

II. СУСПІЛЬНО-ГЕОГРАФІЧНІ ДОСЛІДЖЕННЯ

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THE PROFESSIONAL DEVELOPMENT FEATURES OF HIGHER EDUCATION INSTITUTIONS LECTURERS

In today's world, an adult faces many challenges, which determine the need to learn continuously, improve one's skills, and sometimes even change one's profession. The concept of adult education has been developed in the view of a number of issues, namely, natural aging of the population and demographic crisis; rapid external labor migration; labor market imbalance associated with a significant number of workers with higher education and shortage of workers; modern competencies by people aged "45+" insufficient for successful employment and active participation in public life; lack of state policy on adult education in Ukraine during all the years of independence, in contrast to the EU policy and practice in this area. Due to the lack of open, complete and reliable information on adult education, as well as its components, namely the professional growth of employees in general and lecturers in particular, sociological research on these issues. The issues of improving the professional growth of employees, the peculiarities of the organization of the process of professional growth of employees, self-education and the most effective forms of adult education are revealed. As a result of a sociological study, it was found that employees are ready for self-education and professional growth, but it should be supported by employers, officials at various levels. Investigating the issues of professional growth of lecturers of higher education establishments, a sociological study was conducted in 2020 and 2021. The study has revealed the issue of compliance with legislation and actual implementation of conditions for professional growth of lecturers; dependence of advanced training and career growth; self-education and skills gained as a result, as well as rating of soft skills; self-education for development of soft skills; features of the combination of family and professional duties; satisfaction with working conditions and subsequent desire to change one's job. The study has established that high percentage of respondents are committed to advanced training in accordance with the legislation of Ukraine; half of the respondents believe that there is no correlation between one's professional growth and career growth; the share of lecturers involved in self-education for development of soft skills is growing every year; a third are dissatisfied with working conditions, and half of the respondents are about to change their jobs.

Keywords: adult education, lifelong learning, professional growth, self-education, soft skills.

Introduction. Articulation of the issue. In today's world, the concept of lifelong learning becomes relevant, where adult education is a key and integral element. The state in this matter acts as a guarantor of provision and guarantor of education for all segments of the population (Tytarenko, 2015). Adult learning refers to the use of all forms of education at all levels, which enable adults with formal education to acquire new competencies or add to one's professional knowledge and skills. Quite often in the traditional education system, a person who previously thought that he/she had received a brilliant education and may not worry about his/her future, finds himself/herself in a situation where his/her knowledge becomes obsolete, and modern professional qualifications and requirements of employers require deepening existing knowledge or acquiring new competencies.

Analysis of recent studies and publications. Recently, the issue of adult education and its components have been covered in the works of researchers in the field of law, economics, andragogy, sociology. The issues of lifelong learning and its impact on the preservation of labor potential are discussed in the work of O. Kostyuchenko (Kostyuchenko, 2021). Legal aspects of improvement of the systems of professional growth of employees in Ukraine are considered in the work of I. Sakharuk (Sakharuk, 2021), R. Kolyshko and O. Lazorenko (Kolyshko, Lazorenko, 2018). O. Mikityuk and K. Petrenko (Mikityuk, Petrenko, 2021) in their works highlight the economic component of lifelong learning.

The purpose of the study – to study the trends of professional growth of lecturers of higher education establishments.

Methodology and methods. In Ukraine, there is no information on statistical data on the professional growth of

the population in general, and research and teaching staff in particular. Accordingly, this situation creates the need to provide and publish information on free official sites on their official websites on the situation of professional growth of employees. As well as due to the rapid development of science and technology, the adult population finds itself in a situation where the knowledge acquired by them becomes obsolete, and modern professional qualifications and requirements of employers require deepening of existing knowledge or acquisition of new competencies. Only with reliable and complete statistical information is it possible to comprehensively explore the issues of adult education in space and time, on the basis of analysis to suggest ways to solve problems, as well as to predict future necessary skills and competencies. That is why, the State Statistics Service of Ukraine has to highlight this relevant issue regarding adult education in different fields of activity.

According to the lack of unified information on the professional growth of lecturers, a sociological survey was conducted in two stages, in 2020 and in 2021. During the first one, 127 respondents were interviewed. 257 respondents took part in the second survey.

The portrait of respondents in 2020 was as follows: 31 % men, the vast majority of whom aged 40–60 were PhDs, associate professors and assistants to the capital's higher education establishments. 69 % were women, aged 31–40 and 41–60 (in almost equal proportions) – candidates of science, associate professors and assistants of the capital's higher education establishments.

