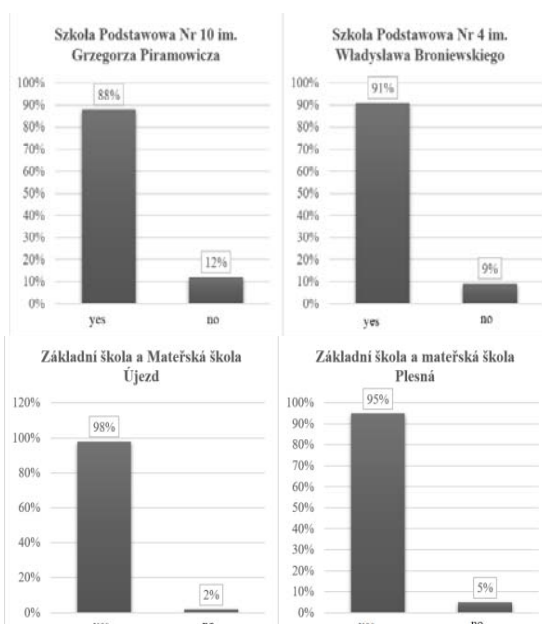


Figure 4 – Teachers' responses as to whether they consider the importance of developing information and digital competence in today's teachers.

Interpreting the data received from the heads of the Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, Zakładni škola a Mateřská škola Újezd and at Zakładni škola a mateřská škola Plesná, The level of development of pedagogical and professional competencies of teachers as a result of their life-long teaching program is presented on the scale from "0" to "10" (Table 1, Table 2).

Table 1: Level of Development of Pedagogical and Professional Competences of Teachers because of their Lifelong Learning Programs

Primary school	2015	2016	2017	2018	2019	2020
Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza	6,5	6,8	6,7	6,9	7,2	7,1
Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego	7,5	7,4	7,8	8,1	8,2	8,1
Zakładni škola a Mateřská škola Újezd	7,9	8,2	8,4	8,1	8,3	8,5
Zakładni škola a mateřská škola Plesná	8,1	8,4	8,2	8,4	8,5	8,7

Source: systematized by the authors based on information obtained from the supervisors Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza (Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza, 2021), Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego (Szkoła Podstawowa Nr 4 im., 2021), Zakładni škola a Mateřská škola Újezd (Zakładni škola a Mateřská škola Újezd, 2021) and Zakładni škola a mateřská škola Plesná (Zakładni škola a mateřská škola Plesná, 2021).

To identify the influence of pedagogical and professional competencies, the level of which teachers of the Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, Zakładni škola a Mateřská škola Újezd and Zakładni škola a mateřská škola Plesná to improve the quality of life, the level of academic success of the students, we will conduct a correlation analysis between the change in the level of development of pedagogical

and professional competencies of teachers by the results of their life-long learning programs and the change in the level of learning success of the students taught by these teachers. According to the results of the calculation, we obtained the appropriate values of the coefficient of correlation.

The assessment of the intensity of the interconnection between the analyzed variables was made based on the Cheddock scale (Table 3).

Table 2: Level of learning success of students taught by teachers who are in life-long learning programs

Primary school	2015	2016	2017	2018	2019	2020
Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza	5,1	5,4	5,4	5,8	6,1	6,0
Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego	5,2	4,9	5,8	5,4	5,9	6,1
Zakładni škola a Mateřská škola Újezd	6,4	6,5	6,1	6,5	6,6	6,5
Zakładni škola a mateřská škola Plesná	7,8	7,9	7,7	7,9	8,1	8,4

Source: systematized by the authors based on information obtained from the supervisors Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza (Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza, 2021), Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego (Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, 2021), Zakładni škola a Mateřská škola Újezd (Zakładni škola a Mateřská škola Újezd, 2021) and Zakładni škola a mateřská škola Plesná (Zakładni škola a mateřská škola Plesná, 2021)

