Pavlyk, N. (2017). Teoriia i praktyka orhanizatsii neformalnoi osvity molodi [Theory and practice of the organization of informal education of youth]: navch. posib. Zhytomyr: Vyd-vo ZhDU im. I. Franka, 162 [in Ukrainian].

Profesiina osvita: andrahohichnyi pidkhid [Professional education: andragogic approach]: kolektyvna monohrafiia /za red. O.A. Dubaseniuk. (2018). Zhytomyr: Vyd. O.O. Evenok, 452 [in Ukrainian].

Sysoieva, S.O. (2011). Interaktyvni tekhnolohii navchannia doroslykh [Interactive technologies for teaching adults]: navch.-metod. posib. Kyiv: VD «EKMO», 324 [in Ukrainian].

Teoriia i praktyka profesiinoi maisternosti v umovakh tsilozhyttievoho navchannia [Theory and practice of professional skills in the conditions of lifelong learning]: monohrafiia / za red. O.A. Dubaseniuk (2016). Zhytomyr. Vyd-vo Ruta, 400 [in Ukrainian].

Vovk, M.P., Filipchuk, N.O., & Hryshchenko, Yu.V. ta in. (2019). Tekhnolohii navchannia doroslykh v umovakh formalnoi i neformalnoi osvity [Technologies of teaching adults in the conditions of formal and informal education]: praktychn. posib. 320 [in Ukrainian].

Vozniuk, O.V. (2021). Fraktalne modeliuvannia systemy kompetentnostei suchasnoho vchytelia [Fractal modeling of the modern teacher's competence system]. Rozvytok profesiinoi kompetentnosti pedahohichnykh pratsivnykiv Novoi ukrainskoi shkoly v umovakh pisliadyplomnoi osvity : zb. materialiv Vseukr. nauk.-prakt. internet-konferentsii (onlain), 14 travnia 2021 r., Zhytomyr, 39-42 [in Ukrainian].

Vykhrushch, A.V., Vykhrushch, V.O., & Romanyshyna, L.M. (2018). Zahalni osnovy andrahohiky [General basics of andragogy]: navch. posib. Ternopil: Krok, 351 [in Ukrainian].

PROFESSIONAL AND PERSONAL DEVELOPMENT OF ACADEMIC STAFF: ORGANIZATIONAL AND MANAGERIAL ASPECTS

Piddiachyi Volodymyr – *PhD in Education/Pedagogy, Senior Researcher in the Andragogy Department of the Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine*

Піддячий Володимир Миколайович – *доктор філософії у галузі 01 Освіта / Педагогіка, старший науковий співробітник відділу андрагогіки ІПООД імені Івана Зязюна НАПН України*

ORCID iD: http://orcid.org/0000-0002-8596-6749
E-mail: pvm2010@ukr.net

Abstract. *The article examines the organizational and managerial aspects of the professional and personal development of academic staff. It highlights the need for effective planning and optimal time management due to the fast-paced dynamics of modern society, the importance of acquiring new knowledge and innovative technologies, and evolving labor market demands.*

Emphasis is placed on the idea that professional and personal development of academic staff represents a type of productive work, serving as a foundation for sustaining one's livelihood. Productive work enables academic staff to express themselves, assert their identity, realize intellectual and creative potential, gain psychological experience, and foster a sense of moral dignity, among other aspects. The study substantiates that effective activity planning and time management help: accurately set priorities; establish long-term goals; complete tasks on time; maintain high productivity; develop leadership qualities; process information efficiently; complete tasks effectively; prevent overload; harmonize personal development; improve quality of life; balance work and rest; foster professional growth; and increase chances of success in endeavors with optimal investment of effort, energy, and resources. The article discusses current trends, methods, principles, models, and theories of activity planning and time management, including «Kaizen», «Eat That Frog», «Getting Things Done» (GTD), «Energy Cycles», «Priority Outcomes», «Timeboxing», «4DX» (Four Disciplines of Execution), «5S», digital app use, «ABC analysis», «Pomodoro», adaptive time management, «Eisenhower Matrix», «Parkinson's Law», «GROW», and «Deep Work». An integrated and comprehensive approach to organizing personal and professional development for academic staff is proposed, comprising four stages: (1) goal setting and prioritization; (2) time planning and task allocation; (3) task execution; and (4) monitoring and adjusting.

