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## LIFELONG LEARNING IN PROFESSIONAL PEDAGOGICAL EDUCATION: UKRAINIAN THROUGH EUROPEAN CONTEXT

### *Abstract*

**Introduction.** *The article deals with the problem of lifelong teacher education in context of European and Ukrainian educational environments.*

**Methods.** *On the basis of main international and national documents analysis on teacher training, the author has generalized international experience and designed the in-service teachers model in the system of pedagogical education.*

**Results.** *The author grounded the necessity to use the new European in-service scheme in the Ukrainian system of teacher education.*

**Decision.** *The problem of lifelong pedagogic education modernization in European environment and world-wide deserves the future research.*

**Keywords:** *lifelong education, educational environment, professional pedagogic training, professional competences.*

**Introduction.** *Every job in a knowledge-based society is so difficult that one lifetime is not enough to master it efficiently.* Today knowledge is multi-faceted, the same professional will have varying levels of competence in relation to different areas of professional practice. If we take profession of teachers for example, a teacher may have a deep theoretical and practical understanding of his or her subject, but have no awareness of assessment for learning and how to implement it. Another teacher may have excellent formal knowledge of language systems but low confidence in their target language oral proficiency. These variations suggest that a productive approach to continuous professional development (CPD) will support teachers in identifying (ideally with reference to classroom practice and student learning) those specific areas of professional practice where development is required and work with teachers to identify and implement appropriate strategies for supporting such development [4; 5;6].

**Research and publications analysis.** C. Day offered the most widely cited definition of continuous professional development (CPD) as: "...all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers ... acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice." [3, p.4]

Various aspects of professional development of a personality were subjects of scientific research of the following Ukrainian scientists: Danylenko L., Olijnyk V., Nikolaienko S., Moroz V., Ball G., Platonov K., Lugovoi V., Pekhota O., who theoretically substantiated the ways of teachers qualification improvement in the system of continuous education.

**Aim of the research.** On the basis of main international and national documents analysis on teacher training, the author aims to generalize international experience and design the in-service teachers model in the system of pedagogical education

**Results.** All teachers – newly qualified or very experienced – face challenges and continue to develop as teachers throughout their careers. When planning professional development activities teachers face different challenges: motivation, overall time management, information, resources and technology development, etc. In order to know which areas to focus on for professional development, it is necessary for teachers to understand and critically assess their strong and weak points. So self assessment is a good start for every teacher, lecturer or tutor deciding which sphere of professional development to choose. The self-assessment scheme (picture 1) is based on the British Council's Continuing Professional Development framework [2].

Stage of development	Description
1. Awareness	You have heard of this professional practice.
2. Understanding	You know what the professional practice means and why it's important
3. Engagement	You demonstrate competency in this professional practice at work.
4. Integration	You demonstrate a high level of competency in this professional practice and this consistently informs what you do at work.

**Picture 1. Self-assessment Scheme**

British Council for example in «Continuing Professional Development Framework» outlines **twelve** professional practices for teachers:

- 1) *planning lessons and courses;*
- 2) *understanding learners;*
- 3) *managing the lesson;*
- 4) *knowing the subject*
- 5) *managing resources;*
- 6) *taking responsibility for professional development;*
- 7) *assessing learning;*
- 8) *integrating ICT;*
- 9) *using inclusive practices;*
- 10) *using multilingual approaches;*
- 11) *promoting 21st-century skills;*
- 12) *Understanding educational policies and practice [2].*

Being a teacher is challenging and there are an infinite number of areas in which teachers can develop. Making decisions about what to focus on can be overwhelming for individuals. And as for governments recently new standards for teachers' professional development were established bringing significant change in the way CPD is conceptualized and implemented in European countries.

If we now turn to European context we must stress that competence of lifelong development is considered to be one of the most important for a professional pedagogue because every teacher should develop talent to evolve his professional skills, knowledge and competences during all his life [10].

In the process of lifelong development competence formation the academic capabilities (subject competence) of teachers play a very important role. Another word a teacher must have the ability to master and renew his knowledge of subject he teaches at school. As for Ukraine an effective teacher has to know his subject much deeper than the programme volume [5].

