



PROFESSIONAL DEVELOPMENT OF LECTURES FROM EDUCATIONAL AND METHODICAL CENTRES IN THE FIELD OF CIVIL SECURITY: A STRUCTURAL-AND-SEMANTIC ANALYSIS OF THE CONCEPT

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Abstract.

Relevance: Given the reforms in professional education and the frequent occurrence of threats of emergencies (natural, technogenic, social, military), there appears to be the need for teaching staff in the field of civil security, who have a high level of professional competency and capacity for continuing professional-pedagogical development. Today, there are several definitions of the concept of "professional development" in pedagogy. Despite the breadth and thoroughness of scientific research in this field, the problem of defining the essence and the structure of "professional development of lecturers from educational centres in the field of civil security" and highlighting their professionally important qualities remains unresolved.

Aim: The paper aims to define the essence and the structure of "professional development of lecturers from educational centres in the field of civil security".

Methods: Research methods include the following: content analysis, structural-and-semantic and contextual analysis of the concept of "professional development of lecturers".

Results: The paper specifies the general scientific and psychological contexts of the concept of "development", analyzes several scientific views on the essence and the structure of "professional development of lecturers" and presents the author's definition of the concept of "professional development of lecturers from educational and methodical centres in the field of civil security". Also, the analysis of relevant scientific sources proves that professionally important qualities of lecturers from educational and methodical centres in the field of civil security are the result of their successful professional development.

Conclusions: The analysis of definitions shows that "professional development of lecturers from educational centres in the field of civil security" is a set of continuous activities aimed at improving the existing or acquiring new competencies, developing pedagogical knowledge, skills, abilities and professional competencies in the field of civil security, values and ability to act responsibly and autonomously within the powers of civil security of the population. The structure of this concept is quite complex and includes personal and professional qualities that must be in constant development.

Keywords: *professional development, lecturer, definition, postgraduate education, lecturer from educational and methodical centres in the field of civil security.*

Introduction. Given the reforms in professional education, there appears to be the need for teaching staff with a high level of professional competency and capacity for continuing professional-pedagogical

development. The importance of lifelong learning is evidenced by the adoption of regulations governing it by the Council of Europe and the governments of many countries. They include the following:

Recommendations of the Parliamentary Assembly of the Council of Europe "Non-Formal Education" (Parliamentary Assembly, 2000), Report from the Education Council to the European Council "The Concrete Future Objectives of Education and Training Systems" (Council of the European Union, 2001), The European Qualifications Framework for Lifelong Learning (EQF) (European Commission, 2008). The state level of education identifies strategic areas in the spiritual self-improvement of the individual and the development of his/her intellectual and cultural potential as the highest national values, reflected in the Concept of Education Development 2025, Laws of Ukraine "On Education" (Verkhovna Rada Ukrainy, Zakonodavstvo Ukrainy, 2017), "On Higher Education" (Verkhovna Rada Ukrainy, Zakonodavstvo Ukrainy, 2014). The Law of Ukraine "On Professional Development of Employees" (Verkhovna Rada Ukrainy, Zakonodavstvo Ukrainy, 2012) states the goals of state policy in the field of professional development of employees. Therefore, the issue of specialists' professional development is perpetually relevant.

The current stage of the globalized information age requires certain changes in approaches to increasing competitiveness of employees following social and personal needs (Verkhovna Rada Ukrainy, Zakonodavstvo Ukrainy, 2012). In the early 21st century, the world community recognized teaching not only as a "variable" necessary for effective reforms in education systems but also as "the most significant agent of change" in the implementation of educational reforms. This so-called "dual role of teachers in educational reforms as subjects and objects of reforms" makes professional development of teachers a challenge zone" (Pukhovska, 2011, p. 98). The process of assuring the quality of professional education for the adult population should involve experienced and highly qualified teaching staff who have obtained appropriate professional training in the field of adult education. Lecturers from educational and methodical centres in the field of civil security who teach adults and work with them must have special knowledge and qualities and be competent in their field. Consequently, new approaches and strategies for professional and personal development of lecturers are actively developed. In modern Ukrainian pedagogy, there are different definitions of the concept of "professional development", which does not contribute to elaborating a single conceptual apparatus as part of the theory of professional education. Based on the analysis of definitions of this concept, the paper defines its specific properties, goals, as well as both the subject and object reflecting its semantic essence.

