РОЗДІЛ 3. ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

PROFESSIONAL SELF-DEVELOPMENT IN THE CONTEXT OF CONTINUOUS LEARNING

ПРОФЕСІЙНИЙ САМОРОЗВИТОК У КОНТЕКСТІ БЕЗПЕРЕРВНОГО НАВЧАННЯ

Baibakova I.M.,
Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department of Foreign Languages for Engineering
Lviv Polytechnic National University

Hasko O.L.,
Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department of Foreign Languages for Engineering
Lviv Polytechnic National University

The article aims at considering and analyzing traditional and new methods of professional self-development in the context of continuing education and at substantiating the importance of its application in the process of obtaining higher education by incorporating into the academic curricula for future specialists, researchers and scientists such fundamental principles as professional values, continuous professional development, internship, self-motivation, soft skills and adaptability. Continuous learning is significant for problem-solving and critical thinking. In the context of innovative approaches to the interpretation of education issues and professional self-development, it is advisable to consider and analyze such elements of analysis as self-assessment, self-motivation and psychological characteristics of the personality, as well as professional modifications in the context of the scientific and methodological paradigm of the 21st century.

Professional self-development/self-directed learning in the framework of continuous education as an approach to learning should be part and parcel of the learning process in the course of obtaining tertiary education. Its traditional and new methods must be regarded, analyzed and integrated into all professionally oriented disciplines and research related activities performed by university students. Self-directed learning is an approach to education that encourages students to lead their own learning experience. Learners clarify their own learning aim and directions, the resources and the strategies to be applied. Then they start mastering new information, knowledge and skills, assessing and evaluating the outcome.

The analysis has shown that in the course of self-development it is critical to analyse the problem concerning the innovative methodologies such as self-assessment, motivational and cognitive processes, traits of the personality, technological achievements, professional issues and to overcome lack of motivation and fear of failure being the most pivotal challenges in continuous learning.

Key words: professional self-development, educational curricula, professional values, self-motivation, soft skills.

Стаття має на меті розглянути і проаналізувати традиційні та нові методи професійного саморозвитку у контексті безперервного навчання і обґрунтувати важливість застосування у процесі здобуття вищої освіти шляхом інкорпорації у робочі програми навчальних дисциплін фахового спрямування таких засадничих принципів як професійні цінності, постійне підвищення кваліфікації, стажування, само-мотивація, соціально-комунікативні, так-звані, 'м'які' навички та адаптивність. Безперервне навчання є важливим для вирішення проблем і критичного мислення. У світлі інноваційних підходів до інтерпретації проблем освіти і питань професійного саморозвитку, доцільно проаналізувати такі елементи аналізу як само-оцінювання, само-мотивація та психологічні характеристики особистості, а також професійні модифікації у рамках науково-методичної парадигми XXI ст.

Професійний саморозвиток або самостійне навчання з точки зору безперервної освіти як підхід до навчання має бути невід'ємною частиною навчального процесу під час здобуття вищої освіти. Його традиційні та нові методи повинні бути розглянуті, проаналізовані та інтегровані в усі професійно орієнтовані дисципліни, а також у науково-дослідницьку діяльність, що виконується студентами університету. Самостійне навчання – це підхід до освіти, який заохочує студентів автономно керувати своїм навчальним досвідом. Здобувачі вищої освіти формулюють та уточнюють власні навчальні цілі, ідентифікують напрямки, знаходять ресурси та визначають стратегії, які будуть застосовуватися ними в процесі вивчення теоретичного матеріалу, його подальшого практичного використання та засвоєння основ науково-дослідницької роботи на базі отриманих умінь. У процесі опанування нової інформації, знань і навичок, студенти вчаться оцінювати та аналізувати результати своїх поточних здобутків та кінцевих результатів.

У процесі саморозвитку критично важливо аналізувати проблеми, пов'язані з інноваційними методологіями, а також долати брак мотивації та страх невдачі, що є найважливішими викликами у безперервному навчанні.

Ключові слова: професійний саморозвиток, навчальні програми, професійні цінності, само-мотивація, соціально-комунікативні 'м'які' навички.

The problem being regarded. Professional self-development or self-directed learning in the framework of continuous education as an approach to learning should be part and parcel of the learning process in the course of obtaining tertiary education. Its traditional and new methods must be regarded, analyzed and integrated into all professionally oriented disciplines and research related activities performed by university students. Self-directed learning is an approach to education that encourages learners to lead their own learning experience. Learners clarify their own learning aim and directions, the resources and the strategies to be applied. Then they start mastering new information

and knowledge and, later, assess and evaluate the outcome.

Research and publications review: The International Association of Teachers of English as a Foreign Language – IATEFL – was at work, from April 18th to April 21st, within the 56th IATEFL International Conference and Exhibition in Harrogate, UK. While at the conference, the Educational Development Centre was able to attend a great number of events related to the issue of professional development, reflecting on the influence and meaning of the Educational Development Centre initiatives all over the world. At one of the panel discussions it was proposed to apply very useful tools in order to evaluate self-directed professional development and the outcomes that are aimed to achieve when developing and following a self-development plan for the higher school curricula.

