

Continuing education of teachers as a condition for improving the quality of education in institutions of general secondary education

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The article analyses the professional development of teachers in terms of practical significance. The model of managing the process of professional development of teachers in an educational organisation aimed at improving the management of the quality of education in general secondary education institutions is theoretically substantiated. The works and researches of domestic scientists in the field of development of teachers' professional competence are studied and their influence on the development and formation of quality management in educational institutions is analysed. It is established that the beginning of the process of a teacher's professional development can be called the moment of self-determination of an individual which is carried out twice: when entering a higher education institution or a college and at the time of its graduation when choosing a further place of work.

The theoretical aspects related to the management of teachers' professional development within general secondary education institutions are generalised. It is noted that the development of teachers in an educational organisation is a process of growth of the educational (general and professional) potential of a teacher's personality, organisationally provided by the system of the state and public institutions.

The study reveals and substantiates the state of professional development management of teaching staff, which is a process of purposeful implementation of a management strategy in an educational institution aimed at forming teachers' certain competencies.

The conceptual idea in the theory of development management of pedagogical staff at an educational institution is the creation of an internal organisational practice-oriented system of teacher in-service training, which implies that the basis of professional development should be an active subjective position of the teacher himself/herself, his/her intensive practice-oriented methodological (scientific and methodological) activity, and it should end with a certain result or product developed by the teacher in the process of in-service training.

Keywords: education quality management, professional development of teachers, education, teachers' professional competencies.

Introduction. Significant transformations in the field of education and upbringing, as well as within society in general, have contributed to a change in the structure of the educational process within general secondary education institutions and postgraduate education centres. The educational process is still aimed at acquiring knowledge and developing skills but at this stage of development of the modern world, the greatest preference is given to the development of creative potential and the formation of the personality of a future graduate.

School-leavers should have the ability to take responsibility for their actions, have a stable life position and appropriate value orientations, be social and able to interact in a team to solve any problems, have the ability to analyse their actions and gain positive experience, evaluate and perceive the world and society.

That is why it can be argued that the main activity of an educational organisation or an organisation of additional education today is the development of teachers' professional competence (Batechko & Lut, 2018). It is the teacher who plays a key role in the educational process, has the knowledge and skills to organise students' activities, is able to impart a certain set of knowledge to students, contribute to the formation of personality and moral values, as well as prepare a child for adulthood in the modern world.

The main task of an educational institution, as mentioned above, is to develop the professional competence of a teacher, which includes the formation of receptivity to innovative trends within the developing

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educational environment, the ability to use modern technologies and thus to improve the educational process, the development of the creative potential of an individual, the ability to adapt in an ever-changing educational environment, to "keep up with the times" through the study and application of various pedagogical methods and programmes.

Formulation of the problem. The purpose of the article is to theoretically substantiate the model aimed at managing the process of teachers' professional development in an educational organisation to improve the management of the education quality in general secondary education institutions.

Research objectives. The research methods used in the work: the method of studying literary sources and documents, the method of observation, theoretical analysis and synthesis, the logical method, the comparative method, the method of predicting, social qualitative research methods.

Main part. At this stage of development of the modern society and the world as a whole, economic development, proliferation of mass media, progress in innovative technologies and equipment, expansion of opportunities for self-development, self-realisation and free choice of life position, the field of science, including education, is undergoing qualitative changes, radically changing, researching and implementing new programmes and methods, demonstrating positive dynamics.

The professional development of teachers is the main factor in improving the education process within educational organisations of various types. However, it should be noted that a huge role in the implementation of this process is not played so much by the teacher's personal responsibility for the implementation of professional development but by qualified management and proper organisation of professional competence development (Hinzburch & other, 2016).

The management of professional development of teaching staff should be considered as one of the most important aspects within the framework of pedagogical management, which is on a par with such disciplines as human resources management and quality control of education (Luniachek, 2015, p. 256).

It should be noted that the beginning of the process of a teacher's professional development can be called the moment of self-determination of an individual, which is carried out twice: when entering a higher education institution or a college and at the time of its graduation when choosing a further place of work (Hryhorash, 2004).

In almost every field of activity, an employee is required to constantly and systematically expand basic knowledge, improve work methods through self-education in accordance with the needs dictated by a professional activity (Tsybaliuk, 2008).

The implementation of self-education processes can be characterised as a subjective phenomenon, since they mostly depend on internal motivation and the desire for self-development within the chosen field. However, I would like to note that for the most systematic and complete self-realisation, an external support and a positive assessment of this process are necessary, which is the main goal in organising professional development management, which should be provided by the methodological department of an educational institution and the system of professional development of teaching staff.