Sources. The analysis of the studies related to lecturers' professional development proves a

significant interest of scholars in its various aspects. To begin with, this particular topic was studied by many Ukrainian scholars: A. Makarenko much contributed to the theory of the individual's professional development; D. Tkhorzhevskiy analyzed career education and professional training. J. Belmaz and O. Kuznetsova analyzed this problem from the point of view of continuing professional education; V. Balakin, S. Klepko, V. Kryzhko the technologies of professional teacher education; I. Martynenko and L. Khomych the strategy for developing professionalism; L. Petrenko the ways of developing analytical skills. It must be noted that L. Pukhovska and A. Sokolova summarized the relevant foreign experience and highlighted various theories and approaches to professional development of teachers. The issue of advanced training for teachers is revealed in scientific works by V. Bykov, V. Oliinyk et al.

Besides, professional development was considered in the context of analyzing the components of the professional environment. Despite the breadth and thoroughness of scientific research in this field, there are no clear definitions of the concept of "professional development of lecturers from educational and methodical centres in the field of civil security" and related professionally important qualities of specialists.

The paper aims to define the essence and the structure of "professional development of lecturers from educational centres in the field of civil security". The objectives of the research are as follows: to analyze dictionaries, encyclopaedias, reference and scientific literature to determine the essence and the structure of "lecturers' professional development"; to single out professionally important qualities of lecturers from educational and methodical centres in the field of civil security in professional and pedagogical activities as the result of their successful professional development.

The following traditional **methods** of pedagogical research were employed to solve the above-mentioned objectives: content analysis to define the essence and the structure of "professional development of lecturers from educational centres in the field of civil security"; structural-and-semantic analysis to specify the content of the concept of "professional development"; contextual analysis to clarify semantic differences in the usage of the main research concept.

Results and discussion. The world scientific literature suggests various terms to denote professional development of lecturers, namely, professional development, career development, teacher development, staff development, lifelong learning, human resource development, continuing education and many others. They are interpreted in different ways, owing to the frequent identification of these terms (Pukhovska, 2011, p. 98).

Both the complexity and versatility of such concepts as "professionalism" and "professional development" require more detailed consideration based on dictionaries, encyclopaedias and reference literature. English dictionaries of psychology interpret the concept of "development" as a translational process in which those structures and functions defining a person's personality gradually evolve from biological maturity to his or her interaction with the environment. In turn, the concept of "professional development" is derived from the category of "development" and, as a rule, is associated with ontological principles, the specifics of a person's attitude towards the profession, the historical background.

The Great Explanatory Dictionary of the Modern Ukrainian Language (Busel, 2005) defines the term "development" in several meanings:

a) development – an **action/process**, which involves a transition from one qualitative state to another, namely to a higher one;

b) development – a **level** of erudition, culture, intellectual and spiritual maturity;

c) human development – a long-term **process** of quantitative and qualitative changes in the human body and psyche (thinking, feelings, behaviour), which is the result of biological processes in the body and the effects of the environment and social environment;

d) development – a piece loosened from something; a **remnant** of something broken; the one who was defeated, got into an accident;

It was also important to analyze the essence of the concept of "professional development" justified in the works of Ukrainian and foreign researchers. Thus, the content analysis of this very concept shows that most researchers regard professional development as a process (Zhyhlo, 2009, pp. 42-43; Day, 1999, p. 4); Anishchenko, 2015, p. 25; Scheerens, 2010, p. 34; Pustovoit et al., 2019, p. 180; Myronchuk, 2015, p. 4; Miasoid, 2015, p. 107; Symaniuk & Pecherkyna, 2016, p. 33; Kostromyna & Demianchuk, 2016, p. 343; Komarova, 2014, p. 51; Samsonenko & Shavshaeva, 2014, p. 49; Pulina, 2015, p. 207).