In 2021, a control stage of the survey of scientific and pedagogical staff of the higher education establishments on the conditions of professional growth was conducted.

73 % women took part in the second survey. More than half of them, aged 41–60, are candidates of science with the academic title of associate professor. 73 % of the surveyed women were from Dnipro. 27 % respondents were men. More than half of them aged 41–60. And also are candidates of sciences, associate professors. Geographically, the male population surveyed was from Dnipro (57 %), Ternopil (19 %) and Kyiv (13 %).

Statement of basic materials. Nowadays, the concept of "lifelong learning" is a priority. According to the Law of Ukraine "On Education", adult education is a component of lifelong learning, aimed at realizing the right of every adult to lifelong learning, taking into account his personal needs, priorities of social development and the needs of the economy. The components of adult education are: postgraduate education; professional training of employees; retraining and/or advanced training courses; continuous professional growth; any other components provided by the legislation, offered by the subject of educational activity or independently defined by the person.

Among the main problems that determine the need to develop a policy on adult learning in Ukraine, the first place is occupied by the natural aging of the population and the demographic crisis; the problem of significant external labor migration; the next problem is an imbalance in the labor market associated with a significant number of employees

with higher education and a shortage of workers; the fourth problem is the insufficient level of mastery of modern competencies by people of the age category "45+" for successful employment and active participation in public life; The fifth problem is the lack of state policy on adult education in Ukraine during all the years of independence, in contrast to the established EU policy and practice in this area (Kolysko, Lazorenko, 2018).

If before the line between higher education (76 in Ukraine 76 have higher education per 100 persons) and work was clearly defined and unidirectional, now it is more dynamic and multidirectional.

Today, all countries of the world are characterized by an aging population. There is a tendency to exceed the share of the elderly over the share of children and adolescents. Accordingly, the adult population will be forced to work longer than previous generations. They will have to look for new learning opportunities to continue their professional and personal development (Kolysko, Lazorenko, 2018).

This trend is typical for Ukraine as well. Thus, according to the official data of the State Statistics Service of Ukraine (Derzhavna sluzhba statystyky Ukrayiny, 2021), in 2020 the percentage of persons over 60 years of age exceeded the percentage of children under 15 years of age (24,4 % vs. 16,1 %, respectively) (Fig. 1).

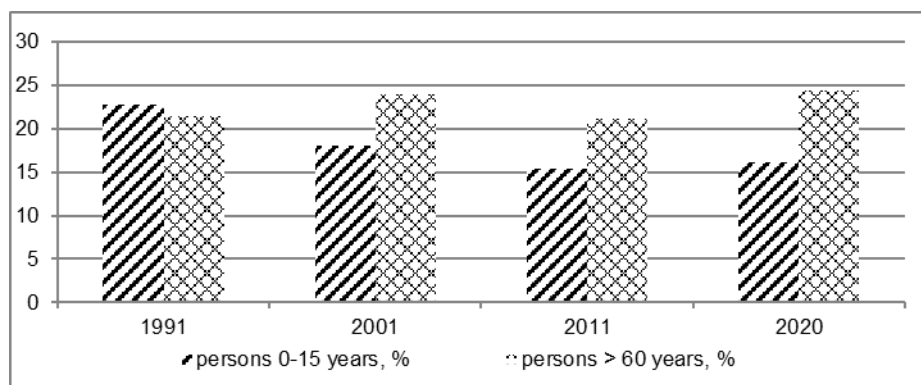


Fig. 1. Dynamics of the age structure of children and adolescents and elderly people in Ukraine in 1991–2020

In the regional context, the negative situation with the age structure of the population has developed in the Donetsk and Luhansk regions (which is primarily due to the anti-terrorist operation in the regions), as well as in Chernihiv, Sumy, Cherkasy, Zaporizhzhia, Kharkiv, Poltava, Kirovohrad regions, where the ratio of people older than working age to children is higher than 1.2 times. However, a number of regions of Western Ukraine and the capital region are characterized by the opposite situation. At the same time, Ukrainian society is characterized by processes of population depopulation.