Having analysed theoretical studies on the problems of professional development of teachers, we have identified several approaches to the study of this issue, in particular:

1. The personal and activity-based approach, the essence of which is to study and analyse the dynamics of professional growth of a teacher by studying the results of his/her activities.
2. The competence-based approach, drawing up a qualitative characterisation of the teacher's personality, studying his/her professional and personal characteristics.
3. The acmeological approach, studying the relationship and features of the interaction between an individual and professional growth of the teacher.
4. The systemic and comprehensive approach.

Based on the above information, it can be argued that all of the above approaches to the problem of professional development focus on the activity-based and personal aspects.

In the course of practical activities and during in-service training, didactic, organisational, communicative, perceptual, scientific, cognitive, and research abilities are formed, on the basis of which competencies related to the content of the subject being taught, the organisation and design of the educational process, its psychological and pedagogical support, and the teacher's self-development are formed (Nikolaenko, 2006).

The management of a certain process in an educational institution is a complex and purposeful process of influencing the object to achieve specific, predictable results in accordance with the goals.

In practice, the school is a prerequisite for the formation of professional competence and stimulation of its development. In particular, the implementation of such activities as practical pedagogical activities (analysis, implementation and preparation of the pedagogical process); system of intra-school quality management (certification of pedagogical staff, intra-school control); scientific and methodological activities; methodological activities; innovative and experimental activities (Standard and Recommendations, 2005).

The problem of managing the professional development of teachers is considered as one of the main ones in psychological and pedagogical research, since the formation of a professionally competent teacher, a teacher-researcher who is able to improve the educational process, direct it to solving problems of personal development and formation of students and the teacher himself/herself is an urgent problem (Polishchuk, 2019).

Based on the theoretical and practical research studied in this paper, it can be argued that the professional development of the teaching staff of an educational institution and each individual teacher, in particular, is carried out in two ways: self-study, purposeful self-education of teachers and qualified, well-organised, systematic and personalised work of the methodological department. Based on this, the methodological activities carried out within an educational institution consist of a set of programmes and activities aimed at improving the professional competencies of a teacher, taking into account his or her individual preferences, qualifications and work experience.

The professional development of an employee while working in a particular position can be considered as having taken place only if he or she is fully satisfied with his or her own work, since otherwise the employee cannot fully meet the requirements set by an organisation.

Thus, the management of the professional development of teaching staff is a process of purposeful implementation of a management strategy in an educational institution aimed at forming teachers' certain competencies (Finikova & Tereshchuka, 2018; Yampol & et al., 2023).

The main goal of the development of teaching staff in the professional sphere from the viewpoint of the interests of an educational institution is to increase the effectiveness of the results related to the use of each teacher's capabilities by implementing the goals set by the school, increasing the level of professionalism of the team (Yampol & et al., 2023).

The management of pedagogical staff development in the professional sphere involves some stages, among which the below given ones can be distinguished:

1. Attracting, recruiting, selecting, and hiring teaching staff.
2. Questionnaire survey of new (including young professionals) to familiarise all employees, as well as to assess a social and psychological climate, to develop proposals aimed at optimising the organisational culture.
3. Attestation of teaching staff every five years to determine the degree of compliance with personal characteristics and competencies of teachers, intensity of workload and work performed, creation of a training plan for teaching staff in priority areas of professional development.
4. Inclusion of certain teachers in the personnel reserve for different types of activities and time.
5. Psychological diagnostics to characterise teachers' personality traits.
6. Planning of personalised professional development of teachers within the framework of the model of in-service training aimed at teaching staff developed in an educational institution.
7. Organisation of the training aimed at pedagogical staff in accordance with the developed personalised programmes.

The management of teachers' professional development for an educational institution involves coordinating the achievement by each teacher of the relevant requirements set by the school regarding the achievement levels of professional competencies and personal characteristics (Yampol, Polishchuk, 2023).

Considering the peculiarities of managing the development of teaching staff in an educational institution, it should be noted that this process traditionally has certain specific methods that are inherent only in the educational system: periodic refresher courses, a mentoring system, involvement of teachers in the activities of professional methodological associations, and the formation of a personnel reserve for managerial positions (Finikova & Tereshchuka, 2018).

A specific method of development for teachers is group or individual work with a psychology specialist aimed at working through emerging professional difficulties.

One of the most important methods of managing the development of teaching staff in an educational institution is in-service training, which plays a unifying role in achieving the school's main strategic goals.

Training is a process in which new professional skills and knowledge are directly transferred to employees of an organisation to fill the "gap" (lack) between the existing or forgotten skills and knowledge of an employee and those that he or she should have in accordance with the requirements of the intended work in the near future (Vashchenko, 2001).

