






# COMPETENCE OF TEACHERS OF HEIS IN THE CONTEXT OF LIFELONG LEARNING

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## ABSTRACT

The purpose of the academic paper is to reveal and define the set of competences of teachers of higher educational institutions, corresponding to the concept of “lifelong learning”. The study was conducted by surveying four higher educational institutions in Ukraine and Poland. Along with this, the basic components of the general competence of teachers of higher educational institutions are as follows: professional, psychological-communicative and academic competence. A set of certain features has been selected for a clear and concise essence of competences. It has been established that the competence of introduction of innovative learning technologies in the educational process, research, digital and competence of lifelong learning are relevant in accordance with the requirements. Systematization of indicators of professional, psychological-communicative and academic competence has made it possible to reveal that the improvement of these characteristics is achieved through continuous learning. It has been proved that the development of tools for assessing the competence teachers of higher educational institutions will help identify positive or negative trends.

**Keywords:** Competence. Lifelong learning. Professional competence. Personal development. Higher educational institution (HEI).

## COMPETÊNCIA DOS PROFESSORES DE HEIS NO CONTEXTO DA APRENDIZAGEM AO LONGO DA VIDA

### COMPETENCIA DE LOS PROFESORES DE HEIS EN EL CONTEXTO DEL APRENDIZAJE PERMANENTE

## RESUMO

O objetivo do artigo acadêmico é revelar e definir o conjunto de competências dos professores de instituições de ensino superior, correspondentes ao conceito de “aprendizagem ao longo da vida”. O estudo foi conduzido por meio de pesquisa em quatro instituições de ensino superior na Ucrânia e na Polônia. Paralelamente, os componentes básicos da competência geral dos docentes das instituições de ensino superior são os seguintes: competência profissional, psicológico-communicativa e acadêmica. Um conjunto de certas características foi selecionado para uma essência de competências clara e concisa. Foi estabelecido que a competência de introdução de tecnologias de aprendizagem inovadoras no processo educacional, de pesquisa, digital e competência de aprendizagem ao longo da vida são relevantes de acordo com os requisitos. A sistematização de indicadores de competência profissional, psicológico-communicativa e acadêmica permitiu revelar que a melhoria dessas características se dá por meio da aprendizagem contínua. Está provado que o desenvolvimento de ferramentas para avaliar a competência dos professores das instituições de ensino superior ajudará a identificar tendências positivas ou negativas.

**Palavras-chave:** Competência. Formação contínua. Competência profissional. Desenvolvimento pessoal. Instituição de ensino superior (IES).

## RESUMEN

El propósito del trabajo académico es dar a conocer y definir el conjunto de competencias de los docentes de las instituciones de educación superior, correspondientes al concepto de “aprendizaje a lo largo de la vida”. El estudio se realizó encuestando a cuatro instituciones de educación superior en Ucrania y Polonia. Junto a esto, los componentes básicos de la competencia general de los docentes de las instituciones de educación superior son los siguientes: competencia profesional, psicológica-communicativa y académica. Se ha seleccionado un conjunto de determinadas características por una esencia clara y concisa de competencias. Se ha establecido que la competencia de introducción de tecnologías de aprendizaje innovadoras en el proceso educativo, la investigación, digital y la competencia de aprendizaje permanente son relevantes de acuerdo con los requisitos. La sistematización de indicadores de competencia profesional, psicológica-communicativa y académica ha permitido revelar que la mejora de estas características se logra a través del aprendizaje continuo. Se ha demostrado que el desarrollo de herramientas para evaluar la competencia de los profesores de las instituciones de educación superior ayudará a identificar tendencias positivas o negativas.

**Palabras-clave:** Competencia. El aprendizaje permanente. Competencia profesional. Desarrollo personal. Institución de educación superior (HEI).extranjeros.

