

THE CONTINUOUS EDUCATION: PROBLEMS AND PROSPECTS

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INTRODUCTION

The introduction of humanity to an innovative type of civilization, which is characterized by extremely complex global problems, transformational educational changes of a radical nature, requires a competitive specialist of a qualitatively new formation. This problem is conceptual in nature, since it is a unifying and practical force that meets the needs of the development of such a society – education. It is indisputable that education directs the society to constantly search for ways out of the permanent crisis, active and productive development.

According to the experience of developed countries of the world, continuing education is competitive only if it is innovative, which means a quick response to socio-economic and civilization changes and dynamic implementation of the innovative component, in particular in the educational process. Therefore, the realization of this strategic objective involves, first of all, the definition and scientific substantiation of conceptual long-term strategies for lifelong learning.

It becomes evident that the acceleration of the socio-economic progress of society, the strengthening of the authority and competitiveness of the country in the world, will depend on the specialists, more precisely, on the quality of their professional training and retraining.

First of all, it should be specified what a number of terms are used to define the concept of continuing education: “adult education”, “continuing education”, “further education”, „recurrent education” as lifelong learning through alternation with other types of activities, mainly with work, lifelong learning, lifelong education, permanent education. It should be noted that in each of these semantic constructs the

emphasis is placed on the idea of lifelong incompleteness of adult education.

In light of the UNESCO report «Education is a hidden treasure», prospective and dynamic options of cross-cutting education from kindergarten to postgraduate education are proposed and foreseen, where continuing education is a priority idea.

In scientific researches of Ukrainian scientists, who investigate regularities of adult education development and modernization (L. Vashchenko, V. Divak, I. Drach, G. Yelnikova, I. Zhernosek, Y. Zinkovsky, V. Kremen, V. Maslov, N. Nichkalo, V. Oliynyk, V. Putsov, V. Semychenko, S. Sysoyeva, M. Skrypyk, etc.), it is noted that the system of postgraduate education is an orderly set of educational institutions, scientific and methodological institutions, authorities that contribute to professional needs of a teacher and society, closing the gap between the acquired pedagogical knowledge, abilities, skills and the development of modern science, culture, economics and so on.

1. Specificities of continuing adult education in the context of a lifelong learning strategy

Through the prism of solving the problem of lifelong learning, the defining role belongs to the modern postgraduate education, which mission is to train highly qualified, competitive, mobile-informed specialists with innovative thinking, being able to respond quickly, effectively and responsibly to the challenges of changes in a competitive global world. Such specialists strive for self-improvement, individual development and self-development and professionally-personal self-realization.

To comprehend the relevance and scientific-theoretical formulation of the problem of lifelong learning, the necessary preconditions and methodological guidelines have been revealed, namely:

– the idea of subjectivity, based on an understanding of the thesis about detecting personality activity. That is to say it is the personality who is the initiator, that is given priority and freedom of choice in determining his/her life goals and plans, as well as understanding that the person is an «author», «subject of everyday activities» of his own destiny

and his biography (B. Ananiev, L. Vygotsky, G. Kostyuk, O. Leontiev, S. Rubinsthein);

- the idea of the uniqueness and originality of the inner world of man, his self-development as a subjective reality (I. Beh, E. Isaev, I. Kon, V. Maralov, B. Masters, V. Slobodchikov, A. Spirkin, G. Zuckerman, I. Garlic);

- the idea of self-actualization of the personality as the highest degree of self-development (A. Maslow, G. Allport, K. Rogers, W. Frankl, etc.).

It is these ideas which formed the basis for a comprehensive analysis of the problem of continuity of education, through the prism of which we examined not only the essence, the basic forms and mechanisms of this process, but also its strategic goals and characteristics of the end results. The following two aspects of fundamental importance are discussed below.

The leading factors of self-improvement of personality in the conditions of postgraduate education are: training content, the very process of training organization (training methodology that simultaneously awakens active self-knowledge and this stimulates self-education, personal self-development); business and interpersonal communication «student – student», «student – group», «student – lecturer» and others.

