

## THE ESSENCE OF PROFESSIONAL DEVELOPMENT OF A MODERN TEACHER: SCIENTIFIC AND METHODOLOGICAL APPROACHES

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**Key words:** *development, professional development, preschool education institution educators, modern approaches, professional self-realization.*

The article addresses the problem of professional development of modern educators as one of the key issues in professional pedagogy, psychology of professional development, and activity psychology. It reveals the content of the concepts "development", "professionalism" and "professional development". The characteristics of the professional development of preschool education institution staff are highlighted. It is proven that effective professional development of educators is a key driver in the reform of education, as it promotes positive changes in the knowledge and beliefs of educational staff, educational practices, and improves the quality of education. The essential features of the professional development of an educator as a component of quality education and successful teaching and upbringing of preschool children are identified. The phenomenon of professional development, which has a certain structure reflected in motives, components, scientific approaches, principles of organization, conditions, and foundations of development, is characterized. The article identifies three groups of motives for the professional development of educators: real effective motives that arise without auxiliary

external actualization, manifest in the process of professional activity, indicate an internal need for further development, a constant interest in the content of work, and a desire for self-improvement; understanding motives that arise under specific circumstances related to the need to improve the educational process and are characterized by the habit of conscientiously performing one's duties; and forced motives characterized by apathy, lack of interest in further qualification improvement, and manifest in situations of undeniable importance and necessity. The principles of organizing professional development for educational staff are disclosed. The stages of professional development of educators are characterized. The article presents scientific approaches to the professional development of educators of preschool education institutions: acmeological, axiological, systemic, synergistic, competency-based, personality-oriented, and technological approaches, which play an important role in organizing educational activities.

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## **СУТНІСТЬ ПРОФЕСІЙНОГО РОЗВИТКУ СУЧАСНОГО ПЕДАГОГА: НАУКОВО-МЕТОДОЛОГІЧНІ ПІДХОДИ**

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**Ключові слова:** розвиток, професійний розвиток, вихователі закладу дошкільної освіти, сучасні підходи, фахова самореалізація.

У статті розкрито проблему професійного розвитку сучасного педагога як одну з ключових у професійній педагогіці, психології професійного розвитку та психології діяльності. Розкрито зміст понять «розвиток», «професіоналізм», «професійний розвиток». Висвітлено характеристики професійного розвитку педагогічних працівників закладу дошкільної освіти. Доведено, що ефективний професійний розвиток педагогів є ключовим рушієм у реформуванні освіти, адже сприяє запровадженню позитивних змін у знаннях і переконаннях педагогічних працівників, освітній практиці та впливає на покращення якості освіти. Виокремлено сутнісні особливості професійного розвитку вихователя як компонент якісної освіти й успішного навчання та виховання дітей дошкільного віку. Охарактеризовано феномен професійного розвитку, який має певну структурованість, яка відображається в мотивах, компонентах, наукових підходах, принципах організації, умовах і засадах розвитку. У статті виокремлено три групи мотивів професійного розвитку педагогів: реально чинні мотиви, що виникають без допоміжної зовнішньої актуалізації, проявляються в процесі професійної діяльності, свідчать про внутрішню потребу подальшого розвитку, постійний інтерес до змісту роботи, бажання самовдосконалюватися; мотиви розуміння з'являються під впливом конкретних обставин, пов'язаних із необхідністю вдосконалювати освітній процес, і характеризуються звичкою сумлінно виконувати свої обов'язки; мотиви вимушеності характеризуються апатичністю, незацікавленістю педагога подальшим підвищенням своєї кваліфікації і проявляються в ситуаціях незаперечної важливості та необхідності. Розкрито принципи організації професійного розвитку для педагогічних працівників. Охарактеризовано етапи професійного розвитку педагогів. У вивченні досліджуваної проблеми у статті представлено наукові підходи до професійного розвитку педагогів закладів дошкільної освіти: акмеологічний, аксіологічний, системний, синергетичний, компетентнісний, особистісно орієнтований, технологічний підходи, що відіграють важливу роль в організації педагогічної діяльності.

**Problem statement.** The modern education system of Ukraine, currently undergoing reform, requires a transformation in the understanding of educators' professionalism and changes in approaches to professional development to ensure the professional self-realization of each individual, the effectiveness of their activities, and their success in an information-driven globalized society.

