

**Наталія БАСАРАБ,**

доктор філософії, асистент кафедри педагогіки
та освітнього менеджменту імені Богдана Ступарика,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Nataliia BASARAB,

Doctor of Philosophy, Assistant of the Department of Pedagogy
and Educational Management named after Bohdan Stuparyk,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
natalia.basarab@pnu.edu.ua
ORCID ID 0000-0002-2702-6716

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САМООСВІТА ПЕДАГОГА В СУЧАСНОМУ ОСВІТНЬОМУ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНОМУ ПРОСТОРІ ЯК ШЛЯХ ДО ПРОФЕСІЙНОГО ЗРОСТАННЯ

Анотація. Сучасна українська школа потребує педагога, який вміє критично мислити, володіє сучасними методами і технологіями навчання, прийомами психолого-педагогічної діагностики, способами самостійного конструювання занять, вміє прогнозувати кінцевий результат, чітко усвідомлює свою соціальну відповідальність й водночас є суб'єктом особистісного і професійного зростання.

Відтак у статті окреслено сутність поняття самоосвіти педагога й акцентовано увагу на значенні самоосвітньої діяльності вчителя в часи стрімкого освітнього реформування та інформаційно-комунікаційного розвитку. Відзначено, що основними формами організації самоосвітньої діяльності вчителя є неформальна освіта, інформальна освіта. Описано можливості використання інформаційних, інформаційно-комунікаційних технологій у самоосвіті вчителя через участь у семінарах, педагогічних читаннях, науково-практичних конференціях, у науково-експериментальній роботі, в Інтернет-заходах, де педагоги обмінюються досвідом, знайомляться з новинами педагогічної науки, розвивають культуру професійного мислення.

Також зауважено, що важливим чинником підвищення кваліфікації педагога є усвідомлення ним необхідності роботи над вдосконаленням свого професійного рівня аж до професійної майстерності, оскільки під час роботи з дітьми виникає пряма необхідність доступності різноманітних літературних джерел, засобів масової інформації, інтернету, передового педагогічного досвіду задля ефективного розв'язання практичних завдань, здобуття позитивних результатів на їх основі.

Таким чином, важливо, щоб педагог був постійно включений до активної самоосвітньої діяльності, неперервного розвитку творчого потенціалу, де його самоосвіта веде не просто до відновлення знань, а сприяє ознайомленню з новітніми педагогічними та психологічними дослідженнями, пошуку нових напрямків у методиці та організації навчально-виховного процесу, розгляду педагогічних проблем на високому науковому рівні.

Ключові слова: самоосвіта, неформальна освіта, інформальна освіта, інформатизація, цифровізація, інформаційно-комунікаційні технології, професійний розвиток.

SELF-EDUCATION OF TEACHERS IN THE MODERN EDUCATIONAL INFORMATION AND COMMUNICATION SPACE AS A PATH TO PROFESSIONAL GROWTH

Abstract. The modern Ukrainian school requires a teacher who can think critically, is proficient in contemporary teaching methods and technologies, has skills in psychological and pedagogical diagnostics, is capable of independently designing lessons, can predict outcomes, and clearly understands their social responsibility while being a subject of personal and professional growth.

The article outlines the essence of the concept of teacher self-education and emphasizes the importance of self-educational activities for teachers during times of rapid educational reform and information-communication development. It is noted that the main forms of organizing a teacher's self-education are non-formal and informal education. The potential use of information and communication technologies in teacher self-education is also described by participating in seminars, pedagogical readings, scientific-practical conferences, research and experimental work, and online events where teachers exchange experiences, learn about the latest developments in pedagogical science, and develop a culture of professional thinking.

Additionally, it is highlighted that an important factor in enhancing a teacher's qualifications is the awareness of the necessity to improve their professional level up to professional mastery, as working with children requires access to various literary sources, media, the internet, and advanced pedagogical practices in order to effectively solve practical tasks and achieve positive results.



Thus, it is crucial for a teacher to be continuously engaged in active self-education and the ongoing development of their creative potential, where his or her self-education leads not only to the renewal of knowledge, but also helps to familiarize oneself with the latest pedagogical and psychological research, search for new directions in the methodology and organization of the educational process, and consideration of pedagogical problems at a high scientific level.

Keywords: self-education, non-formal education, informal education, informatization, digitalization, information and communication technologies, professional development.

INTRODUCTION

The problem formulation. Analysis of recent research and publications indicates that modern educators must place great emphasis on the issue of educational informatization in their self-educational professional development. This is driven by globalization and integration processes in all spheres of society's life. Since the amount of information a teacher needs to absorb is constantly increasing, and covering it through formal education alone is virtually impossible, the timely and continuous organization of self-educational activities using modern information and communication technologies helps teachers «keep up with the times». Therefore, scientific exploration of this issue allows for the study of the promising possibilities of teacher self-education through the use of information and communication technologies on the path to professional growth.