Key words: *academic staff; personal development; activity planning; professional development; time management.*

Піддячий Володимир

ПРОФЕСІЙНИЙ ТА ОСОБИСТІСНИЙ РОЗВИТОК НАУКОВО-ПЕДАГОГІЧНОГО ПРАЦІВНИКА: ОРГАНІЗАЦІЙНО-УПРАВЛІНСЬКИЙ АСПЕКТ

Анотація. *У статті досліджено організаційно-управлінський аспект професійного та особистісного розвитку науково-педагогічного працівника. Зазначено, що необхідність ефективного планування та оптимальної організації часу для діяльності обумовлена динамічним ритмом життя у сучасному суспільстві, важливістю засвоєння нових знань та інноваційних технологій, змінами вимог ринку праці. Акцентовано, що професійний та особистісний розвиток науково-педагогічного працівника є різновидом продуктивної праці, що розглядається як основа забезпечення життєдіяльності. Зазначено, що через продуктивну працю науково-педагогічний працівник самовиражається та самостверджується, реалізує інтелектуальний та творчий потенціал, формує психологічний досвід, розвиває почуття моральної гідності та ін. Обґрунтовано, що ефективне планування діяльності та управління часом допомагає: правильно визначати пріоритети; встановити довгострокові цілі; вчасно виконувати завдання; підтримувати високу продуктивність діяльності; розвивати*

лідерські якості; ефективно опрацьовувати інформацію та виконувати поставлені завдання; не допускати перевантажень; гармонізувати розвиток особистості; підвищити якість життя; знайти баланс між роботою та відпочинком; професійно зростати; збільшити шанси досягти успіху у справах при оптимальних витратах сил, енергії, ресурсів тощо. Розглянуто актуальні тренди, методи, принципи, моделі та теорії планування діяльності та управління часом – «кайдзен», «з'їж цю жабу», «здійснення справ», «енергетичних циклів», «пріоритетних результатів», «таймбоксинг», «4DX», «5S», використання цифрових додатків, «АВС-аналіз», «помодоро», адаптивне управління часом, «матриця Ейзенхауера», «закон Паркінсона», «GROW», «глибока робота». Розроблено інтегрований комплексний підхід до організації особистісного та професійного розвитку науково-педагогічного працівника, що складається із чотирьох етапів: 1) формулювання мети та визначення пріоритетів; 2) планування часу та розподілу завдань; 3) виконання завдань; 4) контроль та коригування.

Ключові слова: науково-педагогічний працівник; особистісний розвиток; планування діяльності; професійний розвиток; управління часом.

Problem statement and its rationale. The relevance of studying activity planning and optimal time management for the professional and personal development of academic staff arises from the fast-paced rhythm of modern society, the need to adapt to changing life conditions, and the emergence of new knowledge and technologies that must be gradually mastered to remain competitive in today's labor market. On a personal level, work is foundational to life activity. It enables the creation of socially significant material and spiritual values, meeting the multifaceted needs of the individual. Through work, academic staff can express and assert themselves, realize their intellectual and creative potential, gain psychological experience, and cultivate a sense of moral dignity, among other aspects (Piddiachyi, 2019). Mastery of effective activity planning and time management helps to establish a balance between professional responsibilities and personal life, reducing stress and mitigating professional burnout.

Due to the nature of their profession, academic staff analyze vast amounts of information, making it difficult to focus on high-priority professional and personal tasks. Considering the challenging conditions of life and work during the unprovoked war waged by the Russian Federation against Ukraine, remote work and flexible schedules have become widespread practices. In this context, there is an increased need for academic staff to independently plan their activities and manage their time to ensure optimal organization. Enhanced planning skills help them: prioritize effectively; set long-term goals; complete tasks on time; maintain high productivity; develop leadership qualities; process information efficiently and fulfill assigned tasks; avoid overload; harmonize

personal growth; improve quality of life; find a balance between work and rest; grow professionally; improve self-discipline and self-control; minimize stress, depression, and fatigue; enhance mental health; increase personal motivation; and boost their chances of success with optimal investments of effort, energy, and resources.