In order to study the current features of professional growth of employees in the light of the concept of lifelong learning (adult education), a sociological study was conducted, which involved various segments of the population of Ukraine. A third of respondents have never been involved in improving their professional growth. That is due to lack of motivation on the part of both the employee and the employer. For 47 % of respondents, employers organized various training activities, 8 % – employers provided compensation for the relevant activities. At the same time, a negative trend is formed,

namely, employers require constant professional growth without providing the employee with appropriate compensation (this situation is typical for 14 % respondents). 85 % respondents are dealing with self-education, at the same time, only 32 % of their self-education influenced the level of wages, while 43 % respondents had a career progression. Among the various forms of adult education, according to the respondents, the most effective in Ukraine are: self-education, advanced training courses/internships, and trainings.

With regard to lecturers of higher education establishments, two surveys were conducted to establish the specifics of their professional growth. According to the Law of Ukraine "On Higher Education" (01.07.2014 № 1556-VII) (On Higher Education, 2014), lecturers have the right to advanced training or internship at least once every 5 years and the amount of at least 6 ECTS credits, which corresponds to 180 hours. It is also expected to accumulate credited hours of advanced training. In practice, we observe a direct relationship between the requirements and the fact of performance. In 2020, 84 % of respondents passed advanced training/internships, and in

2021 positive answers increased to 93 % of respondents. At the same time, there is a small percentage of surveyed lecturers who do not meet the regulatory requirement for mandatory training for the relevant period.

52 % of respondents believe that there is no close connection between career progression and professional growth, self-education accordingly, 48 % disagree and believe that there is a direct relationship between career progression and advanced training and self-education. Accordingly, for 54 % of respondents over the past 5 years, nothing has changed in professional progression. At the same time, 26 % of respondents have been promoted in the last 5 years, 16 % have received academic degrees, and 12 % have started working in administrative positions. This picture is typical for both surveys, with only a slight adjustment of the percentage of respondents.

Regarding the conditions of professional growth, 35 % of respondents assess their own satisfaction with the conditions in higher education establishments for professional growth at the average level. 29 % of respondents are partially or completely dissatisfied with the conditions of professional growth, which are provided in higher education establishments, and accordingly 46 % are partially or completely satisfied with the conditions provided by the higher education establishments for their professional growth.

The Order of the Ministry of Economic Development, Trade and Agriculture dated 23.03.2021 No.610 approved the professional standard for the group of professions "Lecturers of Higher Education Establishments" (*About the statement of the professional standard on group of professions "Teachers of institutions of higher education", 2021*). The draft professional standard was developed by the Ministry of Education and Science of Ukraine on its own initiative. professional standard is a tool for systematization of skills (creation of job descriptions), training of young professionals, self- and evaluation of lecturers of higher education, training and professional growth.

The Ministry of Education and Science recommends using this professional standard in developing requirements for the positions of research and teaching staff, educational and research programs of the second and third levels of higher education, training and internship programs for research and teaching staff, planning professional growth of lecturers.

The Order defines general competencies as follows:

- knowledge and understanding of the subject area and one's professional activity;
- critical thinking skills;
- communication skills, ability to show empathy;
- ability to use information and communication technologies;
- ability to search, process and analyze information from various sources;
- ability to personal and professional growth;
- ability to generate new ideas (creativity);
- ability to apply best practices in professional activities;
- the ability to motivate people and move towards a common goal;
- ability to act on the basis of ethical considerations (motives);
- ability to show tolerance and respect for cultural diversity;

- ability to act socially responsibly and consciously.

And certain professional competences defined according to labor functions, e.g.:

- development and updating of programs of educational disciplines, preparation of educational and methodical materials;
- teaching, advisory support of students;
- assessment of learning outcomes;
- implementation of research/creative projects, publication of their results and ensuring copyright protection;
- participation in the work of the department, other collegial bodies, professional associations, organization of educational and scientific events;
- management of scientific/creative work of students, and graduate students;
- development and improvement of educational programs;
- implementation of scientific and professional expertise, consulting of persons, enterprises, institutions, organizations.

For more effective implementation of scientific and pedagogical activities, respondents engaged in self-education, as a result of which they gained additional skills, the main list of which was unchanged as a result of the first and second surveys, only the percentage changed. Thus, in 2020 the basic subjects were as follows: foreign language (57 % responses), researches (48 %), specific features of publishing scientific articles in Scopus/WoS (39 %), methodology of test preparation (29 %), public speaking skills (15 %). While in 2021 respondents preferred to acquire skills in conducting scientific research (42 %), features of publishing scientific articles in Scopus/WoS (38 %), improving foreign language (37 %), test preparation methodology (35 %), and public speaking skills (16 %).