Professional development of educators, as the main factor in achieving educational quality, demands a high level of professionalism, creative socio-professional activity, and the ability to engage in lifelong learning. This is regulated by the Concept of Education Development in Ukraine for 2015–2025 (2010), the Laws of Ukraine “On Preschool Education” (2021), “On Education” (2017), and “On Higher Education” (2014), the Presidential Decree of Ukraine “On the National Strategy for the Development of Education in Ukraine until 2021” (2013), and the Orders of the Ministry of Education and Science of Ukraine “On Approval of the Sectoral Concept for the Development of Continuous Pedagogical Education” (2013) and “On Approval of the Conceptual Framework for the Development of Pedagogical Education in Ukraine

and its Integration into the European Educational Space” (2004).

Viewing professional development as an active qualitative transformation of an individual's inner world through the awareness of the necessity for self-change, modern researchers pay significant attention to the successful implementation of professional activities, as evidenced by the analysis of current approaches to the professional development of preschool education institution educators.

In the context of reforming Ukraine's educational system, educators act as agents of change, and it becomes crucial for them to master modern methods of using information and communication technologies to form digital competencies and enhance lifelong learning skills. Only a competent educator capable of constant self-improvement can cultivate such traits in the younger generation. Therefore, further research into the professional development of educators remains important today.

**Analysis of recent research and publications.** Scientific sources and advanced pedagogical experience indicate that the professional development of educators is a focus of modern scientific

research. The issue of professional development of preschool education educators is being investigated by contemporary domestic scientists such as H. Bielenka, N. Havrysh, L. Zdanevych, I. Ziaziun, I. Dychkivska, V. Zinchenko, N. Lysenko, L. Mashkina, T. Ponimanska, among others. The research of these modern scientists highlights various aspects of the professional development of educators. Researchers like A. Zubko, I. Zhorova, V. Kuzmenko, N. Sliusarenko, and O. Kokhanovska identify professional development as the primary value measure of the quality of modern education. This includes having a high level of information awareness, motivation for personal development and continuous self-education, the ability to think creatively, civic engagement and responsibility, mobility, flexibility, and the capability to effectively implement state educational policies and ensure the quality of education.

**The purpose of the article** is to define and analyze the essence and modern approaches to the professional development of educators.

**Presentation of the main material.** The issue of professional development of future educators is one of the key concerns in professional pedagogy, the psychology of professional development, and activity psychology. The results of the research on the phenomenon of professional development of educators are highlighted in the works of such scientists as A. Derkach, E. Klimov, T. Kudriavtsev, A. Markova, L. Mitina, V. Sydorenko, V. Slipich, V. Khripun, V. Yahupov, G. Yaremko, among others. The problem of professional development of preschool education educators is also being studied by contemporary domestic scientists such as H. Bielenka, N. Havrysh, L. Zdanevych, I. Ziaziun, I. Dychkivska, V. Zinchenko, N. Lysenko, L. Mashkina, and T. Ponimanska.

An analysis of scientific sources on the concept of «development» of personality proves that this definition is understood as a change in its quantitative and qualitative characteristics over time in the structure of the body, psyche, and behavior. The Great Explanatory Dictionary of the Ukrainian Language characterizes the concept of “development” as a process “as a result of which there is a change in the quality of anything, a transition from one qualitative state to another, higher” [2, p. 1043]. Scientists see the components of this process in “formation” – reflecting the “process of transition from one stage of development to another, forming someone in the process of development” [2, p. 1188]. “Growth” is interpreted as a direct action, so the term is used in the context of the physical growth of a person, rather than professional improvement.

In psychology, the concept of development is considered as a process of irreversible, directed,

and regular changes that lead to the emergence of quantitative, qualitative, and structural transformations in the psyche and behavior of a person and is associated with cognition, which is understood as the process of purposeful active reflection of the objective world in human consciousness.

The Encyclopedia of Education interprets the concept of “development” as “changes in the living human system, not accidental, but necessary and consistent, associated with certain stages of its life path, progressive changes, that is, those that characterize its movement from lower to higher levels of life activity, its structural transformation and functional improvement” [5].

The study of the concept of “professionalism” demonstrates that it does not have a single definition: in professional pedagogy, it is viewed as the ability to competently perform functional duties acquired by the educator during their educational and practical activities; as the level of their mastery in a specific area of work [30]; in personality psychology, it is seen as an integral quality of the subject of labor that characterizes the productive execution of professional tasks, conditioned by creative self-activity and a high level of professional self-actualization [20]; and in labor psychology, it is defined as the highest level of knowledge, skills, and outcomes of a person in a specific field, along with a system for organizing the consciousness and psyche of that person [5].