By laying the foundation of retraining the specialist the principle of developing and self-development (instead of the principle of «stockpiling of knowledge and skills»), modern postgraduate education should return not only the teaching content, but also methods (ways of interaction of higher education institutions lecturers with students in order to master not only knowledge and skills by students, but also the formation of the «I-image», according to social and personal purpose, advancement towards the need and ability of proper self-improvement).

That is why, in postgraduate studies, the role of not just active methods of mastering the material is steadily increasing, but the key of learning is fundamentally changing: teaching methods of all kinds (lectures, seminars, workshops, pedagogical practice, etc.) are aimed at forming «questions» to scientists and methodologists, to scientific literature, excessive demand for new knowledge and experience, the

development of «demand» for everything what creates and enriches the professionalism of the teacher, as well as the readiness to seek that knowledge, to build into the system, to form personal meaningful, value-coloured, own knowledge-conviction¹.

Account should be taken of the fact that postgraduate education creates a special social and educational space in which every professional can self-improve. We fully share the view of these researchers that postgraduate educational institutions should become not so much the epicentres of systematic advanced training courses, as the epicentres of providing systematic professional self-improvement and professionalism of pedagogues.

The value of our research is the development of Ukrainian scientists, in particular, G. Kilyova, on the issues of postgraduate teacher education at the current stage of society development. The researcher proves, «the development of lifelong learning is possible only in circumstances which provide for a high degree of teacher freedom, contextual and situational diversity of teaching work ... such a strategy requires a change in the role of the teacher and, accordingly, traditional approaches to the organization of the educational process»².

Thus, the Ukrainian scientist Y. Zinkovsky demonstrates convincingly that advanced training institutions should be more active during opening of new educational areas, specialties, developing modern programs, constantly focused on ensuring the competitiveness of their students, providing not only high quality knowledge, but also multidisciplinary training of a specialist through parallel study in second education³.

All of the above should be fully taken into account in the study of the organization peculiarities of the continuing education of teachers: after all, postgraduate education institutions seek to respond in a timely manner to the changes occurring in the society and those requirements

¹ Зязюн І. А. Філософія педагогічної дії : монографія. Черкаси : Вид. від. ЧНУ імені Богдана Хмельницького, 2008. 608 с.

² Кільова Г. Післядипломна педагогічна освіта вчителів у контексті стратегії навчання упродовж життя. *Післядипломна освіта в Україні*. № 1. 2012. С. 20–24.

³ Зінковський Ю. Постійне навчання – сенс парадигми сучасної педагогіки. *Післядипломна освіта в Україні*. № 2. 2013. С. 9–12.

that the modern society pursues to the retraining of teaching staff. It is a question about a prognostic function of postgraduate education, aimed primarily at real social processes, updating and modernization of the scientific and methodological support of this branch of professional education, finding new opportunities for teacher's self-realization in pedagogical activity and building a professional «I-concept» as an important factor of professional activity, determining their ability to really build their own lives, see the prospects of professional activity, their hidden potentials and opportunities, in the end, to learn how to be successful throughout life.

It should be emphasized that the personal and professional development of a person, in particular the teacher, is considered by researchers in the context of the mutual influence of their individual characteristics and socio-cultural environment in the process of socialization and professionalization, that is, the peculiarities of personal and professional ontogeny during maturity are analyzed.

The growth of the individual abilities of the teacher, stimulated by the social needs, determines his/her personal and professional development: self-education, self-improvement, and self-development. Researchers V. Zagvyazinsky, I. Ziazun, N. Kuzmina, V. Slaktionin, M. Talanchuk define the functions of self-development, self-education and self-regulation as the most important in the pedagogical activity of the modern teacher. The scientific works of M. Borytko, B. Wulfov, O. Gazman, V. Ivanov, M. Sergeev indicate that a teacher's self-development is a compulsory component of modern education, an indicator of the teacher's subjectivity at all stages of his continuous pedagogical education.

Analyzing the category of «self-development» we have determined that this is an internal process of self-change due to the action of own contradictions, a higher level of self-movement. In this case, the developing system must be open, as internal resources cannot long ensure its existence.

