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MISSION OF A HIGHER EDUCATION TEACHER

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Theoretical and practical aspects of professional activity of a teacher of a higher education institution in the conditions of martial law are considered. It is noted that the mission of a higher education teacher depends on many factors: the mission of the higher education institution and the direct structural unit in it; professional skills of the teacher; readiness of everyone for professional growth during life, etc. It is proved that the academic mobility of a high education teacher is one of the characteristics of the mission of a teacher of a higher education institution.

Based on the analysis of the development strategy of the Department of Primary and Preschool Education of Ivan Franko National University of Lviv, the real threats to the professional activity of teaching staff are identified. In the context of the identified threats, the mission of a higher education teacher is analyzed.

Emphasis is placed on an important problem of our time – the outflow of Ukrainian entrants to other countries, in order to study there. It is noted that the main task of a teacher is to show the capabilities of a particular education institution in a combination of training (education) in Ukrainian and foreign education institution with the help of the program of academic mobility, which can involve a student of any year of studying.

It is shown that a threat of the loss of the authority to obtain higher education in general can be lost. It is noted that each individual must be ready for repeated changes of the profession and, accordingly, retraining in the system of organized adult education, which contributes to the economic, cultural, personal development of the potential of the population.

An analysis of the study of the problem of dual education at the regulatory level - as a way of alternative learning in martial law is proposed.

It is noted that professionalism in performing professional tasks, professionalism in organizing the educational process on the basis of student-centeredness and subject-subject relations, a high level of professional and personal competencies are necessary criteria for assessing the skills of a higher education teacher. This is what defines the mission of a teacher of higher education.

Keywords: higher education teacher, academic mobility, adult education, dual education, mission of higher education teacher.

Formulation of the problem. The personality of a higher education teacher has always been the target of scientists and politicians, sociologists and psychologists, economists and philosophers. A special attention is paid now to the teacher of a higher education institution due to the extremely difficult period of wartime. On the one hand, some of the Ukrainian higher education institutions are forced to suspend their activities completely or partially, reformat them into remote or distance format, accept the need for asynchronous learning because of extraordinary circumstances and objectively existing reasons.

The future specialist is a person who is able to adapt in a multifaceted world that is changing rapidly, and this significantly affects the content and nature of professional training of future specialists in higher education institutions. The current conditions of Russia's full-scale invasion of Ukraine have led to increased migration and emigration of a significant number of people, which has dramatically updated the set and content of the tasks of the Ukrainian higher education system.

In order to ensure its attractiveness for a large number of students and potential entrants, academic mobility of students becomes important, which is determined by the free choice of those wishing to obtain (or complete) higher education in their country or abroad to obtain a diploma.

The Law of Ukraine “On Higher Education” states: academic mobility - the ability of participants in the educational process to study, teach, train or conduct research in another institution of higher education (scientific institution) in Ukraine or abroad (Article 1) [1].

Analysis of research and publications.

Academic mobility of Ukraine is a leading direction in the process of forming a single “Europe of knowledge” – a single European educational and scientific environment. The creation of a unique educational and scientific environment provides free access of citizens to various educational and scientific programs, educational processes and provides opportunities for their optimal interaction through compatibility and mutual recognition, as well as individualization of educational trajectories.

The works of such scientists as V. Andrushchenko, T. Bogolib, T. Dovha, S. Sysoeva are devoted to the problems of higher education of Ukraine, the mission of the teacher of higher education institution. Thus, T. Plachynda and T. Dovha study the problem of forming a positive image of a teacher of higher education institution in the context of the formation of his professionalism. B. Kachur and M. Kachur study the features of corporate culture of teachers of higher education. I. Koteneva and N. Karlova analyze the modern roles of a teacher of a higher education institution in the context of modern changes in society. V. Stynska, L. Prokopiv, M. Bratko investigate the technologies of forming a leader in the process of professional training of a teacher of a higher education institution, etc.

The study of the essence of the process of academic mobility, typology and periodization of academic mobility, trends and prospects of academic mobility in different regions of the world are described in the scientific works of the following scientists: A. Antonov, S. Verbytska, A. Gladyr, I. Shpektorenko (stages of development, structure of state regulation of academic mobility of students);

K. Abulkhanova-Slavskaya, P. Gornostay, A. Markova (the problem of specialist readiness for personal and professional self-realization and mobility); N. Kovalisko, J. Talanova, A. Tatarnikova, I. Shpektorenko (structure, semantic and terminological aspects of academic mobility); Astakhov, S. Verbytska, G. Boyko (features of student academic mobility) and others.

In the context of the mentioned above, the problem of our research arises: what is the mission of a higher education teacher now?

The aim of the article: based on theoretical analysis, practical experience and in the context of monitoring the organization of the educational process in higher education institution to identify the main activities of higher education teachers and formulate its mission while the martial law state which was imposed in Ukraine on February 24, 2022.

