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PROFESSIONAL DEVELOPMENT OF TEACHERS IN EDUCATIONAL INSTITUTIONS

Vasylenko Oksana

Associate Professor Anhalt University of Applied Sciences

Anhalt University of Applied Sciences

oksana.vasylenko@hs-anhalt.de

Henseruk Viktor

Postgraduate student, specialisation Educational and Pedagogical Sciences

Ternopil Volodymyr Hnatiuk National Pedagogical University

viktern@ tnpu.edu.ua

The professional self-development of higher education teachers is an important subject of scientific and pedagogical research, as it directly affects the quality of education, the professional competence of teachers and their ability to adapt to modern challenges. This process covers a wide range of aspects, including teachers' motivation for self-development, methods of professional development, the use of digital technologies in professional growth, and the impact of self-development on teaching effectiveness.

Professional self-development is the process of consciously improving one's knowledge, skills, competencies, and personal qualities in order to increase effectiveness in professional activities and achieve career goals. It involves active learning, adaptation to changes in the work environment, the development of critical thinking, a creative approach, and the ability to self-reflect.

The issue of professional self-development of higher education teachers has attracted the attention of many scholars, particularly in Ukraine and abroad. The conceptual foundations of the theory of professional self-development are highlighted in the works of I. Ziazun, L. Vygotsky, O. Kochetov, S. Rubinstein and others. This issue is also covered not only in scientific works, but also in international and domestic recommendations and regulatory documents [1, 2].

The main components of professional self-development are:

1. Self-education — studying new technologies, methods, literature or courses related to the professional field.

2. Practice — applying the knowledge gained in the workplace to consolidate skills.

3. Feedback — analysing one's own successes and mistakes, as well as taking into account the opinions of colleagues or mentors.

4. Goal setting — defining short-term and long-term professional goals.

5. Soft skills development — such as communication, time management, and emotional intelligence, which are universal for any profession.

Research in this area often focuses on the barriers faced by teachers (e.g., lack of time, insufficient institutional support or motivation) and strategies for overcoming them. In addition, it is important to study the impact of the digitalisation of education on self-development, in particular the use of platforms for distance learning, artificial intelligence and other technologies.

The methods of professional self-development for teachers in higher education institutions are diverse and depend on the goals, resources, and individual characteristics of the teachers. The following components of professional self-development are often implemented in scientific and pedagogical practice (Fig. 1):

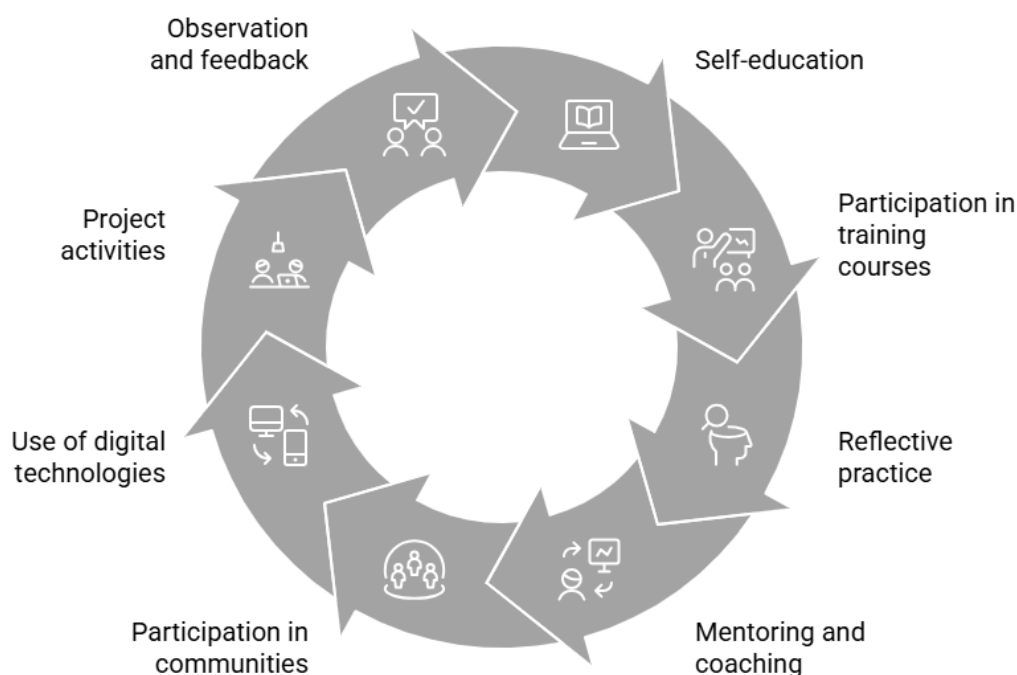


Fig. 1. Components of professional self-development

Self-education through educational resources involves acquiring new knowledge by studying scientific literature, journals, textbooks, and taking online courses on international and domestic platforms (e.g., Coursera, edX, Prometheus). This component requires self-discipline and the ability to critically evaluate sources.

Participation in professional training courses and seminars provides an opportunity not only to gain new knowledge, but also to exchange experiences with colleagues.

Reflective practice involves analysing one's own professional activities through journaling, self-assessment, or discussions with colleagues. It helps teachers identify

their strengths and areas for growth and adapt their approaches to students. It can be structured (e.g., using the Gibbs model) or informal.

Mentoring and coaching involves working with more experienced colleagues (mentoring) or professional coaches to develop specific skills. An individualised approach promotes both professional and personal growth. A mentor can help with career planning or improving teaching techniques.

Participation in scientific and professional communities, conferences, symposiums, webinars, as well as membership in professional associations promotes the exchange of ideas, exposure to innovations, and the formation of a professional network. It is often accompanied by the publication of articles or the presentation of one's own work.

The use of digital technologies is important for self-development, for example, creating digital content, mastering teaching programmes (Zoom, Moodle), or analysing data on student performance. This component corresponds to current trends in the digitalisation of education and requires basic technical skills [3].

Project activity includes the development and implementation of one's own educational projects, such as creating a new course, experimental methods, or interdisciplinary initiatives. It combines a creative approach with the practical application of knowledge and stimulates innovation.

Observation and feedback involve attending colleagues' classes followed by discussion or receiving feedback from students and administration, which allows you to compare your own methods with others and obtain an objective assessment of your work.

The effectiveness of these components depends on the context: institutional support (funding, access to resources), internal motivation of the teacher, and external conditions (e.g., workload). A combination of several techniques, such as self-education, reflection, and mentoring, contributes to high-quality professional development.

Professional self-development is important in today's world, where technology and demands on specialists are changing rapidly. It allows you to remain competitive, adapt to new conditions and realise your potential. This is not a one-off action, but a continuous process that depends on the initiative of the individual.

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