The researchers believe that professional self-development is a conscious activity of a person aimed at full self-realization of himself as a person in the social sphere, which is determined by his future profession; the development of personal, professionally important

qualities, general (intelligence) and special (professional) creative abilities.

Thinking in this way, we came to the conclusion that the dominant components of specialist's personal and professional self-development are: active, holistic comprehension and awareness of the need of self-changing, restructuring of his/her inner world; focused on searching for new opportunities for self-fulfilment in the profession and the ability to self-regulate behaviour.

Thus, systematizing structural and functional components, we can define the personal and professional self-development of the individual as motivated, conscious individual, reflected on the basis of self-knowledge, self-determination, self-control, self-education, being in permanent tension's activity of man, aimed at: self-improvement of own natural and spiritual qualities, self-development of creative personal potential, dialogue divergent thinking, modelling of one's way of life in the context of culture and social development, self-realization of creativity in the process of life.

When looking at the personal and professional self-development as a specific process which undergoes in both time and space of human life, it should be noted its ambiguity and complexity, fixed in terms: self-creation, self-construction, self-actualization, self-transcendence, and self-improvement. Note that all these terms are words of one synonymous line, with the second part of these words characterizing the specificity of a particular activity.

A peculiar guidance in the study of this problem, the subject of special analysis is the findings of acmeologists (V. Zazykin, A. Derkach, V. Dyachkov), who emphasize that the progressive personal and professional self-development of the teacher requires the organic unity of the processes of professional self-education and specially created environmental conditions as the basic preconditions that actively and fully contribute to the process.

On this solid foundation an active strategy of acmeo-synergistic professional development and self-improvement of the teacher's personality should be built. The planning of such a strategy should begin with the definition of goals, reflect those educational needs that the specialist lacks; definition of content structuring (by problems, blocks,

modules) of this process; collecting sources, tools, forms and methods of teaching and learning; identifying criteria and procedures for self-diagnostics.

In general, the ideas discussed above allow us to draw the following conclusions:

- personal and professional development of the teacher is considered by researchers in the context of mutual influence of his/her individual characteristics and socio-cultural environment in the process of socialization and professionalization;

- the tasks of post-graduate pedagogical education institutions, as it seems to us, should not be to directly influence the personality of a self-developing teacher in order to achieve the desired results in positive motivating for continuous professional self-improvement, but to create the necessary psychological and pedagogical conditions for his/her self-building, in stimulating the mechanisms of his/her professional self-knowledge, self-acceptance and self-forecasting;

- realization of stimulating function of postgraduate pedagogical education – taking into account individual abilities, capabilities and potentials of a specialist; his professional experience; needs of mass pedagogical practice; a comprehensive approach to the organization and implementation of continuous professional training of pedagogical staff;

- building and designing a dynamic strategy of personal and professional self-development and self-improvement of teachers aimed at a qualitatively new higher level of solving professional tasks on a moral and ethical basis; sustainable development of professionally important and personal-business qualities; orientation towards high professional achievement with a clear expression of the will to a creative search, after all, to be the creator of own professional status, image and prestige.

2. Professional self-development of the future teacher: harmonization of priorities

The topicality of the problem is caused by radical and wide-format educational transformations, focused on the search for qualitatively new constructive approaches in updating and modernization of a higher pedagogical school, which should prepare an innovative personality of

the teacher, who is able to purposeful, sustainable and systematic development and self-realization.

Active shifts in innovative development of society, the deepening of integration-globalization processes, optimization of socio-cultural environment have put education and culture in a qualitatively new state. Analyzing the latest trends of the epochal modernization and renewal of university education in the broad socio-cultural context, it could be noted that it is currently topical the increasing the interest in studying the phenomenon of humanization of education, its spiritual basis and the role and place in this process of the future educator. With this in mind, the problem of the cultural dimension of the educational system to which modern scholars turn now is renewed and topical.

The focus of professional pedagogical education on the end result – the harmonious development of the pupil's personality, successful socialization, in particular: the development of creative abilities, activation of the readiness for conscious life choices, responsibility, independence, persistence, resourcefulness, ability to self-improvement and long-life learning.