Analysis of the recent publications. Significant contributions to the research on professional and personal development of educators have been made by both national and international scholars, including I. Zyazyun, O. Kucheryavy, O. Lavrinenko, O. Semenog, M. Soldatenko, L. Khomych, L. Bragg, M. Heyeres, M. Kennedy, and C. Walsh, among others. Analysis of their work indicates that the professional and personal development of educators is a continuous, interconnected, and mutually reinforcing process characterized by physical, psychological, and cultural enhancement, as well as the development of professional competencies.

Despite the multidimensional nature of this body of work, the organizational and managerial aspects of professional and personal development for academic staff remain underexplored. A review of the scientific literature reveals a wide range of methods, principles, models, and theories that enhance work performance by establishing clear goals (B. Lamorte, G. Liang, T. Mitchell, F. Mogonea, P. Niven, J. Scott), prioritizing tasks (N. Mfondoum, A. Homere, M. Tchindjang, B. Silaen, M. Nasution, R. Muti'ah, B. Tracy), managing time and personal resources (R. Prieto, M. Zao-Sanders, et al.), and optimizing workflow organization (S. Blau, S. Al-Toubi, B. Alkali, D. Harrison, S. Vishweshwara), among others. However, these studies do not propose an integrated and comprehensive approach that combines these elements effectively.

Objective: To enhance the readiness of academic staff for professional and personal development by applying a comprehensive approach to activity planning and time management.

Presentation of the basic material. The ability to plan activities and manage one's time significantly impacts the effectiveness of the professional and personal development of academic staff, as it allows for efficient resource use, goal achievement, and productivity enhancement. In traditional approaches, widely popular methods include maintaining paper diaries, creating to-do lists in notebooks, and categorizing tasks by importance. However, with modern digital technologies, the automation of activity planning and time management has gained widespread use, through mobile applications and cloud services that help track progress and analyze task performance.

Since the late 20th century, the issue of activity planning and time management has increasingly been considered within the framework of achieving a balance between work and personal life. In this context, it is crucial not only to accomplish professional tasks but also to organize rest, satisfy personal needs, and create conditions for self-development. Research shows

that modern trends in activity planning and time management emphasize minimalism and focusing on sequentially completing the most important tasks, which explains the shift away from simultaneous multitasking.

Effective planning and time management involve utilizing various methods, integrating technology, and practicing self-management. These approaches positively impact quality of life, emotional well-being, professional and personal development, increased productivity, and adaptation to the digital age. Examining current approaches to planning and time management has highlighted the key methods, principles, models, and theories that are widely applied in professional environments. Here, we review some of the primary ones among them:

• The GROW Model is designed to assist in defining and achieving goals. According to this model, the process occurs in four stages: (1) setting a clear and measurable goal (Goal); (2) analyzing the current situation and available resources (Reality); (3) considering possible courses of action (Options); (4) making final decisions and planning specific steps (Will) (Mogonea, 2022).

• The Deep Work Theory focuses on maintaining certain key conditions: (1) allocating time specifically for complex, creative tasks that require focused, uninterrupted work with a high level of concentration; (2) eliminating distractions (such as visiting social media, checking the news, household tasks, and similar factors); (3) developing the ability to organize and systematically carry out planned work (Jena & Basu, 2018).

• The Eisenhower Matrix is developed to enhance the efficiency of task prioritization. According to this model, all tasks are divided into four categories: (1) urgent and important (tasks to be done immediately); (2) important but not urgent (tasks to complete after urgent ones); (3) urgent but not important (tasks that can be delegated); (4) neither urgent nor important (tasks to be excluded). This model helps to avoid procrastination, focus on critical tasks, and use time rationally without spending it on less significant matters (Ngandam Mfondoum, Tchindjang, Mfondoum & Makouet, 2019).

• The Objectives and Key Results (OKR) Method aids in monitoring progress and task completion speed. It involves setting clear, achievable goals within a specified timeframe, as well as indicators that reflect the presence of planned outcomes and allow for quantitative measurement. Key requirements of this method include: (1) goals should be ambitious to encourage higher performance; (2) information should be accessible to all for action alignment and understanding; (3) success is defined by achieving clear and measurable results. This method typically involves planning in 3- or 6-month cycles, enabling quick adaptation to changing circumstances within the professional environment (Niven & Lamorte, 2016).

