

УДК 378.011.3-051

PROFESSIONAL GROWTH OF A HIGHER SCHOOL TEACHER: REALITIES AND GUIDELINES

Kolomiets Nataliia, PhD in Pedagogical Sciences, Associate Professor at the Department of Education Technologies and Creative Pedagogy, Pavlo Tychyna Uman State Pedagogical University.

ORCID: 0000-0002-5770-4805

E-mail: kolomiets_nauka@i.ua

The article is devoted to the study of the peculiarities of the professional development of the 21st century teacher. The relevance of this study is determined by the actual need of modern society in the preparation of teachers able to realize their full potential in education. A key figure in the process mentioned above is a university teacher with his personal qualities, spiritual world, and professionalism. Great attention is paid to the optimal combination of all activities with the leading role of scientific and pedagogical activity. The support of a traditionally high level of scientific activity and a significant increase in the level of pedagogical activity become essential. The necessity to create conditions for the organization of continuous education of a university teacher is emphasized during all his professional and pedagogical activity as well as the qualification training to it.

Keywords: teaching work, professional development, continuous education, higher school, teacher of higher school, professional activity of a higher school teacher, scientific and pedagogical activity, development and self-development of scientific and pedagogical staff.

ПРОФЕСІЙНЕ ЗРОСТАННЯ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ: РЕАЛІЇ ТА ОРІЄНТИРИ

Коломієць Наталія, кандидат педагогічних наук, доцент кафедри виховних технологій та педагогічної творчості, Уманський державний педагогічний університет імені Павла Тичини.

ORCID: 0000-0002-5770-4805

E-mail: kolomiets_nauka@i.ua

Статтю присвячено дослідженню особливостей професійного становлення викладача вищої школи XXI століття. Актуальність даного дослідження опосередкована реальними потребами сучасного суспільства в підготовці нового типу вчителів, здатних професійно-особистісно самореалізуватися в освіті. Ключовою фігурою вищевказаного процесу, його першоосновою є університетський викладач з його особистісними якостями, духовним світом, професіоналізмом. Акцентується увага на оптимальному поєднанні всіх видів діяльності з провідною роллю науково-педагогічної діяльності. У статті наголошується на необхідності створення умов для організації неперервної професійної освіти викладача вищої школи протягом всієї його професійно-педагогічної діяльності та кваліфікованої до неї підготовки. Актуальність неперервної освіти підтверджена різними науковими дослідженнями і визначається як принцип формування особистості, який зумовлює створення таких систем освіти і виховання, які повинні бути відкриті для людей будь-якого віку і статусу, супроводжувати людину протягом всього її життя, сприяти постійному її розвитку, залучати до безперервного процесу оволодіння знаннями. Аналіз і узагальнення літературних джерел

дозволив зробити висновок, що на сучасному етапі розвитку національної вищої школи виникає економічна і соціальна необхідність переходу від вузівської та післявузівської підготовки і періодичного підвищення кваліфікації викладача вищої школи до його безперервного професійного формування через створення єдиної системи підготовки, перепідготовки та підвищення кваліфікації, раціональному чергуванню різних форм, ступеневому сходженню від нижчих кваліфікаційно-посадових рівнів до вищих.

Ключові слова: педагогічна праця, професійне становлення, неперервна освіта, вища школа, викладач вищої школи, професійна діяльність викладача, наукова і педагогічна діяльність, розвиток й саморозвиток науково-педагогічних працівників.

In light of the new socio-economic situation in our country, the goals and objectives currently set before the national higher school, have evolved.

The strategy of education of the future consists in the dissemination of scientific fundamental knowledge, the strengthening of the prestige of education, as well as building a common knowledge market and a single educational space. Social opportunities for higher education are being addressed globally. The education of the future ought to be diverse, adequate to the cultural and ethnic diversity of humanity, and such that caters to the comprehensive needs of socio-professional groups, as well as individual spiritual needs.