The quintessence is one of the key competences that a future teacher must master – the ability to learn throughout life (long-life learning) is of priority importance.

Each of these documents emphasizes that a modern Ukrainian school needs a teacher who is able to quickly adapt to the new conditions of society, flexibly rebuild and activate his own potentials, with a fundamental ability to be an active subject of his professional life.

Particularly important in this perspective are the scientific developments that constitute the main theoretical foundations of the study:

– conceptual foundations of future teachers' professional training (N. Bibik, O. Bida, V. Bondar, N. Kichuk, O. Komar, A. Kramarenko, M. Marusinets, I. Pidlasiy, R. Prima, O. Savchenko, O. Fediy, L. Khomich, L. Khoruzha, I. Shaposhnikova etc.);

– psychological and pedagogical aspects of personal and professional self-development and self-improvement (I. Beh, O. Budnik, A. Gromtseva, O. Ignatyuk, I. Ziazun, V. Kovalchuk, V. Kupriyevich,

A. Kucheriavy, O. Naboka, V. Semichenko, A. Smolyuk, T. Sorochan, V. Strelnikov, S. Khatuntseva, G. Tsvetkova, I. Shimanovich and others).

The system-forming factor on the path to updating, modernizing and improving the efficiency of the educational process of future teachers training is the revision of its key concepts with emphasis on the formation of one of the professional competences – the ability to self-development, self-education, personal and professional growth, competitiveness.

Academician V. Andrushchenko in the article «Face to School» («Обличчям до школи») substantiated some generalizations, and also identified the possibility of their implementation in the national educational space. Thus, the author emphasizes: «Future innovations should reproduce the standards of recommendations of the European Parliament and the Council of Europe on the formation of key competences of lifelong learning: fluency in the state language; fluency in foreign languages; mathematical literacy; social and civic competences; resourcefulness; the ability to long-life learning»⁴.

The academic adds: «One aspect of the training is based on the constant self-improvement of the teacher, enrichment of knowledge, broadening their mind, scientific picture of the world, high ideological culture. The competence and constant self-improvement are the alpha and the omega of teacher's effective work. If, however, the teacher lags behind the latest achievements of science and social practice, does not strive for self-improvement, then his weaknesses will immediately become noticeable and will become the object of destructive criticism by pupils and parents. Next thing is the rejection of the teacher, the escape of pupils from school»⁵.

Thus, according to the author's concepts of the above-mentioned researchers, with whom we fully agree, the attention is focused on the significant adjustment of the goals and content of higher pedagogical education, in particular: motivation for active self-knowledge, self-development; possession of the means of creative improvement of the

⁴ Андрущенко В. Обличчям до школи. *Вища освіта України*. 2018. № 4. С. 5–14.

⁵ Андрущенко В. Вчитель XXI століття: нова стратегія Національного педагогічного університету імені М. П. Драгоманова. *Вища освіта України*. 2016. № 4. С. 5–14.

content and means of their professional activity, personal and professional self-expression and self-actualization; search and achieving inner potential of self-development; finding of cultural means of self-improvement of the future teacher's personality, which is a model of high spiritual and pedagogical culture, etc.

Contour-outlined positions reflect the author's vision for the construction and creation of an internal university educational environment, oriented on motivated, reflected on the basis of self-knowledge, self-determination and self-control, constant intense activity of man, aimed at: self-improvement of the natural and spiritual qualities, development of a personal creative potential; divergent thinking, modeling of one's own way of life in the context of culture and social development, self-realization of creative abilities in the process of life.

The consequence of these phenomena is the professional training of future teachers in accordance with the provisions of the concept of the New Ukrainian School: creative and responsible educators, teachers-agents of change, leaders, and facilitators with a formed holistic thinking, motivated to personal and professional growth, who actively express their own professional opinion. They are able to take their own positions and beliefs, setting life goals for self-affirmation, self-building, self-improvement and self-realization.