48 % respondents spend more than 10 hours of their own time for self-education and advanced training per month, i.e. more than 2 hours a week. 35% respondents – from 5 to 10 hours per month. 17 % respondents spend less than 5 hours per month for self-education, i.e. a little more than an hour a week, which is not effective and efficient.

In 2020, 65 % of the research and teaching staff interviewed were dealing with self-education for development of soft skills, while 28 % would like to practice, but they lacked free time. In 2021, the percentage of respondents among research and teaching staff dealing with self-education for development of soft skills was increased to 73 %, while 23 % would like to deal with it, but lacked free time.

Ranking soft skills, respondents assessed sufficient and high level of their development. Thus, communication skills, public speaking skills, flexibility and adaptation, creative skills, mostly respondents rated as sufficient, but the actual ability to work in a team, critical thinking respondents rated mostly at a high level. But the stress resistance of respondents at medium and sufficient levels (2020). Depending on the proposed soft skills, 42–45 % of respondents in 2021 estimated their own at a sufficient level of their development. And from 39 % to 28 % estimated the soft skill suffered at a high level of development. 30 % respondents rated their own stress resistance at an average level, and 26 % believed that they had an average level of creative skills.

In parallel with work duties, 72 % respondents also perform public duties, while 28 % were not involved in public duties. Slightly more than a third of respondents spend an average of up to 10 hours per month on public duties in their free time, 19 % – up to 20 hours, 10 % – up to 40 hours, 7 % – up to 30 hours, 4 % more than 40 hours.

As for combination of professional and family duties in the period before and during the pandemic, the percentage of respondents for whom it was very difficult to combine these duties and difficult to answer this question did not change significantly. Regardless of the form of education and epidemiological situation in the world, and in the country in particular, there are no respondents, who can easily combine and find a balance between family life and their work duties. But the percentage of respondents, who believe that it is rather difficult or rather not difficult, depending on the period, has changed dramatically. Thus, the percentage of respondents for whom it is rather difficult to combine the two areas, professional and family, during traditional training was 46 % against 16 % in the period of home working. Accordingly, the percentage of respondents for whom it is rather difficult to combine family and professional responsibilities in the period of distance learning was 39 %, and in the period of traditional education – 3 % respondents. Thus, distance learning helps to strike a balance between professional and family responsibilities in the lives of freelance lecturers.

81 % respondents perceive a distinction between personal and working time during home working, while 11% cannot distinguish and find a balance between these two areas. And only 8 % cannot give a clear answer to the question of the separation of time between work and personal during the remote period.

Respondents' satisfaction with working conditions, namely working hours/workload, was as follows: satisfied – 13 % and 31,5 % – rather satisfied than unsatisfied, while 5,5 % respondents are absolutely unsatisfied with the current workload, 15 % – rather unsatisfied than satisfied. Quite a high percentage of respondents find it difficult to determine whether they are satisfied with working conditions or not – as many as 35 %.

It follows that 57,5 % respondents in the last three years have considered the issue of changing their jobs. For 31,5 % respondents, everything suits them and they do not even think lately to change jobs. At the same time, 11 % respondents find it difficult to answer this question, which indicates the existence of unfavorable conditions that do not affect the change of professional activity. The main reasons for the change in professional activity, respondents primarily identified the level of wages and career opportunities. And then the psychological climate and load.

Conclusions. As we can see from the sociological research, employees are ready for self-education and professional growth, but it is worthwhile to have the support of employers, officials of different levels.

Thus, an active policy of lifelong learning and, in particular, education and training of the adult population as its component will help increase the competitiveness of

professionals in the labor market, as well as reduce poverty, improve health and well-being. With regard to the professional growth of lecturers, only less than 10 % of respondents do not comply with the norms established by the legislation of Ukraine on professional growth at least once every 5 years. At the same time, for half of the respondents there is no correlation between professional growth and career growth. The percentage of lecturers dealing with self-education for development of one's soft skills is growing. At that, a third of respondents remain unsatisfied with working conditions, and half have thought about changing jobs. In conclusion, it should be emphasized that favorable conditions have to be created to ensure effectiveness of professional growth of the employees, one needs to focus current market needs, and encourage development and self-development.