Only properly trained teachers can cope with the most important tasks of the education of the future. The relevance of this study is mediated by the real needs of modern society in the training of a new type of teachers capable of professional and personal self-fulfillment in education. The key figure of the above process, its primary basis, is the university teacher with their personal qualities, spiritual world, and professionalism.

The works of V. Andriushchenko, V. Bondar, V. Kremin, V. Luhovyi, V. Maiboroda (the genesis and the modern tendencies of development of higher teacher education); Ye. Astakhova, V. Kipen, N. Kuzmina, A. Kuzminskyi (specific features of professional pedagogical activity of higher school teachers); L. Hrebenko, N. Huzii, B. Diachenko (the study of pedagogical professionalism) are dedicated to understanding the role of the higher pedagogical education in our country, and the professional development of the teacher.

The main activity of the higher school at present ought to be about meeting the knowledge needs of an individual that enables their adaptation to the modern world. It requires proper personnel support and implementation of a purposeful program, preparing the teaching staff for training in higher educational institutions. It involves appropriate training and retraining of university teachers.

The purpose of this article is to analyze the main characteristics of the professional activity of the high school teacher and his continuous training, taking into account the social and economic situation at the current stage of social development.

Teaching work is a special kind of highly qualified mental activity of creative nature characterized by a high degree of intensity. The work of a higher educational institution teacher is a conscious, purposeful activity aimed at training, education and development of students, while the citizenship and ethics of the teachers determine the direction of their work. The specific feature of the profession of a higher educational institution teacher consists in constant communication with adults who already have an established worldview, own beliefs and habits. Therefore, the leading aspect of the pedagogical skills of a higher school teacher is the skill to properly direct the process of development of the younger generation, in a manner that enables every individual to fulfill their inclinations and interests and to develop their aptitudes.

One of the core properties of the professional activity of the higher school teacher is the mastery of a set of activities. Depending on the implementation of various objectives, the higher educational institution teacher performs the following main activities: teaching, research, management, professional, administrative, commercial and public. Among these types, there are two types of high performance work: the researcher activities and teacher activities. Z. Esareva's research demonstrates that only the combination of research and teaching activities of the higher school teacher is productive [4]. However, according to the majority of authors, the leading role in the activity of the higher educational institution teacher is played by teacher activity, while all other activities, that are integrated by this activity, are manifested within it indistinctly.

Nevertheless, while recognized, the leading role of the higher educational institution teacher activities is underestimated. This situation in higher education is not accidental and stands as a response to the established methods of moral and material stimulation of teacher's activities that are mainly based on the quantity of research products. Without belittling the major importance of scientific research in improving the quality of professional training, however, the disproportion in the teacher's interests in scientific and pedagogical activities should be noted. In our view, at least two circumstances are conducive to this. Firstly, a graduate of a higher educational institution is a product of collective work; therefore, their training encompasses the efforts of a large number of teachers whose work is depersonalized compared to scientific research endeavors. This circumstance does not contribute to the increase of personal responsibility of the teacher at all stages of specialist training. Secondly, there is currently no system of differentiated remuneration of teacher work depending on the quality of such work. This is due to many reasons, but, above all, it is due to the lack of objective and effective methods of teacher performance assessment. This makes teaching a joyless routine work that fails to gain any moral satisfaction.

In their turn, domestic scientists V. Kremen, V. Luhovyi, V. Semychenko, Zh. Talanova, highlighting the prospective and current objectives of the national system of vocational education and advanced training in respect of development and self-development of research and teacher professionals, indicate the feasibility of the following measures: development and implementation of social motivations (incentives and rewards); actualization of the need for continuous professional improvement of all categories of researches and teachers; development of postgraduate scientific and pedagogical education, including regular professional development of teachers; quantitative increase and qualitative improvement of postgraduate and doctoral study as the main institutions for the training of research and teaching staff with highest qualifications; increasing attention to the problems of personal development of teaching staff, primarily to the changes that occur in the course of professional activities and; establishing conditions for the optimization and harmonization of the trends of professional development of research and teaching staff [1, c. 19].