Quite a number of researchers in the field of continuous education in their publications focus on the five educational tips adapted from Jojo Mrgich's Five Elements of an Effective Professional Self-Development Plan that includes concentrating first on job-specific skills, on being more flexible about setting goals, on assessing a progress at least once a year and taking notes of personal positive outcomes and points for improvement [6]. The methods of self-assessment as a part of self-development are being investigated by such researchers as N. Ainsworth in a five level self-directed professional development evaluation model framework presented at the IATEFL conference in April, in the D. Kirkpatrick modern model, T. Guskey's critical levels of professional development evaluation etc. A. Perejro has published some articles in the field of self-development relating to subjects that can cause interest and self-motivation that are Socioemotional Skills, Technological Tools, Human Rights, Environment, Time Management and Exchange Experiences [7]. During the word cloud analysis it was identified that the results have included lifelong learning skills and competencies, and three types of lifelong learning paradigm (formal, non formal, and informal) [5].

Issues requiring further consideration. Since much of the self-development processes are not explicit in the academic curricula it is necessary to spare more efforts on filling them with the critical issues that compose the novel approach, namely, the motivational processes together with the cognitive processes in lifelong learning. It is also vital to investigate how higher school settings can promote continuous learning for the future identification of educational institutions as lifelong learning centers.

The aim of the article. The article is aimed at considering and analyzing the main issues and challenges of the professional self-development paradigm in the context of innovative approaches to the problem of continuous learning incorporated into the curricula of the higher school.

The main body. Continuous learning, also called lifelong learning and continuous education, refers to the non-stop process of self-motivated mastery of new skills and knowledge in the changing world. It is meant to render how personal development is not limited to formal learning settings but takes on various forms and formats during all our lives. Lifelong learning has been explained by organizations such as the European Commission, the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Organization for Economic Cooperation and Development (OECD). The European Commission defines lifelong learning as an approach that refers to all processes transforming a person's experiences before they are inserted into their life, making an individual more experienced. The UNESCO definition of lifelong learning includes all intentional learning from birth to death referring to both informal learning in such environments as the workplace, home life, or social work and formal education in institutions such as schools, universities, and different education settings [10].

While forms of lifelong learning have always existed, the concept has developed in the last few decades. With the rapid development of new technologies a growing number of jobs and academic institutions are to adapt to the new environment of lifelong learning process. Today adaptability has become one of the most critical ingredients that can lead modern workplaces to success. Informational technological advances, revolutionary generative AI breakthroughs have made things change faster than ever. In a sophisticated and global world, these changes have often been identified as unpredictable. The truth is that if you are not loyal to being a lifelong learner, you are already behind. Regarding this notion, the benefits of continuous learning are clearly seen, namely, continuous learning is significant for problem-solving and critical thinking in educational success. Lifelong learning promotes the development of effective strategies for overcoming challenges, enhances analytical skills, and fosters self-reflection. It encourages the students to explore new opportunities and perspectives in their work and personal development. It enables them to develop social and marketable professional skills through upskilling and reskilling [9].

It was in 2002 when P. Barton in his book 'Staying in Course of Education Reform' spoke about the fact that students do not like self-assessment and in order to make assessment sensible and attractive to students of the 21st century self-development should undergo critical modifications. Barton claims: "Teaching and learning need to change from the outdated 3Rs to a New Learning Paradigm which consists of the 4Cs Skills of the 21st century, (critical thinking and problem solving, collaboration, creativity and innovation, and communication), so does self-development and

self-assessment need to modify to serve the moral purpose in the modern model of education" [1, p. 35].

A new look at the self-development plan within continuous education is related to the issue of self-assessment and self-directed evaluation as the initial steps in designing the self-development plan for the students. Teachers and students have to ask themselves about 1) their reaction to any event that takes place, 2) novelty in learning and beliefs that teaching is a success, 3) ways and implementations of new ideas, 4) self-assessment and evaluation of upsides and downsides in learning and teaching on a regular basis [6].

'In Life Skills for All Learners', the authors A. Amir and T. Guskey, present a ubiquitous, classroom-tested model for teaching, self-assessing, and reporting seven of education's new essential skills which they name as life skills: meta-level reflection, expert thinking, creativity and innovation, adaptability, audience-centered communication, empathetic social skills and ethical leadership.

