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Підвищення кваліфікації викладачів у сучасних умовах

У статті досліджено значущість підвищення кваліфікації викладачів у сучасних умовах. Авторами статті проаналізовано особливості планування та організації підвищення кваліфікації викладачів, розглянуто види підвищення кваліфікації викладачів і обгрунтовано пропозиції з удосконалення процесу підвищення кваліфікації викладачів.

Ключові слова: *підвищення кваліфікації викладачів, атестація, семінари, тренінги, науково-практичні конференції, самоосвіта, дистанційна освіта.*

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Повышение квалификации преподавателей в современных условиях

В статье исследована значимость повышения квалификации преподавателей в современных условиях. Авторами статьи проанализированы особенности планирования и организации повышения квалификации преподавателей, рассмотрены виды

повышения квалификации преподавателей и обоснованы предложения по усовершенствованию процесса повышения квалификации преподавателей.

Ключевые слова: повышение квалификации преподавателей, аттестация, семинары, тренинги, научно-практические конференции, самообразование, дистанционное образование.

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Teachers' qualifications upgrading in the contemporary conditions

In the article the significance of teachers' qualifications upgrading in contemporary conditions is studied. The authors analyzed the features of planning and organization of teacher's qualifications upgrading, types of teacher's training and conceptualized the proposals for improving the process of teacher's qualifications upgrading.

Keywords: teachers' qualifications upgrading, certification, seminars, trainings, scientific and practical conferences, self-education, distance education.

Problem statement

The high level of population's education influences both the speed of using the scientific discoveries results by society and the speed of their implementation. The development of science and technology in the last century are amazing with its high rates in all spheres of human activity. Therefore, in modern conditions, knowledge, and skills of employees require constant updating and the ability to respond timely to rapid changes in the environment.

The level of teachers' training in educational institutions, their interest in continuous and systematic qualifications upgrading are important in the process of new knowledge development.

The problems of the need for teachers' qualifications upgrading, its main types are paid attention by the authors in the paper. The analysis of specificities in planning and organizing of the activities for the teachers' of educational institutions qualifications upgrading were carried out.

Analysis of recent studies and publications

The qualifications upgrading is certainly a relevant problem. The development of science, the creation of new technologies and the competitiveness of products under the conditions of globalization depend on ensuring high standards of the quality of education. The higher level of population's education – the higher level of their life quality. Scientists are exploring this issue, noting and suggesting new directions for improving the level of education, particularly via raising the teachers' professional training. Among the scientists who have studied the problems of teachers' qualifications upgrading, we single out the following: O. Grishnova [5], N. Overko [6], G. Romanova [7], L. Rudenko [6], V. Sydorenko [8], M. Solovei [9] and others.

The earlier unresolved parts of the general problem

The training of new staff and a system of the pedagogues' qualifications upgrading

are the most important means of provisioning educational institutions with highly qualified teachers. Teachers need to meet the modern conditions of the educational process, taking into account changes in the customers' professional requests for educational services.

The importance and necessity of improving the qualification level of the teaching staff through conducting the certification of pedagogues, attending qualifications upgrading courses, self-education and self-development of teachers, visit seminars, scientific and practical conferences, the internship are considered by the authors.

Purpose of the article

The purpose of the article is to study the issue of teachers' qualifications upgrading and the ways to implement it in modern conditions.

The results of the research

The pedagogues' training takes place during all the teacher's professional activities, it is continuous, systematic and flexible to changes in the societal development.

The implementation of new approaches to ensuring the delivery of the competitive educational services by educational institutions is a relevant problem in the era of reforming the national educational process. The society needs highly qualified teachers who are able to quickly acquire a vast amount of new information and transfer modern knowledge to students, use the latest information technologies in the teaching and educational process.

The teachers' qualifications upgrading is a mandatory condition for managing changes in the implementation of teaching and educational, teaching and methodological activities of an educational institution. Therefore, the educational institutions are faced by the difficult tasks in planning and content organization of the qualifications upgrading of their pedagogical staff.

V. V. Sydorenko believes that the multivariance of forms, models, technologies, directions of professional development makes it possible to train a competitive person on the educational services market, capable of continuous self-development, self-training and self-fulfillment through formal and informal lifelong education [8, p. 148].

Improving the quality of education is one of the key tasks in the context of modern pedagogy. The main resource of this sphere is human – teachers, their professional competence, and creative potential. That is why the planning and organizing by the educational institutions the qualifications upgrading of their teachers is one of the main factors for improving the quality of education.

O. A. Grishnova emphasizes that the education system, is regulated and subsidized by the government (state), creates reserves of human capital, and the higher the value of this capital – the greater the economic gain of society [5, p. 117].

The effectiveness of the results of conducting teachers' qualifications upgrading depends primarily on determining the list of competencies that should be improved. So G. M. Romanova deems that "to consider the process of qualifications upgrading is necessary, relying on the main components of the professional qualifications (competence) of the teacher: professional competence; psychological and pedagogical competence; organizational and methodological competence" [7, p. 92].