Scientists understand professional development as changes in the psyche that occur during the mastering and execution of professional, educational, labor, and professional activities. For instance, domestic scholar V. Yahupov views professional development as:

- the goal, meaning, and value of the professional culture of the specialist as a personality and as a specific professional;
- a complex, contradictory, and multifaceted process composed of personal, professional, and vocational development, typically determined by social, professional-technological, age-related, personal, leading individual-psychic, professional-valuable, and professional qualities and traits, characterized by an open, uneven, and heterochronous nature;
- the result of a constant search for answers to the essence of contradictions (external and intrapersonal) that continually arise in professional activity, and the specialist’s attempts to resolve or eliminate them;
- a condition for the successful professional activity of the specialist;
- a condition for the personal and professional self-actualization of the specialist in professional and vocational activities;
- the individual professional development of the specialist, which has its limits and is associated with overcoming certain external and internal psychological barriers [8].

The sources of the formation of the pedagogical category of professional development lie in psychology and philosophy.

The philosophical concept of development is linked to the understanding of time, which is characterized by a spiral movement in a circle, with the resolution of contradictions – arising in the form of the struggle and interaction of opposites, the negation of the old, and the emergence of the new – being a condition for this movement. The transition to a qualitatively new level occurs because the new interrupts the existence of the old, taking from it all that is positive.

In pedagogy, professional development of the individual is viewed as a process of solving professionally significant tasks – cognitive, communicative, and moral-ethical, during which the specialist acquires the necessary set of qualities related to their profession [6]. Researchers believe that during the process of personality development, the formation of its integrity occurs, which represents a directedness that ensures continuity and succession of all periods of development and reveals the necessary qualities of the personality.

An analysis of psychological and pedagogical literature indicates the existence of various perspectives on the nature and essence of the professional development of educators, which are traced in relation to changes in society and education, as well as opportunities such as motivational, qualification, methodological, communicative, and technological aspects.

For instance, V. Sydorenko points to the prolonged process of professional development of the educator, which takes place throughout their active creative life and has the following characteristics: a connection to overall comprehensive harmonious development, the formation of a new quality of professional-pedagogical action, the gradual complication of professional tasks, the development of an individual original pedagogical style, and the acquisition of competency experience while performing innovative roles and functions, all in organic unity with psychological-pedagogical, methodological, technological, research, and informational-communicative training through formal, informal, and non-formal education.

For our study, it is essential to highlight the characteristics of the professional development of educators in preschool education. V. Krypun defines it as a «conscious, purposeful process of acquiring professional competence and developing professionally significant qualities in accordance with external social requirements, the conditions of professional activity, and the educator's own motivational orientation» [7, p. 9].

An analysis of domestic and foreign scholarly-pedagogical sources on the issue of professional development of educators, as examined in the research of H. Yaremo, shows that effective professional

development of educators is a key driver in reforming education, as it fosters the implementation of positive changes in the knowledge and beliefs of pedagogical staff, educational practice, and influences the improvement of the quality of education [9].

The researcher of the professional development of educators, R. Elmore, based on an analysis of scientific literature, identifies the professional development of educators as a component of quality education and successful teaching and upbringing of children, highlighting its essential features:

- it focuses on well-defined goals centered on the acquisition of fundamental knowledge and skills by children within contemporary educational settings;

- it is grounded in the study of specific components of programs for the development of preschool-age children or pedagogy, drawing from research or practice related to relevant issues in organizing the educational process in preschool institutions;

- it enhances, strengthens, and supports collaborative work within groups, utilizing shared practices within the preschool institution;

- it maintains sustained attention over an extended period and embodies expectations for continuous improvement;

- it implements a clearly formulated theory or model of self-development [10].

The phenomenon of professional development possesses a certain structure, reflected in motives, components, scientific approaches, principles of organization, conditions, and foundations for development.

Researchers identify various motives that contribute to educators' development. I. Kadenko and A. Shchetinina, analyzing the problem of motivation in professional development, highlight several important motives in revealing the educator's personality and their capacity for further professional growth, including the perception of educational innovations, creative needs, material incentives, professional motives, self-affirmation needs, and personal self-realization motives.