Presenting main material. The Development Strategy of the Department of Primary and Preschool Education of Ivan Franko National University of Lviv highlights the strengths and weaknesses of the activity, defines the purpose and prospects, and identifies the threats experienced by research and teaching staff at the time of approval of this strategy in 2021 [7]. It is in the context of the above that the mission of a higher education teacher in wartime will be revealed.

Among the threats facing a department, in the first place it is noted: the deteriorating demographic situation in Ukraine and the reduction of the potential number of applicants. This threat is relevant for the entire higher education system. The teacher of higher education will not be able to influence the demographic situation in the country, but he/she can focus his/her efforts on career guidance work among potential entrants to promote a particular educational program or specialty in the chosen university.

Attracting potential entrants can be carried out not only among school graduates, but also among professionals who have received pre-professional higher education, or due to various circumstances and the need to change the direction of professional activity.

Career guidance activity is a set of logically justified structured means of representatives of secondary education, each structural unit of higher education institution, practical psychologists and social educators, aimed at helping young people in professionally determining their own future, choosing a specific educational institution based on market competitiveness and demand at modern labor market.

An important direction of the teacher's mission in career guidance in this context is to identify clearly all the benefits and opportunities that the future student will receive by choosing the proposed specialty or educational advantage.

Today, the outflow of Ukrainian entrants to study abroad has become a real threat not only within one department, but also in the activities of many higher education institutions. The increase in the number of people willing to continue their education or start it in a new educational program in foreign higher education institution is due, first of all, to Russia's full-scale invasion of Ukrainian lands. What should be the teacher's mission?

We believe that the main task of the teacher is to show the capabilities of a particular education institution in a combination of studying (getting education) in Ukrainian and foreign higher education institution through the program of academic mobility, which can involve any student. The teacher, relying on the legal framework for education both in the country and in a particular higher education institution, is obliged to demonstrate all the possibilities of higher education and educational program to meet the needs of students in the formation of their professional competencies, their becoming a competitive professional.

Academic mobility of students is one of the most important aspects of the integration of Ukrainian higher education institutions in the European and world educational environment. It is the readiness for academic mobility, which is defined as a professionally oriented characteristic of future professionals, and the formed competence serves as a mechanism for successful adaptation of the individual to the changing conditions of social interaction.

Academic mobility is considered as the transfer of students and teachers for a certain academic period, semester or academic year, including various internships, to another Ukrainian higher education institution or abroad for studying or conducting research. It is mandatory to have re-certification of educational programs in the regulated manner in the form of credits in the higher education institution where the student began his/her studies, and the teacher works on a permanent basis.

In modern conditions, international academic mobility is relevant, which has become an integral part of scientific activity, a kind of factor in the development of science and education. The process of international academic mobility of young people in the martial law state, in which Ukraine is since February 24, 2022, may minimize the positive aspects and may cause negative consequences of such mobility, in particular : "brain drain", loss of scientific, educational and sociocultural potential. Our country may fall behind world educational and scientific standards, etc.

There is an urgent need to deepen and systematize knowledge about the nature, trends, structure, motives and factors of international academic mobility of young people, which will make sound recommendations for optimizing this

process and its usage to enter the world scientific and educational environment, as well as improving quality and international Competitiveness of National Education. Today, no national higher education institution is able to train specialists who meet the requirements of the information society in isolation.

The next threat identified by the Development Strategy of the Department of Primary and Preschool Education of Ivan Franko National University of Lviv is the loss of the authority to obtain higher education in general.

The annual report of the National Agency for Quality Assurance in Higher Education for 2019 states that according to single state electronic base of educational questions, dating the November 2019, there are 671 institutions of higher education in Ukraine. This huge figure by EU standards consists of: 193 universities, 152 institutes, 127 separate units, 118 other research institutions (organizations), 73 academies and 8 research centers [6, p. 15]. The annual report provides information on 476 institutions of higher education in Ukraine, of which 319 are state-owned and 157 – private [6].

The modern world is changing rapidly and some professions are becoming less popular in the labor market. Therefore, an adult must be prepared for repeated changes in profession and, accordingly, retraining. The legal legislation of Ukraine opens more opportunities for continuing adult education, in particular, ensuring the formation of competence “readiness for lifelong learning”.

Therefore, adult education is becoming more flexible – a person will be able to receive several vocational educations for a state expense during his/her life. Students were also given the opportunity to freely choose forms of education, in particular, the provisions for obtaining dual education are actively implemented (a method of obtaining education that combines training in educational institutions with on-the-job training for obtaining certain qualifications [4]).

We agree with S. Lapayenko, who states that the social significance of lifelong learning is to promote the development of tolerance and readiness for life in an open multicultural society. Adult education contributes to the economic, cultural, personal development of the population, in particular:

- in terms of economic prospects, adult education performs the function of forming the readiness of the individual for rational consumption, support for entrepreneurship, economic success, sustainable development;
- in the context of cultural development, adult education is tasked with preserving and developing national, cultural and educational traditions, social norms of behavior and values;
- on the prospect of personal growth – expanding educational opportunities for adult citizens, creating an environment for continuous improvement of personality, its adaptation to socio-economic changes in the country and in the world [5, p. 48].