We reckon the teachers' motivation to attend regularly and often the qualifications upgrading activities and conscientiously execute the tasks during training lies in the plane not only of opportunities for more complete self-fulfillment in the pedagogical activity, the exchange of experience with colleagues, the development of their career and the labor incomes growth, but also and primarily of improving the quality of their life.

M. V. Solovei notes that “two subsystems have developed in the qualifications upgrading: formal and informal. Informal – a set of subjective social and psychological factors that manifest themselves at the level of motivation, attitudes of the individual, and its awareness of the need for professional self-improvement. The formal subsystem is a set of specially created conditions that operate in real time in accordance with government regulatory and legal frameworks, reveal in certain institutional structures, contribute to broaden the professional knowledge and competencies system” [9, p. 79].

Educational institutions in the planning and organizing of qualifications upgrading should be aware of the importance of investment in human capital, due to this they will receive long-term socio-economic benefits not only of the quality of scientific, educational and methodological, but also managerial, creative and educational activities of educational institutions. The results of effective qualifications upgrading affect the ratings of the educational institution, the number of students, which won prize places in Olympiads etc.

The content of teachers’ qualifications upgrading are:

- improving the level of competencies and their expansion;
- getting modern methods and forms of teaching and educational work in accordance with the challenges of an open society, the emergence of new technologies in education;
- enriching the content of teachers’ activities, expanding their outlook.

The qualifications upgrading of scientific and pedagogical employees conducts pursuant to the requirements of the Laws of Ukraine “On Education” [1], “On Higher Education” [2], “On Scientific and Scientific and Technical Activities” [3] and “Regulations on the Qualifications Upgrading and Internship of Pedagogical and Scientific and Pedagogical employees of higher educational institutions”, are approved by the order of the Ministry of Education and Science, Youth and Sports of Ukraine on January 24, 2013, No. 48 [4].

According to the established practice, teachers are upgrading their qualifications mainly at the postgraduate education institutions, at the relevant departments and special faculties of higher educational institutions, at institutes of pedagogical employees’ qualifications upgrading, at seminars and training. We also refer to the qualifications upgrading by the teachers their publications in professional editions.

Educational institutions carry out the planning of teachers’ qualifications upgrading taking into account the duration of such training and in accordance with their separation from the working educational process within the year. Hence, the duration of training can vary from:

- 1) short-term thematic training: participation at seminars, scientific and practical conferences (1-5 days), training at the qualifications upgrading courses (up to 3 months), studying at the scientific institutions, educational institutions and enterprises (for a school year);
- 2) long-term – obtaining a master’s degree (1.5 years) and a second higher education (4 years);
- 3) indefinite and continuing – self-education, scientific and research activities.

Among the forms of the teachers’ qualifications upgrading are full-time, part-time and distance.

Planning of the pedagogues’ qualifications upgrading the educational should focus on:

- 1) the flexibility and mobility of teachers’ training;
- 2) comprehensive development of the teacher’s personality, including communication competencies (skills) for creating the open training courses using online technologies;

3) the abilities to quickly learn foreign languages, in particular, the English language, for the internship at European educational institutions, review of the modern scientific literature for enriching knowledge in the teaching of specialized disciplines;

4) ensuring a systematic and informative updating of the curriculum by the teacher to train the competitive staff.

The government policy in the education sphere requires conducting a certification and the domestic pedagogical employees' qualifications upgrading at least once every 5 years. Therefore, heads of educational institutions (structural subdivisions) should plan qualifications upgrading in such a way that each teacher will complete this procedure at least once every five years.

The definition of the type, form, and duration of qualifications upgrading are determined by the head of the educational institution (structural subdivision) individually for each teacher, depending on the level of his/her competence, the pedagogical load, the development strategy of the educational services of the educational institution. In the application for assign to qualifications upgrading, the teacher notes the goals that he/she intends to achieve.

The curriculum of teachers' qualifications upgrading includes: classroom activities, independent study work, and forms of conducting the final control.

Providing the report on the qualifications upgrading by the teachers and its control by the educational institution are an important prerequisite for the effectiveness of qualifications upgrading by the teachers. The report includes: the degree of achievement qualifications upgrading's goals are set by the teacher; the content of the completed tasks; the results of the implementation of knowledge, abilities and skills and other competencies, are acquired in the process of qualifications upgrading by him/her, into the teaching and educational and teaching and methodological processes; shortcomings in the content of the curriculum of qualifications upgrading and wishes for its improvement.

The final control over the results of teachers' qualifications upgrading covers the test control of the acquired knowledge and the assessment of the level of teachers' professional competencies are gained within training on qualifications upgrading program, for example, in the form of developed projects of the educational and professional program for training of bachelors (masters), the updating of the teaching and methodological complexes of disciplines, preparation of tutorials and manuals etc.