With a view of the above it becomes clear that the main source of qualitative change in education is the radical modernization of the training of a new teacher. Thus, it is impossible to imagine the organization of the educational process of students without individualization and differentiation as an important factor of the effective educational and cognitive activity of future teachers. The personal orientation of this process is caused by the need for eco-facilitated support for the initial natural will of man to reach the pinnacles of his professional skill, to the peaks of acme. The quintessence of professional skill is the acmeistic aspirations of a specialist, which cannot be realized without creating a value-personal space of professional interaction. The person himself, his personality becomes a value, and this position is fundamental in the pedagogy of organizing the living space of the future teacher's personality. That is, there is a vicious circle, a lot of interwoven things, and therefore it is

difficult to make a clear delineation of the spheres of influence of means and methods, ways that are characteristic of a particular separate approach in the implementation of purposeful formative influence on the training of students for professional self-development.

According to A. Markova, signs of subjectivity are the following «parameters of activity» of a professional's personality: active orientation (in a new situation, material); awareness (the spheres and structures of their activity, personality traits, life stages); the initiative, independent goal setting, planning, prevention; intensive involvement in the activity; striving for self-regulation (self-control, self-correction, self-compensation), possession of self-regulation techniques; awareness of the contradictions of one's development, their removing, maintenance of balance and harmony; strong determination to self-development and self-renewal; the desire for self-realization and imaginative creation; integration of one's career path, structuring and streamlining one's professional experience and that of others⁶.

Professional self-development, as noted by A. Derkach and V. Dyachkov, is a process of forming a personality oriented to high professional achievements. It is a process of formation of professionalism of personality and activity, implemented in self-development, professional interactions⁷.

This definition states the progressive nature of such development, because, from the perspective of A. Bodalyov, the progress of personal growth means: a change in the motivational sphere of the individual, in which the human values begin to be reflected more strongly than before; the growth of the ability on the level of intelligence to plan and continue to put into practice precisely those actions and to do those acts that are in consonance with the spirit of these values; a greater ability to mobilize oneself to overcome difficulties that hinder to reveal self-reliance and act in accordance with these values; a more objective assessment of own strengths and weaknesses and own level of readiness for new, more complex actions and responsible acts.

⁶ Маркова А. К. Психология труда учителя. М. : Просвещение, 1993. 265 с.

⁷ Деркач А. А. Взаимосвязь структурных компонентов состояния психологической готовности студентов к педагогической деятельности. *Психолого-педагогические проблемы взаимодействия учителя и учащихся*. М. : НИИ ОП, 1980. С. 141–149.

So, agreeing with the views of scientists, we conclude: the professional self-development of the future teacher is a process of active creation of life relationships by the developing person, determination of his/her «professional life area», conditions and perspectives for his/her further improvement. The personality of the teacher, who is constantly developing and self-actualizing, consciously forms a promising strategy of his future professional life, where the problematic attitude to the environment, other people and himself is the defining factor, which, in turn, exempts the personality from its immediate reality and helps it to become a 'creative' subject of its professional life. In this connection with the personality of the teacher, which is self-developing and self-actualizing, becomes clearer awareness of the components of its future professional life as a subjective reality: the environment, professional culture and its own inner world, when, as a result, the adaptive type in realization its professional relations as a consequence of «professional reproduction» is changing to transformative one – professional life.

The process of forming a whole person of the future teacher, who would be the subject of his life and self-construction, looks quite promising in the appropriate educational environment, which creates the conditions for the development of the teacher's rational thinking, creative capacities, an active research position, which is, in turn, the unique basis for self-actualization as the highest form of self-development.

Considering the above initial provisions, let us identify the forces that, in our opinion, determine the productive and effective process of training of applicants for the first (bachelor) level of higher pedagogical education for professional self-development. First of all, one of the conceptual approaches is to create a mega-informative, humanely-developing, value-oriented educational environment aimed at continuous developmental interaction between the teacher and the student. Such an environment should become an incentive mechanism, a movement towards the centralization of conscious qualitative self-change, which is the main internal source of personal and professional self-development of every future teacher. Moreover, this process in its advanced form is carried out as multifaceted and multivariate communication, and speech interaction has a crucial role.