Although, one should pay particular attention to the fact that these authors mean different processes: an open process of personal transformation O. Zhyhlo (2009, pp. 42-43); a **process** during which the teacher reconsiders, updates and expands his or her commitment to the moral aim of teaching independently or collectively S. Day (1999, p. 4); a **process** aimed at developing, updating and consolidating professional qualities of employees and, at the same time, a heterochronous, asynchronous **process** closely related to general development O. Anishchenko (2015, pp. 24-25).

Thus, the category of "professional development" is interpreted in different contexts. O. Zhyhlo (2009,

pp. 42-43), S. Day (1999, p. 4), L. Petrenko (2013) and O. Anishchenko (2015, p. 25) connect the essence of this concept with qualitative changes in personality. H. Pustovoit et al. (2019, p. 180) indicate the characteristics of the process itself. They note that professional development is a continuous process that affects teaching in general. Other researchers define this scientific category from the same positions. O. Anishchenko (2015, p. 24) characterizes professional development as a heterochronous, asynchronous process closely related to general development; D. Scheerens (2010, p. 34), H. Pustovoit et al. (2019, p. 180) as a continuous (uninterrupted) process. Also, N. Myronchuk (2015, p. 4), H. Miasoid (2015, p. 107) and O. Komarova (2014, p. 51) relate it to the educational process; E. Symaniuk & A. Pecherkyna (2016, p. 33) innovative activities. S. Kostromyna & R. Demianchuk (2016, p. 343) view it a process of transcendence (a transformation of the personality from the actual "self" (a priori personal self) into the desirable "self" (the necessary "self") under the requirements of the profession and the existing conditions of self-realization in this profession. A. Pulina (2015, p. 207) considers professional development as a process of socialization aimed at acquiring certain professional knowledge and skills, professional motivation, professional roles. O. Lazukova (2018, p. 39) believes that it is an active qualitative transformation of their inner world by teachers, which will lead to a fundamentally new way of life.

N. Mukan (2007, p. 380) assumes that professional development is primarily a tool for updating teachers' knowledge, skills and abilities. L. Pukhovska (2015, p. 43) regards it as some actions aimed at improving professional activities. The results obtained from the semantic and content analysis of the definitions of "professional development" proposed by various scholars (more than 30 definitions by Ukrainian and foreign authors) working in the field of improving the educational process at all levels shows that this concept has different interpretations both in form and content.

Based on the key definitions, one can conclude that the authors consider the concept of "professional development" as "personality development" and "type of activity". The main features of the concept of "professional development" are as follows:

– *properties*: consistency, continuity, rationality, systematicity, balance, purposefulness, programmability;

– *goals*: developing the personality of the student, his or her character building and learning, achieving the pedagogical aim of enhancing the effectiveness of the process;

– *subject*: the educational process;

– *object*: the participants in the educational process.

The contextual analysis of the views and conclusions of many prominent scholars shows that professional development of lecturers from educational and methodical centres in the field of civil security is:

- based on the idea that lecturers are the subjects of active learning;

- a long-term process since lecturers are constantly learning;

- closely linked to reforms in education since it is a process of developing culture (general and professional) and not just equipping lecturers with new skills to implement curricula;

- realized in the process of cooperation (the most effective professional development occurs during the interaction between lecturers and specialists in the field of civil security);

- a constant process of optimal selection and combination of different technologies, forms and methods which are most effective in a particular place and in a particular situation (educational institutions, in particular postgraduate ones, and lecturers should assess their needs, practical problems and achievements to choose the most appropriate model of professional development for lecturers from educational and methodical centres in the field of civil security).

The study of the existing interpretations in the scientific literature allows the author of the paper to define the essence of this concept in the following way: professional development of lecturers from educational centres in the field of civil security is a set of continuous activities aimed at improving the existing or acquiring new competencies, developing pedagogical knowledge, skills, abilities and professional competencies in the field of civil security, values and ability to act responsibly and autonomously within the powers of civil security of the population.

Such activities develop the necessary personal and professional qualities in lecturers. The result of successful professional development of lecturers from educational and methodical centres in the field of civil security should be their acquisition of the system of professionally important qualities, including educational, intellectual, communicative, motivational, characterological, reflexive and psychophysiological features of the personality which can be considered as the goals of postgraduate education.