• The Timeboxing Method involves dividing work time into small blocks (timeboxes) of typically 30 minutes to an hour. Each block is dedicated to focused work on a specific task or group of tasks. At the end of each timebox, work stops regardless of task completion status, followed by a short break and an evaluation of progress. Adjustments to future plans may be made as needed. The method includes: (1) identifying tasks; (2) estimating the time needed for each; (3) setting a timer (e.g., 30 minutes); (4) concentrated work within the timebox; (5) post-timebox evaluation, recording results, short break, and adjusting future plans as necessary (Zao-Sanders, 2024).

• The Energy Management Method focuses on managing not only time but also physical, emotional, and mental energy. This approach takes productivity levels, which depend on the body's resources, into account. Planning is organized around daily biological cycles. First, periods of peak and low productivity are identified. Then, critical tasks are scheduled during high-energy periods, while breaks and recovery activities are incorporated as needed.

• The use of digital apps on smartphones and computers enables time analysis, task optimization, and automation of routine processes through modern technology. Popular time-management and task-tracking apps include Todoist, Trello, Asana, and Notion. These apps provide comprehensive solutions for task organization, help track progress, and analyze productivity. They enable automated planning, integration with other services, and shared access to information, facilitating efficient collaboration and streamlined task execution.

• The Getting Things Done (GTD) Method focuses on freeing the mind from the need to constantly remember tasks by recording them in a list, either on paper or digitally. This shift allows concentration on task execution rather than recall. Key GTD steps include: (1) Data Collection – listing all tasks; (2) Clarification – defining the ideal outcome and the next specific action; (3) Organization – preparing to address tasks on the list; (4) Review – regularly updating the list for relevance; (5) Execution – completing planned tasks (Blau, 2001).

• The Pomodoro Technique helps structure work in intervals of 25 minutes, followed by a short 5-minute break. After four consecutive pomodoros, a longer break of 15 minutes is taken before starting a new cycle. The main advantage of this technique is that it helps prevent burnout, maintain high productivity, and sustain focus on tasks.

• The Four Disciplines of Execution (4DX) Method emphasizes motivation, focus on key tasks, and consistent progress tracking through defined metrics and accountability. It is designed to help achieve strategic goals by fostering discipline, which is essential for meeting objectives in a dynamic work environment (Liang, Mitchell, & Scott, 2020).

• The Adaptive Time Management Method is commonly used in rapidly changing work environments, emphasizing flexible approaches to time management. This method includes periodic reassessment of priorities, adaptation to new conditions, and leveraging agile methodologies to efficiently organize time and activities.

• The Eat That Frog Method suggests tackling the most important and challenging tasks at the start of the day, a time when personal energy levels are typically highest. This approach helps achieve optimal results and prevents procrastination by ensuring crucial tasks are completed early (Tracy, 2008).

• The Kaizen Method focuses on gradual improvement through daily small steps toward achieving larger goals. This approach involves breaking down major tasks into smaller, manageable parts, making it easier to make consistent progress without feeling overwhelmed (Arsyad, Nur, Nurhikmah, & Azhar, 2021).

• The ABC Analysis Method allows task prioritization based on impact: (1) Category «A» (high importance) – 20% of tasks generate 80% of results; (2) Category «B» (moderate importance) – 30% of tasks produce 15% of results; (3) Category «C» (low importance) – 50% of tasks yield only 5% of results. This method helps focus on high-impact actions for greater productivity (Silaen, Nasution, & Muti'ah, 2024).

• The 5S Method focuses on workspace organization to enhance efficiency and productivity. The five key actions are: (1) Sorting (Seiri) – identifying and keeping only necessary items; (2) Systematizing (Seiton) – arranging items for easy access; (3) Shining (Seiso) – maintaining cleanliness in the workspace; (4) Standardizing (Seiketsu) – setting standards to keep order; (5) Sustaining (Shitsuke) – establishing rules for consistency (Al-Toubi, Alkali, Harrison, & Vishweshwara, 2022).

• The Parkinson's Law asserts that the time allotted for a task often determines its duration: the more time given, the longer it will take to complete. This suggests a dependency between the allocated time for a task and its actual duration, making it beneficial to set tighter deadlines for essential tasks to enhance efficiency (Prieto, 2022).