Based on theoretical analysis, researchers categorize motives into three groups: active motives arise spontaneously without external prompts, manifesting during professional activity, reflecting an internal need for further development, a constant interest in the content of work, and a desire for self-improvement; understanding motives emerge in response to specific circumstances related to the necessity of enhancing the educational process and are characterized by a habit of diligently fulfilling one's duties; and forced motives are marked by apathy and a lack of interest in furthering one's qualifications, appearing in situations of undeniable importance and necessity (e.g., addressing criticisms, presenting at seminars, participating in exhibitions).

For a considerable time, the search for fundamental approaches to the professional development of educators has been ongoing in pedagogical theory and practice. Analyzing theoretical sources allows for the conclusion that there are substantial studies on the scientific approaches to the professional development of various categories of pedagogical workers. In our study of this issue, the scientific approaches to the professional development of educators in preschool education (ZDO) presented in the literature are of particular interest. These include acmeological, axiological, systemic, synergistic, competency-based, personally-oriented, and technological approaches.

The principles of organizing professional development for educators in ZDO, according to modern requirements, are specified in contemporary literature by T. Shanskova, who highlights the relevant principles:

- democratism, implying a humane attitude towards educators and respect for their opinions;
- equity, which states that pedagogical workers are equal before the administration of ZDO regardless of their social status or gender;
- multidirectionality, meaning professional development should occur in various directions and not be limited by time, bureaucratic, or other obstacles;
- systemic analysis, which involves studying the object as a unified whole and as a part of a larger system;
- continuity, interpreting professional development as a multifaceted and multifactorial process lasting throughout the entire professional activity of the specialist;

– flexibility, allowing for changes in the direction of one's professional development and adjustments under changing working conditions;

– integrity, requiring consideration of the system as an object and a holistic phenomenon;

– adaptability, implying a dialogical interaction between the administration of ZDO and the educator to identify professional needs and effectively utilize professional potential;

– the creation of an educational environment in ZDO is defined as a necessary factor for the successful process of professional development for educators [8, p. 5–6].

The strategic goal of the system of professional growth for pedagogical workers is to ensure conditions for their continuous professional development. T. Sorochan connects the stages of professional development for educators with the level of their professional activity, characterized by certain objective features and reflections of the educator (table 1) [6].

V. Kharahirlo asserts that this can be achieved through the implementation of a series of tactical goals:

- developing and implementing motivations as a system of incentives and encouragements, emphasizing the need for continuous improvement of the professional competence of pedagogical workers;
- creating conditions to retain specialists in the field of pedagogical activity;
- developing postgraduate pedagogical education, including periodic professional development for pedagogical workers, and formulating principles and technologies for adult education;

Table 1

**Stages of professional development of teachers (According to T. Sorochan)**

| Stages of professional development | Level of professional activity      | Objective signs   | Teacher's reflection                                     |
|------------------------------------|-------------------------------------|---|--|
| Pre-professional                   | initial                             | does not show a valuable attitude, knowledge is limited or incomplete, does not possess ways of action or possesses at the initial level  | not applicable, not used                                 |
| skill                              | reproductive, partially exploratory | shows a valuable attitude, can reveal certain aspects of his/her own positive attitude, seeks to update knowledge, acts confidently, has formed skills and abilities, can make partial changes in activities  | Knowledgeable, used, model, modify, can share experience |
| creativity                         | exploratory                         | Creative strives to reveal the essence of values for others, has a significant amount of special knowledge, which he constantly multiplies, has highly developed skills, actively changes, transforms individual components of educational practice, develops his own methods | Creatively used, create new                              |
| innovation                         | innovative                          | highlights, focuses on new values, produces new knowledge, creates fundamentally new methods, educational technologies, holistic practices that have professional and social significance, significantly enrich pedagogical theory and experience                             | create fundamentally new, beneficial for society         |

– increasing attention to the issues of personal development for educators in vocational education, particularly regarding the changes that occur during their professional activity, and creating conditions for optimizing and harmonizing trends in innovative activities.

The author believes it is advisable to establish appropriate pedagogical conditions to enhance the level of professional development, which she views as external and internal circumstances that contribute to the success of developing psychological, pedagogical, methodological, and digital competencies and activating the innovative potential for the professional self-development of educators: 1) forming value-motivational attitudes towards the necessity of professional development; 2) organizing self-education for pedagogical workers; 3) self-cultivating professional qualities for professional growth and developing an individual teaching style; 4) the self-direction of educational workers towards innovative pedagogical activities as a form of self-realization [7].