The priority qualities of lecturers from educational and methodical centres in the field of civil security

should be the awareness of their civic duty and responsibility for educating worthy citizens of the country and highly qualified specialists; the profound knowledge about the subject they teach and the ability to teach it efficiently, as well as to manage educational and cognitive activities of students; pedagogical support of scientific erudition and the breadth of interests; pedagogical expression (psychological readiness for pedagogical activities); the ability to check and analyze one's experience; a creative approach to the profession; high moral qualities and a high level of general culture; determination, initiative, self-discipline.

The analysis of regulatory documents and scientific literature proves that the main system-generating components of a holistic system of lecturers' professional development in continuing education are the values, motives, goals, content characteristics, technologies and legal framework of the educational process and professional activities, self-study, self-development, prolonged monitoring, final results (a high level of readiness for professional activities, competitiveness, professional competency). The author of the paper believes that these components can be considered as an approximate structure of the phenomenon under study.

Conclusions. The analysis of available scientific views on defining the essence of "lecturers' professional development" has made it possible to present the author's definition of the concept under study and single out professionally important qualities of lecturers from educational centres in the field of civil security in professional and pedagogical activities as the result of their successful professional development. The paper indicates that continuing professional development is a prerequisite for every lecturer from educational and methodical centres in the field of civil security. The study of relevant scientific works on this issue suggests that the current conditions and specifics of teaching in educational institutions put forward fundamentally new requirements for lecturers' personality and activities since they realize themselves in the profession and aim to develop trainees' personality.

Further research should be aimed at modelling professional development of lecturers from educational and methodical centres in the field of civil security.

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Професійний розвиток викладачів навчально-методичних центрів сфери цивільного захисту: структурно-семантичний аналіз поняття

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Реферат.

Актуальність: В умовах модернізації професійної освіти, зростання загроз надзвичайних ситуацій (природних, техногенних, соціальних, воєнних) актуалізується потреба в педагогічних працівниках у галузі цивільного захисту з високим рівнем професійної компетентності, здатністю до безперервного професійно-педагогічного вдосконалення. На сьогоднішній день у педагогіці існує низка визначень поняття "професійний розвиток". Водночас, незважаючи на широту і ґрунтовність наукових досліджень, залишається не вирішеною проблема чіткого визначення суті і структури феномену "професійний розвиток викладача навчально-методичних центрів сфери цивільного захисту" та виокремлення його професійно важливих якостей.

Мета дослідження полягає у визначенні суті і структури феномену "професійний розвиток викладачів навчально-методичних центрів сфери цивільного захисту".

Методи: контент-аналіз, структурно-семантичний та контекстний аналіз поняття "професійний розвиток викладачів".

Результати: визначено загальнонауковий та психологічний контексти поняття "розвиток", проаналізовано низку наукових поглядів щодо визначення змісту та суті феномену "професійний розвиток викладача" та зроблено авторське визначення поняття "професійний розвиток викладача навчально-методичного центру сфери цивільного захисту", представлено його структуру. На підставі аналізу наукових джерел окреслено професійно важливі якості викладача навчально-методичних центрів сфери цивільного захисту, як результат його успішного професійного розвитку.

Висновки: в результаті аналізу дефініцій з'ясовано, що "професійний розвиток викладача навчально-методичних центрів сфери цивільного захисту" – це комплекс видів діяльності, що здійснюється на безперервній основі та

спрямований на удосконалення існуючих або набуття нових компетентностей, розвиток педагогічних знань, умінь, навичок і фахових компетентностей у галузі цивільної безпеки, цінностей і здатностей діяти відповідально й автономно в межах наданих повноважень щодо цивільного захисту населення. Структура цього поняття достатньо складна, містить в собі особистісні і професійні якості, які мають знаходитися в постійному розвитку.

Ключові слова: *професійний розвиток, викладач вищої школи, дефініція, післядипломна освіта, викладач навчально-методичного центру сфери цивільного захисту.*

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