The conducted research on theories, methods, principles, and models of activity planning and time management has facilitated the development of a comprehensive approach to organizing the personal and professional growth of academic staff. The literature in psychology, pedagogy, and philosophy indicates that the personal development of an educator encompasses physical, mental, and cultural enhancement through purposeful, continuous activities, grounded in a clear understanding of their own abilities, values, and goals. In contrast, the professional development of academic staff is the process of refining existing competencies and acquiring new ones through continuous

professional education, self-cultivation, and engagement in the fields of education and science. This development initiates psychophysiological changes characterized by the enhancement and transformation of their personal and professional qualities. Professional development is achieved through learning, internships, participation in research projects, conferences, and similar events (Piddiachy, 2023). This growth requires planning, prioritization, and effective management of both energy and time.

According to the developed comprehensive approach, the organization of professional and personal development of an academic staff occurs in stages:

I. At the goal-setting and prioritization stage**:**

1. Identify key objectives for the upcoming week or month, along with desired outcome indicators for each.

2. Establish task prioritization based on importance and urgency.

3. Analyze available resources, time, and any factors that may obstruct progress.

4. Consider possible options for achieving the set goals effectively.

5. Specify the concrete actions to be taken.

6. Set deadlines for task completion.

7. Utilize paper planners or digital applications (e.g., Todoist, Trello) that support various planning methods, task tracking, and synchronization across multiple devices.

II. The time management and task distribution stage involves:

1. Dividing the day into time blocks (timeboxing) and addressing tasks in order of priority – first from category A, then B, and finally C, according to the ABC analysis. This approach helps to:

- Regulate workload.
- Focus on priority tasks within designated time frames.
- Identify and leverage periods of peak productivity based on individual biological rhythms.

2. Organizing the workspace conveniently to ensure that all essential tools are easily accessible.

III. At the task execution stage, the following actions are taken:

1. Eliminating distractions (e.g., disabling notifications and social media).

2. Using the most convenient format (e.g., a digital app or a paper notebook) to store, review, and update task lists.

3. Focusing on completing the most important and challenging tasks and tracking progress based on key indicators.

4. Reviewing plans and reprioritizing tasks as conditions change.

5. Maintaining a high level of productivity by using the Pomodoro method.

6. Gradually working on large tasks by breaking them down into smaller parts and stages to achieve intermediate milestones.

IV. The control and correction stage involves analyzing the processes and results of the work using reflective tools. This allows for identifying strengths and weaknesses, as well as understanding areas for improvement.

Conclusions and prospects for further research. The conducted research has identified two contemporary trends in activity planning and time management. These include minimalism (which involves focusing on the most important tasks, eliminating the unnecessary, and striving to avoid overload) and an emphasis on sequentially addressing priority tasks to enhance work quality and reduce stress associated with frequent attention switching.

The analysis of methods, principles, models, and theories of activity planning and time management has allowed for their structuring based on purpose:

• The goal setting: GROW model, OKR (Objectives and Key Results), 4DX (Four Disciplines of Execution), adaptive time management method.

• The task prioritization: Eisenhower Matrix, ABC analysis method, Eat That Frog method.

• The work time and focus management: Timeboxing, Deep Work theory, Pomodoro method, Parkinson's Law, Energy Management method.

• The work process organization: GTD (Getting Things Done) method, Kaizen method, 5S method, use of digital applications.

This structuring will facilitate their more effective application.

The developed comprehensive approach to organizing the professional and personal development of academic staff aims to enhance their productivity and effectiveness in educational and professional activities. It emphasizes maintaining a balance between work and personal life, optimizing time and resources, automating work processes, minimizing energy loss, and achieving better results. This comprehensive approach integrates contemporary trends and key elements of methods, principles, models, and theories of activity planning and time management. Its application will contribute to enhancing the readiness of academic staff for physical, mental, and cultural improvement, as well as the development of existing and acquisition of new professional competencies in the context of professional activities, formal, informal, and non-formal education.

Prospective directions for further research include conducting diagnostics to assess the readiness of academic staff for professional and personal development in the context of informal and non-formal education.