It should be noted that the personally-developing function of subject-subject communication in the educational process is the dominant one, in which pedagogical dialogue appears as an interaction expressed by moral-value positions of the interlocutors: the teacher and the students. Such communication will have a personally transformative meaning on condition of building a productive pedagogically developing dialogue of moral and spiritual orientation, which will give great satisfaction to each participant of communication.

Therefore, one of the key priorities in the process of formation of future teachers' readiness for professional self-development in professional training is the spiritual cultural-dominance of professionally-pedagogical communication on a moral basis.

An important condition for a high quality of education is the socio-cultural environment – the relevant area of life and activities of the individual, the condition of formation and realization of its intellectual, mental and physical abilities. The human-creating possibilities of the «zone of the nearest development» were revealed within the culturally-historical conception, which interprets the formation and development of the individual as a communicatively mediated process of mastering and attributing of cultural values by the individual (L. Vygotsky).

The moral and spiritual component of the cultural environment plays a very important role in the educational process. Hence, an important condition for the socialization and self-realization of the individual is the abundance of the socio-cultural environment with images and symbols. In this regard, an important resource of educational activity is the personality of the teacher, capable of influencing the student by means of: first, the content of the mental and value-normative world of the teacher; secondly, the values and personal qualities of the teacher; third, the particular spiritual energy of the teacher, under the influence of which another personality is created.

It is difficult to deny that the cultural and educational environment contributes to the inclusion of the individual not only in the value and semantic world of culture, but also to preserve social integrity and personal self-realization. It is also a socio-pedagogical aspect of the problem under study, according to which the cultural and educational environment – a set of conditions and opportunities for personal

development, purposefully created by different subjects of the pedagogical process and forming the socio-cultural environment of personality's life.

From here it is obvious that any attitude of the person to the world in general, and the teacher in particular, contains a moral component that reaches a complete development at the level of spiritual affirmation of the individual. Moral and cultural regulation functions primarily as authentic-personal self-organization and self-regulation. Moral principles and norms, as the guided content of the authentic self-regulation of the individual, form the cognitive basis of his or her cultural orientation.

There is an urgent need for purposeful abundance of the cultural and educational environment by such educators who embody the basic values of culture, embodying the best qualities of humanity.

Based on the analysis of the scientific-pedagogical literature on the problem of research, it can be stated that the cultural orientation of the future teacher's activity is reflected by his/her professional goals, motives, knowledge, ability, quality, capacity, and attitude. The cultural orientation is a phenomenon of expression of the teacher's self in the profession and it functions through the subjective spiritual world of each individual.

Thus, considering the current trends and new targets in the educational field, which focus on the teacher's ability to self-development, self-education and self-education on a continuous basis, to work in an atmosphere of continuous creative search, experiment on the principles of design, deep analysis, comprehensive understanding, self-control, transform theoretical and methodical recommendations into specific pedagogical actions. First of all, it is a question of the high level of professionalism of the future teacher through the prism of his systematic self-improvement.

This greatly changes the nature of the training of teaching staff in higher education institutions, as the practitioner can no longer satisfy the demands of society. Today, a highly spiritual teacher of the 21st century, with a high level of general and pedagogical culture (culture of thinking, reason, feelings, behaviour, pedagogical work, culture of appearance, professional pedagogical communication, self-education), is extremely needed. Such a teacher is bearer of optimal subject-subjective

developmental interaction of students and the teacher, creating an ethically oriented environment based on the morally determined content of learning.

We find it is very topical to create such an intensive model of higher professional education, where the main subject of study (a future teacher) will become an active participant in the acme-oriented process of development and self-development, focusing on high professional achievements. And the main feature of his professionalism will be the readiness to solve creatively professional situations and tasks by means of scientific search.

In this context, the integration factor of the three-component structure of professionally-pedagogical communication (at the level of social cognition, emotional attitude and at the behavioural level) is of particular importance and it is shown in:

- trust as an acme of communication based on mutual respect, culture and emotional contact;

- interpersonal communication of dialogical type, in which students consciously master the technologies of professional self-development, transforming them into appropriate personal and professional value as a regulator of their behaviour, as a personal synthetic reflection that changes the whole scale of values of the future teacher;

- humane-developing orientation of the subjects of professional training: readiness for new alternative thinking and action, improvisation, the orientation towards the highest level of their own development, etc.;

- moral and spiritual orientation to the interlocutor: understanding, acceptance and respect for the personality of the future specialist, thus generating in him/her a sense of confidence, personal significance and value;

- a value and meaning orientation of the subject activity of the individual, approval of personally-developing self-construction, self-actualization and self-orientation, etc.

