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Professional Development of Higher Education Teaching Staff in the Context of Globalization

The article presents a comparative study of the processes of professional development of faculty of foreign universities in the context of globalization challenges. Emphasis is placed on the fact that the processes of globalization of higher education have put on the agenda the issue of improving the quality of educational services. An important component of this process is professional development of research and teaching staff, who, to a large extent, are the guarantors of quality higher education in any country. In Ukraine after the entry into force of the Law of Ukraine "On Education" dated 05.09.2017 № 2145-VIII and the Resolution of the Cabinet of Ministers № 800 dated 19.08.2019 "Some issues of professional development of teachers and research and teaching staff", which actually enshrined at the regulatory level new approaches to professional development of research and teaching staff on the basis of diversification. These changes put on the agenda the study of relevant foreign experience and its transformation in Ukrainian realities.

Comparative pedagogical research is today an important component of modernization of education in Ukraine. The article analyzes the works of O. Lokshina (history and methodology of comparative pedagogical research), O. Ionova, N. Postrygach, O. Terenko (adult education), A. Koshel (foreign experience of advanced training), David A. Watkins (learning process in different cultures), J. Belmaz, N. Varga, N. Prikhodkina (USA), O. Melnikov (Great Britain), S. Blaginina, T. Gorokhivska (Germany) and others. It should also be noted that the paper presents an analysis of information from electronic sources, in particular the websites of the world's leading universities: Stanford, Columbia (USA); the Universities of Waterloo and Toronto (Canada), Cambridge and

Oxford, the University of Plymouth (UK), Sydney University (Australia), the Universities of North Rhine-Westphalia (Germany), Beijing Normal University (China), etc. The experience of the National Institutes of Education and Training (France) is also described.

In particular, it was found that the system of professional development in the United States of America is maintained both by the institution itself and by external providers. Today, almost every college or university in the United States has a Center for Teaching and Learning (CTL), responsible for professional excellence.

The development of the in-service training system in Canada began in the 1960s and 1970s, when the purely individual responsibility of the teacher for their professional level was replaced by the responsibility of the educational institution to create appropriate opportunities by introducing a large number of professional development centers on college and university campuses. The paper presents the experience of the Centers for Teaching Excellence at Canadian universities. The Center for Continuing Professional Development (CPD), which exists at the Medical Faculty of the University of Toronto, and others are considered as an example of the structure created for professional development of teaching staff at the faculty level.

The activity of the Academy of Higher Education of Great Britain (new name AdvanceHigherEducation) is considered. Particular attention is paid to the UK Professional Standards Framework (UKPSF), which has been effective since 2011. The experience of the leading institutions of Great Britain is described, where there are separate divisions responsible for professional development in three main directions - educational technologies, research activity, administration of educational processes. The article advocates that Australian higher education institutions in their practice follow the experience of Great Britain. The University of Sydney has recently become a strategic partner of the Academy of Higher Education (HEA). The strategic partnership means that the university can now

submit its professional development programs for HEA accreditation and launch joint scholarship programs.

The in-service teacher training system in Germany is shown on the example of the HDW NRW, an association of universities in North Rhine-Westphalia, which includes more than twenty leading universities, mostly technical ones. Since 2009, cooperation between universities has been regulated by an Agreement that provides for a two-tier model of cooperation, a certification system and an unlimited term of existence of this university network.

The paper analyzes the system of in-service training of higher education staff in France and emphasizes that since September 2019, in-service training of academics in France has been carried out within the structure of Higher National Institutes of Education and Training (Instituts Nationaux Supérieurs du Professorat et de l'Éducation). Institutes are structural units of universities and academies.

Among the countries of the Far East we highlight the experience of China, which in the twentieth century built a system of higher education based on the experience of the USSR, which was reflected in the system of professional training of teaching staff. At the same time, since the beginning of the XXI century, China has seen a significant transformation of the higher education system as a result of globalization processes in this field. In the context of Chinese education, research on ways to develop the professional level of faculty has begun only recently. The example of one of the oldest institutions of higher education in China, Beijing Normal University, where the Institute of Teacher Education was established in only in 2004, is given.

The study of analytical and scientific materials on the professional development of teachers of foreign colleges and universities allowed to develop appropriate recommendations for further modernization of the system of professional development of research and teaching staff of higher education institutions in Ukraine, which is reflected in the following conclusions:

1. Diversification of the processes of professional development of scientific and pedagogical staff in Ukraine stimulated the scientific search for relevant

experience in the world's leading universities as a model for the development of appropriate approaches at the national level.

2. The requirement of time is the creation of a national coordination center to regulate the processes of professional development of research and teaching staff of higher educational establishments and launch of a powerful Web-portal as one of the key tools meant to provide the necessary information to consumers of educational services.

3. The practice of national professional development grants for university teachers, which is not widespread today, should be introduced in Ukraine.

4. An important aspect of improving the work on professional development is to conduct a series of surveys among higher education institutions teaching staff to clarify their professional needs and to serve as a basis for making responsible management decisions.

5. The need of time is to create a system of prolonged evaluation of the activities of higher education institutions teaching staff, taking into account the improvement of their professional competence in the process of professional development, which should be reflected in the relevant electronic portfolios to be published on the Internet.

6. The system of on-line training of teaching staff calls for aligning with the challenges of the current stage of human development.