Table 3: Results of correlation analysis

Primary school	Correlation coefficient	Correlation	Interconnectivity
Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza	0,978233	direct	very high
Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego	0,802453	direct	high
Zakładni škola a Mateřská škola Újezd	-0,14098	turned	weak
Zakładni škola a mateřská škola Plesná	0,922194	direct	very high

Analyzing the value of the correlation coefficient, it was found that the correlation between the level of development of pedagogical and professional competences of teachers for the results of their life-long learning programs and the level of learning success of the students. The level of success of the students taught by these teachers is very high at the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza and Zakładni škola a mateřská škola Plesná. Thus, the variation in the level of development of pedagogical and professional competencies of teachers based on the results of their life-long educational programs leads to an increase in the level of educational success of students who are taught by such teachers at the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza and Zakładni škola a mateřská škola Plesná were 97.82% and 92.21%, respectively. The Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, the correlation between the level of development of teachers' pedagogical and professional competencies because of their completion of life-long learning programs and the level of learning success of the students taught by these teachers is

high. However, the variation in the level of development of teachers' pedagogical and professional competencies because of their life-long teaching programs leads to an increase of 80.24% in the level of teaching success of the students taught by such teachers in this primary education institution. As for the Základní škola and Mateřská škola Újezd, the difference between the analyzed variables is reversed, because the variation in the level of development of pedagogical and professional competencies of teachers as a result of their completion of life-long educational programs leads to a 14.09% decrease in the level of educational success of the students taught by these teachers in this primary education institution.

5 Discussion

As a result of the research the aim was revealed that pedagogical and professional competences level of which primary school teachers improve during life significantly affect the level of educational success of primary school students.

It has been noted that the problem of enhancing pedagogical and professional competence of teachers is particularly relevant in the research of many scientists and scholars. Garzon Artacho et al. (2020), Cropley et al. (2014), Tovkanets (2018), Oates (2019), Sysko, N. (2018), Ishii K. (2017), Ayvaz-Tuncel et al. (2018) argue that in the course of lifelong learning, teachers have to develop new knowledge, skills, and practical skills to increase the level of professional training, the level of qualification.

It is also worth considering the findings of Garces-Bacsal et al. (2018), Roshanghias et al. (2020), Ukpong (2018), Souto-Seijo et al. (2019), Navidinia (2021) about: life-long learning for educators influences their formation of such a risk as motivating students to read; life-long learning for educators is supported by educational training programs for students, educating the faculties of educators; technology resources play an important role in life-long teacher training, and teacher training should be carried out without disconnecting from the core teaching activity.

We have identified the impact of pedagogical and professional competencies, the level of which primary school teachers improve throughout life, correlation analysis between changes in teacher and professional competencies development level of teachers as a result of their life-long learning programs and changes in the level of educational success of students was

proposed, The teaching of these teachers is based on the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr. 4 im. Władysława Broniewskiego, Základní

škola a Mateřská Újezd and Základní škola a mateřská škola Plesná. The results of the correlation analysis allow us to note a direct and very high correlation between the analyzed variables in Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza and Základní škola a mateřská škola Plesná.

With regard to the position of teachers on the role of lifelong learning in the development of their teaching and professional competencies, the results of the survey of teachers of Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, Szkoła Podstawowa Nr 4 im. Władysława Broniewskiego, Základní škola a Mateřská Újezd and Základní škola a mateřská škola Plesná, carried out by questionnaire; indicate that life-long learning plays a very important role in:

- 1) improvement of pedagogical and professional competencies of teachers;
- 2) teachers' attainment of new knowledge and skills and practical skills after each stage of lifelong learning;
- 3) improvement of students' success by having teachers continually receive training throughout their lives;
- 4) solving conflicts between students.