Список використаних джерел
Al-Toubi, S., Alkali, B., Harrison, D.K., & Vishweshwara, S. (2022). Application

of 5s Methodology: A Case Study Towards Enhancing Spare Parts Processing Efficiency. International Journal of Engineering and Advanced Technology, 11, 1–15. https://doi.org/10.35940/ijeat.e3508.0611522

Arsyad, A., Nur, N. A., Nurhikmah, N., & Azhar, S. (2021). The Educational Value Of Kaizen Quality Management. Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan, 24(1), 131–143. https://doi.org/10.24252/lp.2021v24n1i13

Blau, S. (2001). Getting Things Done: The Art of Stress-Free Productivity. New England Journal of Entrepreneurship, 4, 81–82. https://doi.org/10.1108/NEJE-04-02-2001-B008

Jena, L. & Basu, E. (2018). Book Review: Deep Work: Rules for Focused Success in a Distracted World by Cal Newport, Piatkus–Little, Brown Book Group, London, 2016. Vikalpa, 43, 214–217. https://doi.org/10.1177/025609091775

Liang, G. & Mitchell, T. & Scott, J. (2020). Statewide School Redesign: Integrating Design Thinking and the Four Disciplines of Execution as a Continuous School Improvement Process. Journal of Cases in Educational Leadership, 24. https://doi.org/10.1177/1555458920975462

Mogonea, F. (2022). A possible mentoring model: the GROW model. Annals of the University of Craiova Series Psychology-Pedagogy, 44, 60–70. 10.52846/AUCPP.2022.2.05

Newport, C. (2016) Deep Work: Rules for Focused Success in a Distracted World. New York: Grand Central Publishing. https://dr-notes.com/deep-work-rules-for-focused-success-in-a-distracted-world-q1I

Ngandam Mfondoum, A.H. & Tchindjang, M. & Mfondoum, V. & Makouet, I. (2019). Eisenhower matrix Saaty AHP = Strong actions prioritization? Theoretical literature and lessons drawn from empirical evidences, V. II, 13–27. https://surl.li/odzobr

Niven, P.R. & Lamorte, B. (2016). Objectives and key results: Driving focus, alignment, and engagement with OKRs. John Wiley & Sons. https://salo.li/C8CD3Dd

Prieto, R. (2022). Parkinsons-Law. Accelerating Project Delivery. https://www.researchgate.net/publication/359442232_Parkinsons-Law

Silaen, B. & Nasution, M. & Muti'ah, R. (2024). Implementation of the ABC Analysis to the Inventory Management. International Journal of Science, Technology & Management, 5. https://www.researchgate.net/publication/382703892_Implementation_of_the_ABC_Analysis_to_the_Inventory_Management

Tracy, B. (2008). Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time. ReadHowYouWant.com. https://books.google.com.ua/books/about/Eat_That_Frog.html?id=MRbVRdmP630C&redir_esc=y

Zao-Sanders, M. (2024). Timeboxing: The Power of Doing One Thing at a Time. Random House. https://surl.li/mfztvg

Піддячий, В.М. (2023) Поняттєво-термінологічний апарат андрагогічних засад професійного розвитку науково-педагогічних працівників закладів вищої освіти. *Особистісно-професійна підготовка фахівців у контексті інтеграції України в європейський освітній простір*: Матеріали Всеукраїнської науково-практичної інтернет конференції (2-3 листопада 2023 р.). Вінниця: Твори, 68–69. https://lib.iitta.gov.ua/id/eprint/739042/

Піддячий, М.І. (2019). Поступ людини і суспільства засобом праці. *Технології інтеграції змісту освіти* : зб. наук. пр. Всеукраїнського круглого столу «Інтеграція змісту освіти в профільній школі» (17 квітня 2019 р.). Полтава: ПОІППО, 79. https://lib.iitta.gov.ua/id/eprint/717587/

References (translated and transliterated)

Al-Toubi, S., Alkali, B., Harrison, D.K., & Vishweshwara, S. (2022). Application of 5s Methodology: A Case Study Towards Enhancing Spare Parts Processing Efficiency. International Journal of Engineering and Advanced Technology, 11, 1–15. https://doi.org/10.35940/ijeat.e3508.0611522 [in English].

Arsyad, A., Nur, N.A., Nurhikmah, N., & Azhar, S. (2021). The Educational Value Of Kaizen Quality Management. Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan, 24(1), 131–143. https://doi.org/10.24252/lp.2021v24n1i13 [in English].

Blau, S. (2001). Getting Things Done: The Art of Stress-Free Productivity. New England Journal of Entrepreneurship, 4, 81–82. https://doi.org/10.1108/NEJE-04-02-2001-B008 [in English].