Ukrainian teachers are given possibilities to form their own versions of curricula, analyze world prominent concepts and technologies in education, substantiate new approaches in teaching and upbringing and take part in reconstruction of all the spheres of pedagogical activities based on scientific research.

In such a way the subject competence of a teacher is closely connected with the evidence-based research competence. We must press the point that today all programmes of teacher education in European countries are aimed at developing of teachers research competences [9]. Europe needs teachers-researchers who conduct their scientific work, organize and create their own styles of professional activities reasoning from the results of their research work.

At this stage of research we study professional competences of a Ukrainian teacher in the context of integration into European educational environment. Modern Ukrainian pedagogical education only begins to use the concept of competence in the sense that is used by European countries. Taking into account character and peculiarities of pedagogical activities, Ukrainian scientists include the following components into the system of professional teachers competences:

- social block of competences combined with the environment, society, social activities of a teacher;
- motivational block of competences which involves internal motivation, interests and individual choice of a teacher;
- cognitive block of competences including total knowledge, abilities, skills of a teacher and his capacity to develop them continuously;
- functional block of competences is connected with the capacities of a teacher to use scientific knowledge and factual material effectively;
- research block of competences deals with realization of scientific research in the professional activity of a teacher [4; 6].

From the point of view of the Ukrainian pedagogical science all these competences form the basis of efficient professional activity of a teacher in a new century. All the components of professional competences were discussed by educational specialists, working in the system of basic and in-service education during seminars, round tables, meetings, etc. [4; 5; 6]. As the result more than 92% of respondents consider that it is high time to introduce the system of professional competences into the pedagogical education content of Ukraine.

So it is important that today Ukrainian pedagogical elite realizes the necessity to change the traditional educational system to the competence model. Introduction of the competence model in the teachers training system would bring to the decision of very difficult questions in Ukrainian education which have become the results of serious contradictions between the necessity to provide high level of education on one hand and impossibility to solve this problem traditionally only by expanding of educational information on the other.

Under such circumstances the accent in the process of teachers training must be put not on mastering the programme level of information but on organization of continuous individual intellectual activity in which future teacher should be able to actualize and understand the adequacy level of his knowledge got in the system of pedagogical education. Moreover teachers knowledge cannot be fragmentary, isolated from the environment, they should be renewed continuously due to the subject's desire to develop his professionalism during all his life [7].

To realize this type of educational scheme a future teacher must be involved to the complex model of the country's life-long pedagogical education [8]. As for educational environment of Ukraine this means essential changes not only in the pedagogical education content but also in methods of teaching and learning, methods of term and final control, methodology of evaluation of the pedagogical practice results, etc.

**Discussion.** So, the major task of European and national levels of pedagogical education in conditions of regional integration and development of knowledge-based societies is to define the areas, resources and technologies in continuous professional development of European teachers.

Realization of Ukrainian teacher professional development model is taking into account both recommendations of European educational community and Ukrainian experience in teachers in-service training.

Our research brings new approach to the problem of formation of the national Ukrainian professional development model in the system of teacher education from the point of view of integration into European educational environment.

The importance of this problem determines the necessity of its continuous study. We think that special interest deserves the problem of methods and innovative technologies of teachers professional development in the European system of pedagogical education.

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## ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ У СИСТЕМІ ПРОФЕСІЙНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ: УКРАЇНСЬКИЙ КОНТЕКСТ КРИЗЬ ПРИЗМУ ЄВРОПЕЙСЬКОГО

**Анотація**

**Вступ.** У статті здійснено характеристику поняття «освіта протягом життя» у системі професійної педагогічної підготовки в європейському та українському вимірах..

**Методи.** Автором проаналізовано базові міжнародні та українські документи, пов'язані із освітою вчителів; узагальнено міжнародний досвід та сформульовано модель підвищення кваліфікації у системі педагогічної освіти.

**Результати.** У роботі обґрунтовано необхідність використання європейського досвіду в українському освітньому просторі.

**Перспективи.** Особливого дослідження потребує проблема модернізації неперервної педагогічної освіти в Європі та світі.

**Ключові слова:** освіта протягом життя, освітній простір, професійна педагогічна підготовка, професійні компетентності.