Analysis of recent research and publications. An analysis of scientific sources on the professional development of educators, including works by Bukhlova N., Voropai N., Kryva M., Nikolenko L., Sviatchenko I., Topol V., and others, shows that the importance of self-education, particularly non-formal and informal education, for a teacher's self-development is difficult to overestimate. Since teachers need to ensure a comprehensive educational process across various subjects, be able to organize learning at different levels of complexity, motivate their students, stimulate the development of critical thinking, and so on, this drives educators to focus on developing self-educational professional competence within the framework of lifelong learning.

AIM OF THE RESEARCH

Purpose of the article: To investigate the possibilities of teacher self-education with the help of information and communication technologies on the path to professional growth.

Objectives of the study:

- to analyze the state of research on the problem in the scientific literature;
- to determine the essence and features of teacher self-education in the context of modern educational challenges;
- to identify factors that influence teachers' motivation for self-education;
- to explore the possibilities of self-educational qualification growth with the help of information and communication technologies.

RESEARCH METHODS

To achieve the set tasks, the following research methods were used: general scientific - to facilitate the systematization and classification of the source base (studying scientific publications, pedagogical research, normative and legal documents, etc.); conceptual and terminological method - to determine the essence of the basic concepts of the study; critical analysis and synthesis – to contribute to the rethinking of the necessity of teacher self-education in the context of modern educational challenges.

RESULTS OF THE RESEARCH

The teaching profession in today's society is perhaps the only one with so many demands: a teacher must be competent, demanding, honest, kind, strict, morally sound, ready to compromise, respectful of their native land, language, and so on. Therefore, the main task of a teacher who teaches others is the need to constantly improve their professional achievements.

Article 59 of the Law of Ukraine «On Education» states that the professional development and qualification improvement of pedagogical and scientific-pedagogical workers involves their continuous self-education, participation in qualification improvement programs, and any other types and forms of professional growth (Law of Ukraine on Education of September 5, 2017). Since professional development is an integral part of a teacher's development, it is most often identified with the process of lifelong learning, which consists in changing and improving professional competence and qualifications, developing a universal personality, both organized and carried out by specialized institutions in this direction, as well as in the process of self-education and self-improvement. This encourages teachers to develop self-educational professional competence in the system of lifelong learning. Professional competence is characterized as a combination, on the one hand, of professional knowledge, skills, and abilities, and on the other, experience in using them in various pedagogical situations (Mytnyk, 2013). Self-educational competence is considered a component of professional competence and is manifested in the quality of a personality that characterizes its ability to systematic, independently organized activity aimed at continuing one's own education.

In this regard, informal and non-formal education becomes highly significant in a teacher's self-education alongside formal education. Non-formal education is education that involves a person's self-organized acquisition of various competencies, serving as an additional, alternative, and complementary form of lifelong learning. It ensures the right of people of all ages to access education but does not require a mandatory continuous structured sequence in obtaining education and can be short-term and of low intensity, for example, in the form of short-term courses, seminars, practical classes, during everyday activities related to professional, social, or other activities, family or leisure. Informal education



involves the self-organization of a person's acquisition of certain competencies, particularly during everyday activities related to professional, social, or other activities, family or leisure. Non-formal and informal education of teachers is, in essence, all self-educational activities that are carried out in accordance with their interests and needs (Nikolenko, 2016).

It is important to note that a teacher's self-education should not be limited to refreshing the knowledge they have acquired. It is about familiarizing oneself with the latest pedagogical and psychological research, searching for new directions in the methods and organization of the educational process, and considering pedagogical problems that cause difficulties in practical work at a high scientific level. Consequently, a teacher is not only one who teaches but also one who constantly works on themselves, develops, improves, learns from their colleagues and students, and is not afraid to learn new things (Kryva & Pylypets, 2018; Bukhlova, 2007).

Given the trends in the development of the modern world and education, which place significant demands on the general and professional training of teachers, it is worth noting that the technologization, informatization, and digitalization of education, as well as an understanding of the importance of systematic computer support and lifelong participation in the information society, are essential conditions for the successful adaptation of teachers to changes resulting from civilizational progress. The emergence of technical devices, computers, and other modern production equipment has made education much more attractive for learners than in the past, and for adults, it has made it possible to improve themselves, keep up with progress, computer technology, and use information and communication technologies in their professional activities.