Considering professional development as an active qualitative transformation of a person's inner world through the awareness of the need for self-change, contemporary scholars pay significant attention to the successful implementation of professional activity, as evidenced by the analysis of modern approaches to the professional development of preschool educators (ZDO). The approaches and their interconnections are illustrated in the accompanying figure.

The person-centered approach allows us to view the individual as a subject of activity, who, by engaging in activities and communicating with others, defines the nature of that activity and communication. I. Bekh emphasizes that the cultivation of certain personality traits and their development will be effective only if a person-centered model of communication, based on dialogue and the recognition of each participant's uniqueness, is genuinely implemented [5]. This

approach enables consideration of the individual and age-related characteristics of educators as active and independent subjects in the process of continuous professional education. Its implementation is reflected in ensuring a person-centered focus on the optimal development of the educator's professional potential, recognizing the uniqueness of their personality, intellectual and moral freedom, and the right to respect. The realization of the person-centered approach creates conditions for the educator's self-development and their creative potential.

During professional development, the structure of professional motives is formed and recognized by the individual, resulting in a personal meaning of the activity, which transforms both the activity itself and the motivational sphere of the personality. In this approach, activity is viewed as a means of self-improvement of the individual and the development of their unique abilities.

Thus, the implementation of the person-centered approach in the context of the professional development of preschool educators (ZDO) is primarily aimed at recognizing the educator's personality as a value, creating a positive climate for intellectual co-creation and spiritual interaction among the subjects of postgraduate pedagogical processes.

According to the cultural approach, pedagogy is part of the spiritual culture of society, and the process of development and education should engage individuals with a specific cultural environment, creating conditions for understanding cultural heritage and stimulating the inner work of individuals regarding their actions and behaviors. It is important to note that the substantive aspect of the pedagogical process in the cultural approach is provided by a system of the highest value relationships, in which «the individual» is presented as the highest value. The essence of the cultural approach, as stated by O. Samsonova, is directly linked to the aim of enhancing the level of

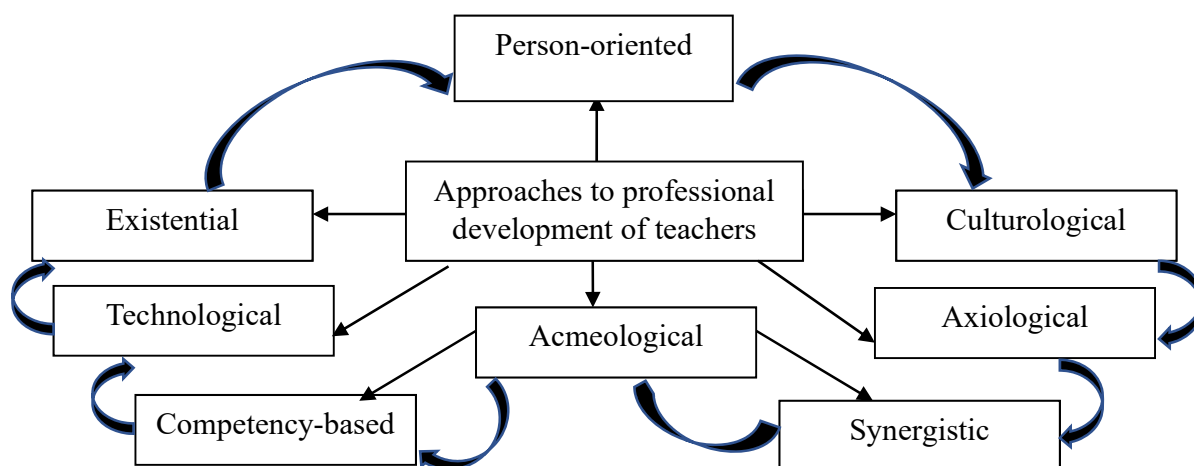


Image 1

professionalism among educators, which requires as full an immersion into culture as possible and understanding it as a cultural process occurring within a corresponding environment.

The synergistic approach is based on the concept of “synergetics”, or the theory of complex systems, which is an interdisciplinary branch of science studying the general patterns of phenomena and processes in complex nonequilibrium systems based on their inherent self-organization principles. The main concept of synergetics is the definition of structure as a state that arises as a result of multifaceted and ambiguous behavior.