Jena, L. & Basu, E. (2018). Book Review: Deep Work: Rules for Focused Success in a Distracted World by Cal Newport, Piatkus–Little, Brown Book Group, London, 2016. Vikalpa, 43, 214–217. https://doi.org/10.1177/025609091775 [in English].

Liang, G. & Mitchell, T. & Scott, J. (2020). Statewide School Redesign: Integrating Design Thinking and the Four Disciplines of Execution as a Continuous School Improvement Process. Journal of Cases in Educational Leadership, 24. https://doi.org/10.1177/1555458920975462 [in English].

Mogonea, F. (2022). A possible mentoring model: the GROW model. Annals of the University of Craiova Series Psychology-Pedagogy, 44, 60–70. 10.52846/AUCPP.2022.2.05 [in English].

Newport, C. (2016) Deep Work: Rules for Focused Success in a Distracted World. New York: Grand Central Publishing. https://dr-notes.com/deep-work-rules-for-focused-success-in-a-distracted-world-q1l [in English].

Ngandam Mfondoum, A.H. & Tchindjang, M. & Mfondoum, V. & Makouet, I. (2019). Eisenhower matrix Saaty AHP = Strong actions prioritization? Theoretical literature and lessons drawn from empirical evidences, V. II, 13–27. https://surl.li/odzobr [in English].

Niven, P.R. & Lamorte, B. (2016). Objectives and key results: Driving focus, alignment, and engagement with OKRs. John Wiley & Sons. https://salo.li/C8CD3Dd [in English].

Piddiachyi, M.I. (2019). Postup liudyny i suspilstva zasobom pratsi [Progress of a person and society through labor]. *Technologies for the integration of educational content*: a collection of scientific proceedings of the All-Ukrainian round table «Integration of educational content in a specialized school» (April 17, 2019).

Poltava: POIPPO, 79. https://lib.iitta.gov.ua/id/eprint/717587/ [in Ukrainian].

Piddiachyi, V.M. (2023). Poniattievo-terminolohichnyi aparat andrahohichnykh zasad profesiinoho rozvytku naukovo-pedahohichnykh pratsivnykiv zakladiv vyshchoi osvity [The conceptual and terminological basis of andragogical foundations of professional development of research and pedagogical staff of higher education institutions]. Personal and professional training of specialists in the context of Ukraine's integration into the European educational space: Materials of the All-Ukrainian Scientific and Practical Internet Conference (Vinnytsia, November 2–3, 2023). Vinnytsia: Tvory, 68–69. https://lib.iitta.gov.ua/id/eprint/739042/ [in Ukrainian].

Prieto, R. (2022). Parkinsons-Law. Accelerating Project Delivery. https://www.researchgate.net/publication/359442232_Parkinsons-Law [in English].

Silaen, B. & Nasution M. & Muti'ah R. (2024). Implementation of the ABC Analysis to the Inventory Management. International Journal of Science, Technology & Management, 5. https://www.researchgate.net/publication/382703892_Implementation_of_the_ABC_Analysis_to_the_Inventory_Management [in English].

Tracy, B. (2008). Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time. ReadHowYouWant.com. https://books.google.com.ua/books/about/Eat_That_Frog.html?id=MRbVRdmP630C&redir_esc=y [in English].

Zao-Sanders, M. (2024). Timeboxing: The Power of Doing One Thing at a Time. Random House. https://surl.li/dnifpi [in English].

АКТУАЛЬНІ АСПЕКТИ ПРОФЕСІЙНОГО РОЗВИТКУ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ВИЩИХ ВІЙСЬКОВИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

Радомський Ігор Петрович – кандидат педагогічних наук, доцент, провідний науковий співробітник відділу андрагогіки, Інститут педагогічної освіти і освіти дорослих імені Івана Зязюна НАПН України

Radomskii Ihor – *Candidate of Pedagogical Sciences, Associate Professor, Leading Researcher of the Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine*

ORCID iD: http://orcid.org/0000-0003-2452-0898
E-mail: radomski@ukr.net

Анотація. *У сучасній системі підготовки військових фахівців набули актуальності питання підготовки та подальшого професійного розвитку наукових і науково-педагогічних кадрів вищої кваліфікації, підвищення рівня їх кваліфікації. Дослідники визнають неефективність*