At the time of creation of such a humane developing environment of the active-searched character in higher education institutions, it provides for the intensification, stimulation and orientation of future teachers on personal and professional self-development on a permanent basis.

Studying the problem of orientation of students of pedagogical specialties on the fundamental property of personality – self-organization, we have identified the main tasks: activation of motivational resources of the person through the prism of its value-meaning sphere; the formation of the image of future professional activity, ideas and perspectives of life strategy; creation and construction of professional prognoses (self-assessment of the realization of life goals, activation of personal reserves by means of self-improvement and self-education, analysis of needs for professional self-development, self-design of their own life path, alternative and meaningful organization of prognostics activities, etc.).

To sum up, the higher education institutions have a key role to play in becoming a future teacher as a professional and as a self-active responsible subject with his readiness for professional self-development on a permanent basis.

The author's strategy of forming the readiness of the first (bachelor) level students of higher pedagogical education to professional self-development is considered by us through the construction of a mega-informative, humane-developing, value-oriented educational environment of the active search character, aimed at continuous developing interaction of the student, which involves qualitative self-changing, awakening of filling the need and capacity to self-study, the desire for reflection, self-regulation and self-renewal, the inducement to manage own work, consciously forming an individual personally-professional trajectory of their own development.

Accordingly, acmeologists conclude that the progressive self-improvement of the teacher's personality requires organic unity of the processes of professional education, socialization, and at the same time the processes of professional self-education and self-development. They give the explanation that not only the well-organized and developing conditions of the environment impact on the professional development of the teacher's personality, as they are only a precondition, an opportunity that a person should transform into necessity and reality. The teacher's personality must become active by own, be in a continuing process of self-knowledge, self-improvement and self-actualization. The personality must constantly be aware of itself as a true subject of its professional life,

constantly worry about its self-assertion and self-improvement, and create a meaningful result for all in the products of its pedagogical activity. The above opens new prospects for development for both the personality and the people around it.

The concept of «professional self-development» is, by our definition, in the organization of such an intra-university pedagogical process, which awakens the future teacher's desire to find, personally feel one's inner strengths and resources, creates the conditions for their active and successful self-expression; pedagogically supports and accompanies this way to the goal.

CONCLUSIONS

To summarize, we point out that the given data make it possible to draw certain conclusions.

1. At the heart of the teacher's professional self-development, move towards the best of itself is an active subjective position. The teacher passes the development stages of professionalism through aggravation and destruction of internal contradictions, stages and levels of personal and professional development (self-determination, adaptation, self-expression, and self-realization). The development of professionalism is influenced by external and internal conditions (abilities and inclinations of the teacher himself, peculiarities of the environment – cultural, family, professional ones; specificities of self-knowledge and reflexive competence), with possible progressive and regressive vectors of teacher's development, the presence of professional destructions.

2. Acmeological position (an integrative system of relations to certain aspects of reality manifested in behaviour, acts and actions); psychological readiness for professional activity in the conditions of constant change (internal personality trait, unity of its motivational, cognitive, emotionally-strong-willed and reflexive manifestations, ensuring successful solution of professional situations and tasks) and creative potential (a component of the process of self-realization, readiness and ability to changes, overcoming stereotypes) are represented as acmefactors contributing to the teacher's personal and professional development.

3. Implementation of the principle of self-activity through the prism of the teacher's professional self-development, that is, the motivation to take independently a qualitatively new level of his own development. It is a deep awareness of future teachers of the place of the value of self-improvement in the general hierarchy of values, of a steady interest in the field of personal and professional growth; availability of knowledge about the essence, content, features, components and stages of professional self-development; manifestation of not stimulated externally activity, non-standard actions at work on yourself; the ability to easily produce a large number of ideas.