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ОСОБЛИВОСТІ ПРОФЕСІЙНОГО РОЗВИТКУ ВИКЛАДАЧІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

В сучасному світі перед дорослою людиною постає безліч викликів, які обумовлюють необхідність постійно навчатись, підвищувати свою кваліфікацію, іноді навіть змінювати свою спеціальність. Розроблення концепції освіти дорослих зумовлено низкою проблем, а саме: природним старінням населення та демографічною кризою; стрімкою зовнішньою трудовою міграцією; дисбалансом на ринку праці, що пов'язаний зі значною кількістю працівників з вищою освітою і браком робітничих кадрів; недостатністю для успішного працевлаштування й активної участі у суспільному житті рівня володіння сучасними компетенціями особами вікової категорії "45+"; відсутністю протягом усіх років незалежності державної політики з навчання дорослих в Україні, на відміну від сталої в ЄС політики та практики у цій сфері. У зв'язку з відсутністю відкритої, повної та достовірної інформації щодо освіти дорослих, а також її складових, а саме – професійного розвитку працівників загалом і викладачів зокрема, проведені соціологічні дослідження даних питань. Розкриті питання підвищення професійного розвитку працівників, особливостей організації процесу професійного розвитку працівників, самоосвіта та найефективніші форми навчання дорослого населення. У результаті соціологічного дослідження виявлено, що працівники готові до самоосвіти та професійного зростання, але при цьому потрібно, щоб була підтримка з боку роботодавців, чиновників різних рівнів. Досліджуючи питання професійного розвитку викладачів закладів вищої освіти, проведено соціологічне дослідження у два етапи: у 2020 та 2021 р. Під час дослідження розкрито питання відповідності законодавчим нормам і фактичному виконанні стосовно підвищення кваліфікації викладачами; залежністю підвищення кваліфікації та кар'єрного зростання; самоосвіта й навички, які в результаті отримали, а також рейтинг гнучких навичок; самоосвіта для розвитку гнучких навичок (softskills); особливості поєднання сімейних і професійних обов'язків; задоволення умовами праці та, як результат – прагнення змінити роботу. Встановлено, що високий відсоток респондентів відповідально ставиться до підвищення кваліфікації відповідно до законодавства України; половина респондентів уважає, що відсутня кореляція між підвищенням кваліфікації та кар'єрним зростанням; щороку зростає відсоток викладачів, які займаються самоосвітою для розвитку гнучких навичок (softskills); третина не задоволена умовами праці, а половина замислюється про зміну роботи.

Ключові слова: освіта дорослих, освіта впродовж життя, професійний розвиток, самоосвіта, softskills.

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ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ПРЕПОДАВАТЕЛЕЙ ЗАВЕДЕНИЙ ВЫСШЕГО ОБРАЗОВАНИЯ

В современном мире перед взрослым человеком возникает множество вызовов, обуславливающих необходимость постоянно учиться, повышать свою квалификацию, иногда даже менять свою специальность. Разработка концепции образования взрослых обусловлена рядом проблем, а именно: природным старением населения и демографическим кризисом; стремительной внешней трудовой миграцией; дисбалансом на рынке труда, который связан со значительным количеством работников с высшим образованием и нехваткой рабочих кадров; недостаточным для успешного трудоустройства и участия в общественной жизни уровнем владения современными компетенциями людьми возрастной категории "45+"; отсутствием на протяжении всех лет независимости государственной политики по обучению взрослых в Украине, в отличие от устоявшейся в ЕС политики и практики в данной сфере. В связи с отсутствием открытой, полной и достоверной информации об образовании взрослых, а также ее составляющих, а именно профессионального развития работников и преподавателей в частности, проведены социологические исследования данных вопросов. Раскрыты вопросы повышения профессионального развития работников, особенностей организации процесса профессионального развития преподавателей высшего образования, проведено социологическое исследование в два этапа: в 2020 и 2021 г. В ходе исследования раскрыты вопросы соответствия законодательным нормам и фактическим выполнением условий повышения квалификации преподавателей; зависимость повышения квалификации и карьерного роста; самообразование и полученные навыки, а также рейтинг гибких навыков; самообразование для развития гибких навыков (soft skills); особенности сочетания семейных и профессиональных обязанностей; удовлетворенность условиями труда и, как следствие, – стремление сменить работу. В результате исследования установлено, что высокий процент респондентов ответственно относится к повышению квалификации в соответствии с законодательством Украины; половина респондентов считает, что нет корреляции между повышением квалификации и карьерным ростом; ежегодно растет процент преподавателей, занимающихся самообразованием для развития гибких навыков (soft skills); треть не удовлетворена условиями труда, а половина задумывается о смене работы.

Ключевые слова: образование взрослых, образование на протяжении жизни, профессиональное развитие, самообразование, soft skills.