Thus, for the effective implementation of the main goal of professional and pedagogical activity of higher school teachers, it is necessary to optimally combine all types of activities with the leading role of research and teaching activity. Hence the objectives of maintaining the traditionally high level of research activities and considerable improvement of the level of teaching activities. The major outcome of professional and teacher training and retraining of the university teacher is the development of a system of skills that allow them to fulfill their professional functions on the basis of available knowledge.

In this respect, let us pay attention to another feature of the modern educational space. Changing the tasks of modern higher education occurs in the conditions of the educational institutions variability, content diversification and expansion of innovative processes at the higher educational institutions by training the specialists, which is connected with its integration into the world's educational system and the response to social and economic changes in society. In this regard, there is a need to create conditions for the organization of the continuous education of a university teacher during all his professional and pedagogical activity as well as the qualification training to it.

The relevance of continuous education is confirmed by various scientific studies and is defined as the principle of personality formation, which causes the creation of such education and upbringing systems, which should be accessible to people of all ages and status, accompany the person throughout his life, promote his constant development, involve in continuous process of learning.

The concept of continuous education is not new. The precursor of modern views on continuous education is Ya. A. Komenskyi, who considered every age as suitable for learning, and it is the main purpose of living. The current stage of development of the continuous education idea began in the late fifties-early sixties of the twentieth century as a reaction to dissatisfaction with the formal educational system.

Continuous education appears as an idea, the principle of learning, the quality of the educational process and the condition of becoming a person in the contemporary cultural and educational context [5]. According to the definition of the UNESCO International Commission for Education of the 21st century, continuous education must integrate all the educational activities and resources and direct them to achieve a harmonious development of potential personality skills and progress in the transformation of society [6].

Thus, continuous education is the most important social and pedagogical principle of continuous formation and development of personality. This principle should ensure the adequate attitude of the adult to the requirements of time, the preparation of the whole community and each person separately for life in a rapidly changing conditions at all stages of education [3, c. 9].

However, unlike the objective process of unorganized development of a person throughout his life, continuous education should be understood as a purposeful, systematic activity for gaining and improving knowledge, skills and abilities, in any type of general and special educational institutions as well as through self-education.

The importance of continuous education for a modern teacher is also emphasized by the fact that in recent years a large number of specialized schools and secondary schools, particularly those of a private ownership, have appeared in Ukraine, which are aimed at active and continuous introduction of the latest pedagogical technologies, search for new approaches to the qualitative preparation of the young generation to further education, adaptation in society, self-search etc.

In our opinion, to be an initiator in the career growth of student personality, a higher school teacher should not align with the existing state of development of social production, but should look up to a potentially higher one instead, which is being rapidly provided for by science worldwide. The analysis and generalization of references makes it possible to conclude that at the present stage of development of the national higher education there is an

economic and social necessity of transition from higher education and postgraduate training as well as the advanced training of a university teacher to his continuous professional formation through the creation of a unified system of training, retraining, the rational alternation of different forms of training, the gradual ascent from the lower levels of qualification to the higher ones. We emphasize that it is extremely important for the high school teacher to have a strong desire to self-education. The key factors in continuous education are personal motivation for learning and the access to diverse learning resources. We are also agree with the opinion of Ukrainian researcher O. Volobuieva, whose basis principle as a teacher has always been love and devotion to her work and her students regardless of any modern challenges [2, с. 401].

The modern teacher should be properly guided in the various fields of subject he teaches, to know its capabilities for solving social and economic, industrial and cultural problems. But this is not enough – he should be aware of the results of new researches, discoveries and hypotheses. It is extremely important to see the near and far perspectives of the subject he teaches, to have well-developed scientific and pedagogical thinking.