The structural subdivision of the educational institution, where the teacher works, examines its report on the qualifications upgrading, decides on the appropriateness of implementation of the teachers' qualifications upgrading results in the teaching and educational and methodological processes, establishing its specific forms and deadlines of completion (implementation).

L. Rudenko and N. Overko [6, p. 157-159] consider the teachers' qualifications upgrading from the point of view of the development of their pedagogical skills (mastery) and distinguish its stages:

- 1) development of the cognitive-value component of pedagogical skills;
- 2) development of a competent-technological component of pedagogical skills;
- 3) development of the reflexive-personal component of pedagogical skills (self-fulfillment);
- 4) building up the creative and innovative component of pedagogical skills on the basis of cognitive-value, competent-technological and reflexive-personal, and also integrating all the set of components.

Distance learning has become increasingly popular as an effective method of teachers' qualifications upgrading. Organization of teachers' qualifications upgrading

by the educational institutions by means of distance education allows to solve the following problems:

1) a wide range of educational services provision – the teacher can choose not only the training modules in his specialization but also expand his spatial vision, studying the various courses on any proposed topic; the opportunity to listen again the training course is interested by the instructor;

2) training throughout the country – allows to reduce the cost of funds and time for transport, daily allowance and accommodation elsewhere within the training of teachers by the educational institutions;

3) on-the-job training at any convenient time for the teacher – provides the comfortable conditions for the teacher's combination of work and study.

In Ukraine, there is a successful experience in the implementation of Intel's program "Studying for the Future" in cooperation with the Department of Vocational Education of the Ministry of Education and Science of Ukraine, is a modern system of pedagogical staff's qualifications upgrading with the latest interactive methodologies, the content conforms to the requirements of the Government Education Standards of Ukraine.

The program as a catalyst for reforming the educational space of Ukraine, updating the content and methods of information and communication technologies of education, introducing the interactive forms of training and retraining of pedagogical staff, and improving the state of education informatization. The Ministry of Education and Science of Ukraine actively supports the introduction of the Intel® "Studying for the Future" program, according to that within four years, 12,000 teachers from all regions of Ukraine should learn (train) to effectively use information and communication technologies in the educational process. This training program has now become the most widespread among other programs carried out by the international projects and corporations in Ukraine, delivers continuously and systematically in the sphere of education for various categories of pedagogical employees. The teachers' qualifications upgrading by this program allows motivating pupils and students to active studying, to carry out differentiated studying, gives the opportunity to express their thoughts more freely and feel confidently in the training environment, helps to better understand the content of the subject and develop life skills and competencies [10].

The current state of organization and planning of the teachers' qualifications upgrading by the educational institutions has a number of shortcomings and barriers that need to be addressed. The greatest weight among the shortcomings are: the formality of such activities, disinterest, and inertness on the part of teachers; disrupting the process of introduction of the acquired knowledge and skills within the qualifications upgrading in the teaching, educational, and methodological processes by the teachers.

It is advisable for educational institutions to widely introduce internships for teachers at enterprises, that balances and enriches their theoretical knowledge, practical abilities and skills, and increase their motivation to develop their teaching and pedagogical activities.

The choice of the full-time training requires a thorough analysis of the teacher's pedagogical load. The disadvantage of this form of training is the probability of coincidence in time of the classroom hours and teacher's working hours, eventually, it will negatively affect the level of acquiring new knowledge. This problem is overcome by residential and distance learning, which allow teachers to have constant access to educational materials, written consultations of trainers and flexibility of training in time and space.

During the planning and organizing of the teachers' qualifications upgrading, it is advisable to take into account the individual age and social characteristics of teachers,

the experience of teaching, that eliminate the communication barriers in training between participants. It also allows taking note of their true needs in getting new knowledge and development of competences, that positively impact on the improvement of teaching, educational and methodological processes.

Conclusions

Hence, in modern conditions, education should constantly improve and adapt to changes in society, taking into account already existing achievements in this sphere, the results of human activities and experience. The qualifications upgrading promotes the updating and enhancing knowledge in the sphere of education, the directions of its modernization at the present stage.

Educational institutions should actively invest time and money in the systematic and continuous teachers' qualifications upgrading with the aim to ensure the competitiveness of the educational services. The variety of methods and forms of the qualifications upgrading contribute to the teacher's self-fulfillment and the enrichment of his teaching and pedagogical activities. And the individual characteristics of teachers including in teaching – age, the amount of pedagogical load, the possession of the latest information technology etc., will increase the efficiency of teachers' qualifications upgrading and improve teaching, educational and methodological processes.

Among the necessary methods of the teachers' qualifications upgrading, that the educational institution should plan and organize annually, we note flexible and mobile distance learning and internship, which expedite to the practical consolidation of knowledge and skills are obtained on the theoretical level.

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