From the perspective of the synergistic approach, the progress of the personality development of preschool educators (ZDO) is viewed as an open, self-managed system characterized by orderliness, holistic nature, and dynamism. This fosters the renewal of the content, methods, and forms of the educational process, taking into account factors such as self-development, creativity, and non-linear thinking. It requires organizing the process of cognition that is inseparable from experience and communication, producing active knowledge creation, acquiring necessary impressions, experiences, skills, and competencies for professional activity, and promoting the revelation of one’s developmental tendencies.

The axiological approach is based on «axiology» as a doctrine concerning the nature of moral, aesthetic, and other values, their interconnections with social and cultural factors, and the individual [2, p. 11].

S. Havryliuk, within the axiological approach to pedagogical creativity, views value as both a phenomenon of the external world (an object, event, or action) and a fact of awareness (an ideal, image, scientific concept), asserting that value is that which has significance.

In addressing the priority task of professional development for educators, the axiological approach focuses on revealing values as the essential forces of the personality, including its intellectual, moral, and creative potential. It allows for the study of the process of optimal professional development from the standpoint of humanistic pedagogy, which regards the individual as the highest value of society. The axiological approach involves orienting postgraduate education towards forming a system of universal and professional values among preschool educators, which defines their relationship with the environment, fosters an altruistic

“I -position” and the ability to produce positive value orientations, along with a pronounced aspiration for personal development within a humanistic value system.

The broad possibilities of the axiological approach in professional development offer several directions for activity, as noted by O. Barlit:

- a holistic way of considering the formation of personality in the unity of social and existential aspects;

- inclusion in the research space of phenomena such as value, experience, ideal, spiritual elevation, faith, and others;

- orientation towards studying not an abstract individual but a concrete person within specific historical and cultural living conditions, in everyday forms of existence, particularly in education as an inseparable attribute of human being and in particular geocultural contexts [1, p. 27].

Thus, the axiological approach to the professional development of educators is based on a value-oriented attitude towards the teaching profession, supporting their self-awareness as creators of the spiritual world and recognizing their intrinsic worth. The prioritization of pedagogically significant values shapes the motivational attitude of the educator toward their professional activity and serves as a source of spiritual enrichment for participants in the educational process.

The main idea of the existential approach to the professional development of educators is to facilitate an effective process of self-realization with the maximum utilization of their own potential. The implementation of the existential-humanistic approach aims to teach early childhood education specialists to be successful and to cultivate their personal identity.

The approaches mentioned above guide early childhood education specialists towards developing their abilities for self-improvement, qualitative self-transformation, and the construction of their “I-concept” within their profession, thereby ensuring the overall development of professionalism.

Considering the problem of our research, in which professional development is examined in the context of preschool educators implementing information and communication technologies, we deem it necessary, along with the analysis of the approaches proposed by O. Samsonova, to additionally characterize such modern approaches as acmeological, competence-based, and technological.

The acmeological approach is based on the fundamentals of acmeology, which studies the patterns of human development to the stage of maturity and the achievement of the highest level in this development; it analyzes human development as a personality, a subject of life activities capable of self-development and creativity, self-organization of their life and professional activities. Pedagogical acmeology studies the professional formation of the educator, their achievement of peaks in professional activities, and the ways and methods of improving as a professional [4].

The essence of the acmeological approach in the professional development of an educator lies in the



improvement of professional activities, their results, fostering the personal growth of the educator, striving for professional success, self-development, creative professional activity, reflection, and self-reflection [10].

O. Dubasenyk defines the acmeological approach as a priority in pedagogical education, and the subjective characteristics ensuring the acmeological development of an educator are considered to be: initiative, independence, goal-setting, planning, and anticipation; intensive engagement in activities and striving for self-regulation (self-control, self-correction, self-compensation); orientation towards self-development and self-renewal; striving for self-realization in creativity; integration of one's professional path, structuring one's professional experience and the experience of others.

Modern researchers of the acmeological approach propose models of professional development that are represented by various structural components:

- competence (psychological-pedagogical and social knowledge, theoretical-practical and methodological knowledge, pedagogical skills, pedagogical abilities);

- personal orientation (self-realization in the context of the acmeological model “I – Competence” in the dynamics from “I – Real” to “I – Prospective (Ideal)”; moral-spiritual culture (moral consciousness, moral activity, moral relationships) [10, p. 6];

- professional and personal spiritual maturity and the acmeological position of the educator, where professional maturity as readiness for innovative professional-pedagogical activity includes a structure (professional competence as a system of knowledge and skills of the educator; pedagogical mastery as the ability to creatively and unconventionally solve professional tasks; pedagogical orientation of professional activity as a system of dominant motives for working in an educational institution, stable motivation for pedagogical activity).