The article does not exhaust all aspects of the research problem. We have seen that the motivation of teaching activities, personal meanings of professional growth of a higher school teacher, as well as factors affecting the scientific self-determination of the teacher have not been sufficiently studied. We consider the study of psychological and pedagogical foundations of personal and professional development of higher educational institution teachers to be a promising one.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Бахмат Н. Неперервність педагогічної підготовки як умова конкурентоздатності вчителя початкових класів. *Психолого-педагогічні проблеми сільської школи*. 2014. Вип. 48. С. 13–17. URL: https://library.udpu.edu.ua/library_files/psuh_pedagog_probl_silsk_shkolu/48/2.pdf
2. Волобуєва О. Ф. Професійна діяльність сучасного викладача вищої школи: виклики та пріоритети. *Збірник наукових праць Національної академії Державної прикордонної служби України*. 2014. Вип. 4(73). С. 392–404. URL: http://irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN&IMAGE_FILE_DOWNLOAD=1&Image_file_name=PDF/znpna_rv_rpn_2014_4_36.pdf
3. Десятов Т. М. Актуальні проблеми освіти дорослих у контексті глобалізації. *Порівняльна професійна педагогіка*. 2012. № 1. С. 6–13.
4. Есарева З. Ф. Особенности деятельности преподавателя высшей школы. Ленинград: Изд-во Ленинградского университета, 1994. 119 с.
5. Неперервна освіта як світова тенденція. URL: http://pidruchniki.com/1529052755044/pedagogika/pererervna_osvita_svitova_tendentsiya.
6. Освіта протягом життя: світовий досвід і українська практика. Аналітична записка. URL: <http://http://old2.niss.gov.ua/articles/252/>

REFERENCES

1. Bakhmat, N. (2014). Neperervnist pedahohichnoi pidhotovky yak umova konkurentozdatnosti vchytelia pochatkovykh klasiv [Continuity of pedagogical preparation as a condition of competitiveness of elementary school teachers]. *Psykhologo-pedahohichni problemy silskoi shkoly – Psychological and pedagogical problems of rural school, issue 48, 13–17*. URL: https://library.udpu.edu.ua/library_files/psuh_pedagog_probl_silsk_shkolu/48/2.pdf [in Ukrainian].
2. Volobuieva, O. F. (2014). Profesiina diialnist suchasnoho vykladacha vyshchoi shkoly: vyklyky ta priorytety [Professional activity of modern teacher of higher school: calls and priorities]. *Zbirnyk*

naukovykh prats Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy – Collection of scientific papers of the National Academy of State Border Guard Service of Ukraine, issue 4(73), 392–404.

URL: http://irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN&IMAGE_FILE_DOWNLOAD=1&Image_file_name=PDF/znpnapv_ppn_2014_4_36.pdf [in Ukrainian].

3. Desiatov, T. M. (2012). Aktualni problemy osvity doroslykh u konteksti hlobalizatsii [Актуальні проблеми освіти дорослих у контексті глобалізації]. *Porivnialna profesiina pedahohika – Comparative professional pedagogy, 1, 6–13* [in Ukrainian].
4. Esareva, Z. F. (1994). Osobennosti dejatel'nosti prepodavatelja vysshej shkoly [Features of the activities of a teacher of higher school]. Leningrad: Izd-vo Leningradskogo universiteta [in Russian].
5. Neperervna osvita yak svitova tendentsiia [Continuous education as a global trend]. URL: http://pidruchniki.com/1529052755044/pedagogika/neperervna_osvita_svitova_tendentsiya [in Ukrainian].
6. Osvita protiahom zhyttia: svitovyi dosvid i ukrainska praktyka. Analitychna zapyska. Neperervna osvita yak svitova tendentsiia [Education for life: World Experience and Ukrainian Practice. Analytical note]. URL: <http://http://old2.niss.gov.ua/articles/252/> [in Ukrainian].