An analysis of research and publications has shown that modern people attach great importance to the problem of informatization of education, the development of which is determined by globalization and integration processes in all spheres of society (Svirepchuk, 2015). Informatization is a set of interrelated organizational, legal, political, socio-economic, scientific, technical, and production processes aimed at creating conditions for meeting the information needs of citizens and society on the basis of the creation, development, and use of information systems, networks, resources, and information technologies that are based on the application of modern computing and communication equipment (Familiarska, 2011).

Researcher L. Familiarska considers the informatization of education as a process of creating a developed information and educational environment using the capabilities of information and communication technologies to increase the efficiency of all types of activities carried out in the education system. The process of informatization is not only associated with the development of the appropriate material and technical base but also with the improvement of the culture of pedagogical work in the conditions of an information and educational environment (Familiarska, 2011).

Motivation undoubtedly plays a crucial role in lifelong learning, being one of the most important factors determining the effectiveness of adult learning, which has become accessible to everyone, regardless of age or education level. As scientists Artyushina M., Bazelyuk V., Lushin P., Pukhovska L., Snisarenko O., Snitsar L., and Solodkhov V. note, modern people have greater freedom in communication, receiving and transmitting the necessary information, are less dependent on external conditions, and more on themselves (Pukhovska L., Artiushyna M., Bazeliuk V., 2012). Therefore, the modern object and subject of learning is a personality formed by their own experience, so it is unacceptable to motivate teachers to improve their qualifications, pedagogical skills, or self-education only through external factors (orders, directives, coercion, etc.). Socio-psychological functions also play an important role in improving qualifications, acting as guidelines, agitators, motivators, and stimuli for the development of creative activity and innovation. The main task of motivating factors (regardless of age or level of education) is to form in teachers an internal need for qualification improvement as the basis for their cognitive and creative activity by creating an atmosphere of necessity, interest, and personal responsibility.

We believe that a personalized approach should be taken in working with teaching staff, fostering a learning environment that encourages teachers to actively choose their own learning paths. This involves providing a diverse range of professional development opportunities, such as mass, group, and individual training, as well as supporting teachers in their involvement in research, curriculum development, and the implementation of innovative pedagogical approaches. By creating a supportive environment that values creativity and innovation, we can empower teachers to become lifelong learners and implement personalized learning in their classrooms.

If earlier, teachers' professional development was conducted in full-time, part-time, and correspondence forms, now, in the era of rapid development of information and communication technologies, distance learning using information technologies has become a real alternative to traditional learning. The COVID-19 pandemic and the war played a significant role in choosing this form of professional development. Despite all the challenges that educators have to face: living and working in conditions of uncertainty, working with children who have experienced war, working during wartime, and maintaining their own well-being to ensure the safety and security of students, they still have the opportunity to improve their professional qualifications by participating in seminars, pedagogical readings, scientific-practical conferences, methodological associations, research and experimental work, and online events where they exchange experiences, learn about the latest developments in pedagogical science, and develop a culture of professional thinking. The Ministry of Education and Science of Ukraine provides timely support to participants in the educational process. To meet the primary needs of the education sector during the war, the Ministry of Education and Science offers: digital devices for education; publication of textbooks and manuals for the New Ukrainian School; opening educational hubs abroad; creation of catch-up educational programs and tools; creation of sectoral training and practical centers; training teachers in providing pre-medical care; promotion of academic mobility; cooperation projects for the development of innovations and exchange of best practices, creative contests, and various psychological support courses.



Between March 27 and April 4, 2020, the Institute of Information Technologies and Teaching Aids of the National Academy of Educational Sciences of Ukraine conducted an online survey among teachers to identify the most popular educational resources and electronic learning tools. The survey results revealed that teachers preferred the following forms of professional development: webinars, online courses and masterclasses, online conferences, online seminars, projects, and individual work with a mentor (The results of the online survey «Teachers' needs for professional development in the use of digital tools and ICT in quarantine» collection of materials, 2020).

The effective use of Internet resources has become a key element in the scientific and methodological support of educators, enabling the tracking of trends in educational reform, the transformation of psychological-pedagogical and methodological knowledge into professional activities, the exchange of best practices, and self-education for teachers (Karataieva M, 2013). Given that a teacher is a creative individual capable of independently identifying their needs for specific information or practical skills required to enhance professional expertise, it is crucial for teachers to have the freedom to choose courses based on their needs without restrictions. For instance, one teacher might need an additional course in their subject area, another might require a course on subject methodology, while a third might seek personal development training. This highlighted the necessity and relevance of developing a personalized system of postgraduate education that provides each educator with extensive opportunities to update, improve, and deepen their professional training while ensuring a developmental, problem-solving, and dialogical interactive approach to learning on an integrative basis.