The conceptual idea in the theory of the development management of pedagogical staff within an educational institution is the creation of an internal organisational practice-oriented system of teachers' professional development, which implies that the basis for professional development should be an active subjective position of the teacher, his/her intensive practice-oriented methodological (scientific and methodological) activity, and it should end with a certain result or product developed by the teacher in the process of in-service training.

At the same time, this product should also be evaluated from the perspective of the knowledge gained by the teacher, the competencies formed, and their implementation in a particular pedagogical situation. This approach involves accompanying the teacher in practice and tracking the effectiveness of the implementation of this product in real educational practice (Lokshyna, 2017).

The task of managing the development of teaching staff of an educational institution is to turn the practice of meeting the needs of a teacher in the educational sphere into a resource of a single methodological school space. The results of work with staff depend on how well the priorities are set, and how well the educational order is developed and implemented (Kremen, 2007).

We can say that the educational order can also be considered as the basis for a personalised program of teacher's activities aimed at improving professional competence (Kuchynska, 2018, p. 140).

New state and social requirements for teacher professionalism reflect the portrait of the teacher in the future. The today's teacher is a teacher-technologist: an organiser, a manager, a navigator, a tutor, a moderator, an expert, a consultant, and only then – an informant. All these functions should be combined with personal qualities, and the main thing is the willingness to continuously develop in the professional field (Zaskalieta, 2019).

Currently, educational institutions have sufficient potential to provide teaching staff with the opportunity to choose and build their professional path; the ability to influence all elements, technologies and content of education; the ability to acquire modern competencies that are adequate to the tasks of developing the Ukrainian education in an innovative way.

Conclusions. As part of the analysis of the scientific and theoretical literature presented in the article, the theoretical aspects of the management of teachers' professional development within general secondary education institutions were studied. The professional development of teachers in an educational organisation is a process of growth of the educational (general and professional) potential of a teacher's personality, which is organisationally provided by the system of the state and public institutions.

The management of the professional development of teaching staff should be considered as one of the most important aspects within the framework of pedagogical management. The management of the professional development of teaching staff is a process of purposeful implementation of a management strategy in an educational institution aimed at forming teachers' certain competencies. Based on the theoretical and practical studies analysed in this paper, it can be argued that the professional development of teaching staff of an educational institution and each individual teacher in particular is carried out in two ways: self-study and purposeful self-education of teachers as well as qualified, well-organised, systematic and personalised work of the methodological department.

Having studied the works of domestic scholars, we can conclude that the management of teachers' professional competence should be based on the aspects as follows:

1. The specifics of their professional activity, the essential features of which are practice-oriented, individual and creative orientation.
2. Personal and professional features of their activities.
3. Adequacy of programme and methodological support for the development of teachers' professional competence, goals and content of in-service training.

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Безперервна освіта педагогічних працівників як умова підвищення якості освіти у закладах загальної середньої освіти

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У статті здійснено аналіз педагогічного розвитку як умова підвищення якості освіти закладів освіти. Теоретично обґрунтовано модель управління процесом професійного розвитку педагогів в освітній організації для покращення менеджменту якості освіти в закладах загальної середньої освіти. Вивчено роботи та дослідження вітчизняних учених у галузі розвитку професійної

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компетентності педагогів та проаналізовано їхній вплив на розвиток та становлення менеджменту якості освіти в закладах освіти. Встановлено, що початком процесу професійного розвитку педагога можна назвати момент самовизначення особистості, що здійснюється двічі: під час вступу до закладу вищої освіти або коледжу та під час його закінчення при виборі подальшого місця роботи.

Узагальнено теоретичні аспекти менеджменту професійного розвитку педагогів закладів загальної середньої освіти. Зазначено, що розвиток педагогів в освітній організації – процес зростання освітнього (загального та професійного) потенціалу особистості педагога, організаційно забезпечений системою державних та громадських інститутів.

У дослідженні розкрито та обґрунтовано стан управління професійним розвитком педагогічного персоналу, який є процесом цілеспрямованої реалізації в освітній установі стратегії менеджменту, спрямованої на те, щоб сформувати певні компетенції педагогів.

З'ясовано, що концептуальною ідеєю теорії менеджменту розвитку педагогічного персоналу освітньої установи є створення внутрішньої організаційної практико-орієнтованої системи підвищення кваліфікації педагогів, що передбачає те, що основою професійного розвитку має бути активна суб'єктна позиція самого педагога, його інтенсивна практико-орієнтована методична (науково-методична) діяльність, а завершуватися вона має певним результатом чи продуктом, розробленим педагогом у процесі внутрішньошкільного підвищення кваліфікації.

Ключові слова: менеджмент якості освіти, професійний розвиток педагогів, освіта, професійні компетентності педагогів.

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