The dual form of vocational education is a way of learning in which theoretical material is mastered in an institution with a teacher, and practical training takes place in the workplace. This approach differs significantly from the “practical work”, because it is based on not only consolidating the theory in practice, but also learning in the conditions of production [2].

In Ukraine, dual training was piloted during 2015–2017. Then an experiment was carried out on the organization of the educational and production process with elements of the dual form of education on the basis of the Higher Vocational School №33 in Kyiv (profession “chef”), the Higher Vocational Art School in Lviv (profession “painter”), the Higher Vocational School of Mechanical Engineering Zaporizhia (profession “turner”).

The first issue of three experimental groups showed positive results of the introduction of elements of dual form of education: high level of employment – up to 97 %, improving the quality of training by 12–17 %, additional funding – up to 50 thousand UAH in each institution, reducing utility costs and consumables, more stable and mutually beneficial cooperation with employers [2].

We can say that the active development of the adult education system, the rapid introduction of dual education in the system of training of future professionals in various fields of education determine the characteristics of the mission of higher education teacher, and contribute to the promotion and implementation of academic mobility in Ukraine.

According to researchers, to create an effective system of national academic mobility in Ukraine it is necessary to ensure its legal framework, create an effective organizational and economic mechanism, and identify sources of funding and readiness for partnership of the subjects of the academic exchange process [3, p. 96].

General trends in the development of higher education in the late twentieth and early twenty-first centuries, in particular are the emergence of private universities, the tendency to form numerous separate structural units, generally a high number of higher education institutions in Ukraine compared to the EU. For instance, three times the advantage of state institutions to private ones. It practically shows the loss of the authority of obtaining higher education in general. What do we see as the teacher’s mission in this context?

We believe that the scientific and pedagogical worker, his professionalism in performing professional tasks, organizing the educational process based on student-centeredness and subject-subject relations, a high level of professional and personal competencies can serve as a guide and a good example to follow in obtaining higher education.

Renewal of the functions of a modern higher education teacher requires everyone to develop their own concept of self-development based on self-assessment, self-development, and self-realization, formation of leadership

potential in professional and pedagogical activities, mastering foreign languages for constant updating of professional information from international scientific sources throughout life.

Conclusions and prospects for further research. Thus, we argue that the definition of the mission of a higher education teacher is due to the following factors:

- the mission and values of the higher education institution in general and the direct structural unit in it in particular;
- professional skill of the teacher of higher education institution; formed readiness of each teacher for professional growth during life;
- availability of opportunities for the implementation of academic mobility of higher education teachers both in Ukrainian network of higher education institutions and the system of education institutions abroad.

We see the prospects for further research in the promotion of a wide range of educational and practical activities that affect the formation of professional skills of higher education teachers, thus determining his/her mission in today's reorganization of higher education.

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МІСІЯ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ

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Розглянуто теоретичні та практичні аспекти професійної діяльності викладача закладу вищої освіти в умовах воєнного стану. Зазначено, що місія викладача вищої школи залежить від багатьох чинників: місії закладу вищої освіти та безпосереднього структурного підрозділу в ньому; професійної майстерності викладача; готовності кожного до професійного зростання впродовж життя тощо. Доведено, що академічна мобільність викладача вищої школи виступає однією із характеристик місії викладача ЗВО.

На основі аналізу стратегії розвитку кафедри початкової та дошкільної освіти Львівського національного університету імені Івана Франка зазначено реальні загрози діяльності науково-педагогічних працівників, у контексті виокремлених загроз проаналізовано місію викладача вищої школи.

Акцентовано увагу на важливій проблемі сучасності – відтік українських абітурієнтів на навчання за кордон. Зазначено, що основне завдання викладача:

– показати можливості конкретного навчального закладу у поєднанні навчання (отримання освіти) у вітчизняному та зарубіжного ЗВО через програму академічної мобільності, до якої може бути залучений студент будь-якого року навчання.

Показано, що важливою загрозою є втрата авторитету здобуття вищої освіти в цілому. Зазначено, що кожна особистість повинна бути готовою до неодноразової

зміни фаху і, відповідно, перенавчання у системі організованої освіти дорослих, яка сприяє економічному, культурному, особистісному розвитку потенціалу населення.

Запропоновано аналіз дослідження проблеми дуальної освіти на нормативно-законодавчому рівні – як способу альтернативного навчання в умовах воєнного стану.

Зазначено, що фаховість у виконанні професійних завдань, професійність організації освітнього процесу на засадах студентоцентризму та суб'єкт-суб'єктних відносин, високий рівень сформованості професійних та особистісних компетентностей є необхідними критеріями оцінювання майстерності викладача вищої школи. Саме це і визначає місію викладача закладу вищої освіти.

Ключові слова: викладач вищої школи, академічна мобільність, освіта дорослих, дуальна освіта, місія викладача вищої школи.