The researcher I. Dzezhovska, in the teacher-trainer's manual «Teaching Teachers», aptly noted that when designing programs for teacher training, attention should be given to the following points:

- Teachers want to know what exactly the training sessions will offer them; they seek assurance that they will gain something useful and valuable.
- The training should be well-designed, but it should also be approached flexibly. Sometimes, it may be necessary to discuss certain topics in more detail and at greater length, while others might need to be omitted altogether.
- It is important to remember that teachers often refer to their prior knowledge during training courses. This should not be a concern – rather, it is an opportunity for mutual exchange of experiences.
- Course participants should feel safe and have the freedom to express their thoughts without fear of ridicule or judgment (Dzezhovska, 2002, p. 45).

The conscious acquisition of knowledge directly depends on the ability to apply it in various situations. Previously acquired skills, in turn, enhance interest and stimulate a teacher's motivation for self-education, reinforcing their self-confidence, abilities, and potential.

E-learning, or distance learning utilizing information technologies, has proven to be highly effective in enhancing the professional qualifications of specialists across various fields. This approach is actively practiced not only in numerous universities and centers for lifelong adult education but also in training sessions for professional development courses. It involves standard visualization methods, such as "drawings, diagrams, models, 3D models, and videos", enriched by another dimension of enhanced visual information—augmented reality, which combines real and virtual objects, creating an entirely new perception of reality (Zubko A., Zhorova I., Kuzmenko V., Sliusarenko N., Kokhanovska O., 2020). Additionally, educators have access to a wide range of platforms («Na Urok», «Vseosvita», EdEra, Prometheus, Coursera, VUM, Duolingo) offering free and paid online courses that significantly contribute to self-education.

Currently, various forms of distance learning are employed in the system of postgraduate education, particularly in the development of educational and methodological materials. Among these are synchronous learning, where knowledge transfer and communication occur in real time, such as through tele- or videoconferencing or chat sessions; and asynchronous learning, where participants and instructors interact via email or internet forums, leaving messages at any convenient time. A key aspect is that participation in e-learning is supervised by a competent educator (who motivates participants, answers questions, evaluates and provides feedback on their work, etc.), with the only difference being the mode of communication. Just like in traditional forms of education, the information-educational environment allows for active engagement with a mentor: asking questions, seeking advice, consulting, and more.

The advantages of e-learning for participants of professional development courses include: individual contact with the instructor, cost savings (compared to traditional learning), time efficiency, the ability to study in a convenient location and at a comfortable pace, accessibility for individuals with physical disabilities, and the opportunity to benefit from the knowledge and experience of professionals working in remote professional development centers.

The labor market of the information society imposes significant demands on the general and professional training of the entire active population, which, in turn, promotes the development of an information-educational environment within society as a whole. The information society has begun to outline tasks aimed at educating specialists capable of adapting flexibly to life situations, independently acquiring necessary knowledge and applying it in practice; thinking critically; identifying problems that arise in real-world activities and seeking rational solutions using modern technologies; working effectively with information; being communicative and engaging in various social groups; working collaboratively in teams; and independently striving to develop their own morality, intellect, and cultural level (Kukharenko & Rybalko, Syrotenko, 2002, p. 29).

Thus, we can assert that the development of the informatization system in postgraduate education enables the transfer of a greater volume of information to educators. The offerings for teachers are becoming more diverse, adapting to



different levels of professional development, professional expertise, and experience, allowing each individual to choose something of interest in a particular area from the options provided.

In response, such a trajectory of societal and educational development demands that teachers engage in lifelong learning throughout their careers. This professional development involves the continuous updating of knowledge and skills, enabling them to carry out their professional activities in an informatized, innovative educational environment. Teachers' understanding of the importance of systematic computer support for educational and professional activities, along with their lifelong participation in the information society, has become one of the key ways to ensure their successful adaptation to the changes brought about by global progress in civilization.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, a crucial factor in a teacher's professional improvement is their awareness of the need to work on enhancing their professional level up to the level of mastery. In today's context of working with children, it is essential to address practical challenges and apply solutions directly in their professional activities to achieve positive outcomes based on the knowledge acquired from various literary sources, media, the Internet, and advanced pedagogical practices. This, in turn, fosters the continuous development of the teacher's creative potential, as the availability of diverse information stimulates self-education.

The prospects for further research lie in exploring the effectiveness of various technological tools for supporting self-education (mobile apps, online platforms) and identifying the main barriers that hinder teachers from engaging in self-education (lack of time, lack of resources, insufficient motivation).

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