4. Development of the reflective culture of the future teacher. Reflective culture development technologies help the teacher to formulate the obtained results, to adjust his or her own professional way, to plan his/her activity, to provide assessment and self-assessment his/her own actions. The use of innovative technologies in the process of forming the reflective position of the teacher provides the ability to understand the pedagogical phenomena and situations in many ways, from different points of view, highlighting certain aspects of analysis, interconnecting; to analyze one's personality and activity from the standpoint of another person or from the standpoint of new knowledge; determine ways of professional self-improvement based on their own experience; opportunity to build the paths of personal and professional self-development on the basis of adequate self-assessment, real assessment of their own capabilities.

5. Orientation to a proactive «lifelong learning» strategy, to professional and personal self-development, where the teacher is able to be the subject of organizing his/her own complete living space. Teachers' self-development is an organic component of continuous pedagogical education, although quite specific. Professional self-improvement is a continuous, dialectically evolving process and its purpose and ideas about the ideal are also constantly changing, and the demands for it are increasing. In practice, this is evident in the fact that the goal of self-development is, in fact, unattainable, it is constantly changing. Thus, there is no limit to personality development.

The continuing education is implemented by ensuring the continuity of content and coordination of educational activities at different levels of

education, which are a continuation of previous ones and provide for preparation for possible subsequent stages; formation of the need and ability of the individual for self-learning, making practical implementation of educational policy as a priority function of the state.

Thus, we come to the conclusion: the professional self-development of the teacher is a process of actively creating a developing personality, life relationships, defining with their help their „professional life area”, creating the conditions and prospects for its further improvement. The personality of the teacher, which is constantly self-developing and self-actualizing, consciously forms a promising strategy of its professional life, where the problematic attitude to the environment, other people and himself is priority, which in turn liberates the personality from the immediate reality and helps it to become a creative subject of their professional life. Due to this peculiarity of the teacher’s personality, which is self-developing and self-actualizing, it becomes clearer awareness of two components of his professional life as a subjective reality: the outside world, to the professional culture and own inner world, as a result of which it converges from the adaptive type in the realization of its professional relations as a consequence of „professional reproduction” (in which the teacher, although he may be the subject of professional work, knowledge and communication, but does not act as the subject of his life realization) to the transformative-professional life (in which the teacher is the subject of all forms of his socio-spiritual activity, his professional life is necessarily included in its objects).

SUMMARY

The study identifies and analyzes the features of continuing adult education in the context of a lifelong learning strategy. It has been found out that modern postgraduate education, which mission is to train highly qualified, competitive, mobile-informed specialists, is crucial in solving the problem of lifelong learning.

It is determined that in order to understand the relevance and scientific-theoretical formulation of the problem of lifelong learning there are necessary preconditions and methodological reference points, namely: the idea of subjectivity; the idea of the uniqueness of the inner world of man; the idea of self-actualization of the individual as the

highest form of self-development. On the basis of theoretical analysis it is revealed: a dynamic strategy of personal and professional self-development and self-improvement of teachers should be aimed at a qualitatively new, higher level of solving professional tasks on a moral and ethical basis; sustainable development of professionally important and personal-business qualities; focus on high professional achievements.

The focus is on substantially adjusting the goals and content of higher pedagogical education, including: motivations for active self-knowledge, self-development; possession of the means of creative improvement of the content and means of their professional activity, personal and professional expression and self-actualization; search and unlock of the internal potential of self-development; finding cultural means of self-improvement of the future teacher's personality, which is a model of high spiritual and pedagogical culture.

It is emphasized that the professional training of future teachers involves the preparation of creative and responsible educators, teachers-agents of change, leaders, facilitators with formed holistic thinking, motivated to personal and professional growth, actively expressing their own professional thinking, capable of forming their own convictions, setting goals for self-affirmation, self-building, self-improvement, and self-realization.

By the author's point of view, the professional self-development of the future teacher is presented as the process of active creation of life relationships by the developing person, determination of his/her «professional life area», conditions and perspectives for his/her further improvement.

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