6 Conclusion

It was found that the pedagogical and professional competencies that primary school teachers improve throughout life have a significant impact on the level of educational success of primary school students. This is confirmed by the results of the correlation analysis conducted based on data from Szkoła Podstawowa Nr 10 im. Grzegorza Piramowicza and Základní škola a mateřská škola Plesná, according to which there is a very high direct correlation between the change in the level of development of pedagogical and professional competence of teachers based on the results of their life-long teaching programs and the change in the level of teaching success of the students taught by these teachers, since the variation in the level of development of pedagogical and professional competencies of teachers based on the results of their life-long learning programs leads to an increase in the level of learning success of the students taught by these teachers at the Szkoła Podstawowa Nr. 10 im. Grzegorza Piramowicza, the Základní škola a mateřská škola Plesná at 97.82% and 92.21% respectively.

Based on the results of the questionnaire survey the position of teachers was determined that the role of teacher training during life is crucial in the development of their pedagogical and professional competencies.

The practical value of the obtained results of the correlation analysis and testing information indicates that this approach to identifying the impact of pedagogical and professional competences, the level of which primary school teachers improve during life, on the level of educational success of primary school students is universal because it can be used to identify the impact of pedagogical and professional competences, the level of which secondary school teachers improve during life, on the level of educational success of secondary school students.

In the future, it is planned to find out the influence of pedagogical and professional competences, the level of which secondary school teachers improve during their life, on the level of academic success of secondary school students on the application of other countries of the European Union.

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Primary Paper Section: A**Secondary Paper Section: AM**

Annex 1

QUESTIONNAIRE

The purpose of the questionnaire is to find out your position on the role of lifelong learning in the development of your teaching and professional competencies.

1. Do you agree with the idea of life-long learning to improve your pedagogical and professional competencies?

- a) Yes;
- b) Not at all;
- c) No;

2. How often do you develop your educational and professional competencies via lifelong learning?

- a) Every day;
- b) Once a day;
- c) Several times a day;
- d) Monthly;
- e) Once a month;
- f) Once a quarter;
- g) Once a quarter;
- h) Once per twenty-four hours;
- i) Once a quarter;
- j) Once per year;
- k) A couple of times per year;

l) I do not develop my pedagogical and professional competence.

3. What do you use to develop your teaching and professional competence?

- a) Trainings;
- b) Webinars;
- c) Round tables;
- d) Internships at other institutions of primary education;
- e) Internships at institutions of primary education abroad;
- f) Participation in conferences (international conferences);
- g) Exchange of experience with other educators
- h) Consultations with experienced specialists;
- i) Professional development courses;
- j) All the above.

4. Do you think your educational and professional competence grows during your lifetime after each stage of training?

- a) Yes;
- b) No;
- c) I cannot give a clear answer to this question.

5. Do you acquire new knowledge, skills, and practical abilities after each stage of life-long learning?

- a) Yes;
- b) Not always;
- c) Not at all;
- d) I cannot give a clear answer to this question.

6. Do you consider yourself a good, experienced, highly qualified, and competent teacher with a high level of competence for pedagogical activity?

- a) Yes;
- b) No.

7. In your opinion, does the success of your students improve due to your lifetime educational experiences?

- a) Yes;
- b) Not always;
- c) Not at all;
- d) I cannot give a clear answer to this question.

8. What approaches do you use to involve your students in the educational process?

- a) Traditional;
- b) Interactive;
- c) Innovative;
- d) All of the above.

9. Are you able to use modern ICT confidently?

- a) Yes, I do;
- b) Not at all skillfully;
- c) Not able to.

10. Do you use modern ICT for teaching elementary school students?

- a) Yes;
- b) Not always;
- c) No.

11. Do you share your experience with colleagues on how to develop pedagogical and professional competencies?

- a) Yes, I do;
- b) Not always;
- c) No.

12. Do you know how to solve conflicts between your students in a positive way?

- a) Yes;
- b) Not always;
- c) No.

13. Considering the importance of developing digital competence in today's teachers, how will you develop this competence?

- a) Yes;
- b) No.



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