This resource produces a map of continuum of self-development from the earliest child age through school years to the adult period of professional self-development [4]. In this continuum two processes take part: motivational and cognitive ones participating in lifelong learning, yet in what way these different processes work together from childhood to adulthood is unknown [3; 8]. L. Cronin-Golomb in her article "Self-motivated and directed learning across the lifespan" discusses the role of personal motivators, such as beliefs in self-efficiency and personality traits in self-directed lifelong learning focusing on the working memory, inhibitory control, and task switching as concepts of lifelong learning [2]. The investigation provides a deeper comprehension and new vision of the mechanisms of self-motivated and directed learning across the lifespan. Together with personality traits and the motivational mechanism of 'what self

is' research it is necessary to dwell upon situational motivators. The first such motivator is learning for the sake of social interaction, that is, learners will start looking for information themselves for the sake of social engagement; the second motivator goes to problem-solving while the third situational motivator, and perhaps the one that truly represents the pure essence of self-directed learning, is learning for the love of learning. In this case, information is acquired as a result of natural curiosity. As to the personal traits and beliefs in self-efficacy the author writes, "The Big Five broad personality traits are extraversion (e.g., enjoyment of highly social situations), openness (i.e., willingness to try new things), conscientiousness (e.g., ability to control impulses and engage in goal-directed behaviors), agreeableness (e.g., levels of kindness and trust towards others), and neuroticism (e.g., a tendency towards stress and anxiety). Each of these traits exists along a continuum. That is, any one learner is typically not simply "open" or "not open," but instead exists somewhere between the two extremes. In other words, the Big Five measures tendencies of individual learners to demonstrate varying degrees of each trait. These personality traits have been studied in relation to a wide range of topics, including but not limited to political beliefs and voting effort, addictive behavior, and teacher-student relationships" [2, p. 12]. So, in order to bridge the gap in this research it is necessary to integrate the motivational and cognitive processes.

The investigation has shown that the joint influence of cognitive ability and motivation is very successful in industrial and organizational settings and is the strongest on tasks of moderate difficulty in adults [11]. Specifically, the notion in what way personality traits and self-efficacy (motivational processes) may impact the place of executive functions (cognitive processes) under self-motivated and directed learning conditions is illustrated in Fig. 1.
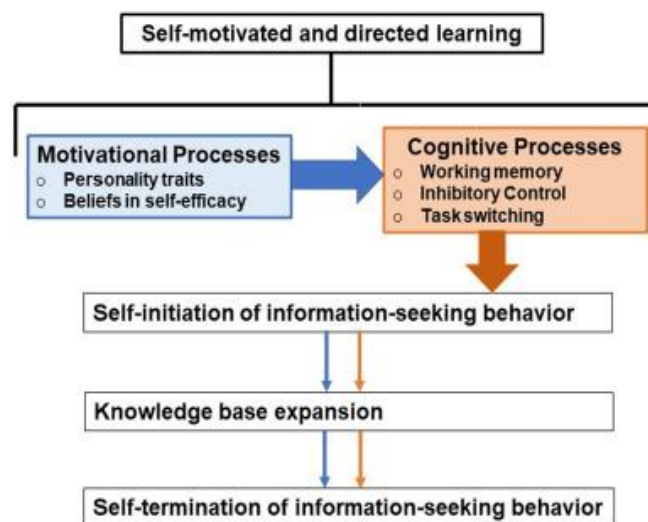

Fig. 1. Schematic of motivational and cognitive processes driving self-motivated and directed learning [2]

As different types of lifelong learning are discussed by different researchers let us come closer to this issue. So if a student wants to engage in lifelong learning there are many options. You can choose, for example, formal learning which is characterized by the set schedule and by the functions within structured context. Formal learning is often resulting in degree recognition, for example, bachelor's, post-graduate etc. It is also very rewarding to engage in informal or self-directed type of learning; the examples of such learning can be Open Online Courses (MOOCs) which provide free, open web-based access to courses based on learners' self-engagement and self-development. The really valuable thing is that they are related to individual learning goals and interests of the learners. Such courses can provide college credits. The learner can also choose different online learning platforms to mainstream his/her learning process, for example, courses on service management, business, technology skills, personal traits and other topics. Actually, informal learning can come in many forms, including viewing videos, self-study, reading articles, participating in forums rooms, coaching sessions, and games. There is one more type of lifelong learning and it is professional learning that takes place at the workplace or in a professional area. It is usually related to the occupation and covers a big number of different methodologies. The most important are training, workshops, conferences, skills acquisition, using YouTube, podcasts, journals, articles, books, and blogs associated with the field, networking with other professionals. It might also be personal, or informal. On a personal level, you use any chance to study outside the office. So quoting A. McFee: "Lifelong learning is not just a pathway to professional advancement; it's a journey toward self-fulfillment. In a world that is constantly evolving, the ability to learn, unlearn and relearn is the true mark of growth. It is about embracing change, expanding our perspectives, and tapping into our potential – personally, professionally, and beyond. Because in the end, the greatest investment we can make is in ourselves" [5, p. 8].

Thus, to sum up we can say that proper research should be based on an overall and ubiquitous overview of the most innovative methods, skills and strategies that give the full understanding of the issue in question, namely, the learner self-development as a part of continuous education.

Conclusion. The analysis has shown that in the course of self-development investigation it is critical to analyse the problem concerning the innovative methodologies such as self-assessment, motivational and cognitive processes, traits of the personality, technological achievements of the 21st century, professional issues and beyond. It will be also very important to propose the keys of overcoming the most pivotal challenges in continuous learning, that is, difficulty with learning strategies, lack of motivation and fear of failure.

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