The acmeological approach involves achieving successful professional development of the educator through the application of acme-technologies, which are aimed at the development of cognitive and emotional components of the personality structure, ensuring the ability for personal growth in pedagogical activity and self-realization in various spheres of professional interaction.

Among the principles of the acmeological approach, scientists note the acmeological content of various types of pedagogical activities of the educator, particularly innovative activities, methodological work, etc. For instance, modern scientists include the following in the content of preparing teachers for innovative activities in the system of methodological work: general psychological-pedagogical knowledge and skills; broadening of horizons, intellectual and

spiritual development; knowledge about innovative activities; knowledge and skills to analyze one's own activities, conduct reflection, work with information, possess research apparatus, develop communication skills, abilities for collaboration; skills to create author's programs and conduct their experimental verification; development of creativity, activity, confidence; revealing the potential of methodological work [4].

The position of scientists regarding the necessity of involving educators in innovative activities, according to T. Kutsenko, directs the acmeological approach towards expanding the possibilities of professional self-realization of educators.

Thus, it can be concluded that the acmeological approach considers the potential of professional development of preschool educators in the context of their holistic development, aimed at studying the individual-psychological and value-meaning structure of the personality at a certain stage, which is accompanied by specific new formations and achievements.

The competence-based approach, as defined by I. Bekh, I. Zarubinska, and O. Kononko, shifts the focus from the process of accumulating knowledge, skills, and abilities to the plane of forming and developing the ability to act practically and creatively apply acquired knowledge and experience in activity. In the context of the professional development of an educator, the implementation of the competence-based approach is aimed at the self-realization of the educator, the formation of universal human values, mastering the methods of humane pedagogy; ensuring the unity of activity and development.

The professional competence of an educator is defined by scientists as a set of professional and personal characteristics that ensure the effective fulfillment of the tasks and duties of pedagogical activity in an educational institution, and it is the indicator and main criterion of their compliance with professional activity [8].

The competence-based approach involves the implementation of ideas focused on the results-oriented professional development of educators, forming and developing the constitutive competencies of an educator (knowledge, skills, values, and attitudes), which ensure the creation of a complex of competencies, an integrated characteristic of the personality, specialist, citizen, etc. Concepts, factors, and processes of professional development of educators are studied, which are considered as a relatively long process of changing the professional behavior of educators, relying on the practical use of the latest educational technologies: generating new ideas, applying them, collegial discussion of their advantages and disadvantages, and adapting new educational practices.

Thus, it can be asserted that professional competence is a complex characteristic of the main ability of an educator to be the subject of their own activity, readiness to design and implement it in professional activities, which directly ensures the professional development of the educator.

The technological approach is characterized by the application of the concept of «technology» to the educational field, pedagogical processes, and professional development. The essence of the technological approach in education has been the subject of discussions and scientific debates for many centuries, as almost every educator has sought to find a mechanism of teaching that would lead to a defined and guaranteed result.

Today, the technological approach is a key requirement for ensuring the effectiveness of the educational process, which allows optimizing the achievement of educational goals and ensuring mass training. The technological nature of education denotes its systematic and orderly nature, aimed at necessarily achieving the set goals and controlling the obtained results. At the same time, the variability

of education is preserved, primarily due to the existence of various educational systems and the use of numerous educational technologies. Modern educators have many opportunities regarding the choice and use of these technologies.

Thus, the technological approach characterizes the orientation of the professional development of preschool educators towards optimizing, improving activities, increasing their effectiveness, instrumentality, and intensity.

**Conclusions.** Therefore, as a result of the analysis of theoretical sources, it is determined that the use of modern scientific approaches (personally oriented, cultural, synergistic, axiological, existential-humanistic, acmeological, technological) in the professional development of preschool educators promotes a conscious, purposeful process of acquiring professional competence, developing professionally significant qualities, personal motivational orientation, acmeological position, and ensures the effective fulfillment of the educator's tasks and duties in preschool educational institutions, being an indicator and main criterion of their compliance with professional activities.

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