## INTRODUCTION

Rapid and unpredictable changes are taking place in the world; the pace of these changes is accelerating, and unpredictability is becoming a sign of the era. The labor market is being transformed: the era of digitalization is changing all aspects of life and the economy. The material, intellectual and technological gap between people, organizations and countries is increasing. The transition to another type of work is taking place, where it is not special knowledge and skills but the general “competences of the XXI century” - cognitive, social-emotional and digital that become important. Human activity is becoming an important component of the new concept of human capital as well as the power of his transformation in relation to certain circumstances. Adaptability to change and the ability to learn throughout life are becoming of value.

Currently, the basic units of educational effectiveness are the concepts of “competence” and “competency”. These concepts are most consistent with the definition of such an integrated social-personal phenomenon as an outcome of education in conjunction with its motivational-value and cognitive components. The dynamic changes of the modern world, the rapid development of innovative technologies, the growing amount of information have actualized the need to implement the concept of “lifelong learning”, which should change the existing classical way of learning. However, the full implementation of the new educational paradigm is hampered by the lack of scientifically sound tools of supporting the gradual development of individual potential during the transition from one level of education to another.

Jack Delors in the report of the International Commission on Education for the XXI century “Education - hidden treasure” (DELORS, 1996) has formulated four areas on which education is based, namely: “learn to know, learn to do, learn to live together, learn to life”, identifying the main competences of a modern student and a teacher. In other words, “learn to do not only to obtain a professional qualification, but also in a broader sense, competence that allows overcoming numerous situations and working in a group”. In world practice, competence serves as the main concept, forasmuch as:

- firstly, it combines the intellectual component of education;
- secondly, the concept of competence is based on the ideology of interpreting the content of education, which is formed “based on the outcome”.
- thirdly, the key competence has an integrative nature, since it absorbs a number of homogeneous skills and knowledge related to broad areas of culture and activity.

The concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral ones. It includes learning outcomes (knowledge and skills), a system of values and habits. For the formation of the teacher’s professionalism, his experience and the availability of an academic degree are not enough, however, long-term constant systematic work on self-development is necessary, which contributes to the acquisition of professional competence. Such kind of self-development can be carried out in close cooperation with representatives of their professional community while implementing research, educational, training and methodological activities and other developments.

Currently, a revision of strategic areas of education, rethinking its target functions is taking place. From the history of human development and education learning is a basic human activity. Nowadays, lifelong learning is the basic goal of every person and the society. Considering that a person in constant development (throughout life) is the content and purpose of education, consequently, the concept of lifelong learning is the basic educational idea of modernization of education. The key skill is the ability to find new knowledge and develop competences and abilities without the support of formal education. The purpose of the academic paper is to reveal and define the set of competences of teachers of higher educational institutions that meet the concept of “lifelong learning”. The objectives of the present research are as follows: determining a set of competences that meet the qualitative criteria of social change; conducting diagnostics of the competence of teachers of higher educational institutions based on international experience.

## LITERATURE REVIEW

Currently, numerous scientists explore the concepts of competence, life competence and professional competence in their works. In the context of globalization and rapid technological change, the development of knowledge, skills and competences through lifelong learning is the key to meeting all needs (RYCHEN & SALGANIK, 2003). Changes in the social-economic and political life of the state lead to positive and negative changes in the views of teachers on their profession. Teachers who are dissatisfied with their lives have

decreased rates of their competence growth (SERDYUKOV, 2017). Director of Global Education Futures EdCrunch P. Luksha in his report “Waiting for “the ninth wave”: competencies and models of education for the XXI century” understands the skills of the future as skills that will enable employees to be competitive in the social-economic reality, focusing on key types of literacy and basic skills, namely: concentration and attention management; empathy and emotional intelligence; thinking; creativity; activities in interdisciplinary environments; understanding of the society’s principles; ability to take care of the environment; financial literacy; the ability to learn, “unlearn” and “relearn” throughout life (LUKSHA, 2015).

Lifelong learning is “the one, the primary purpose of which is to enable all persons of working age to acquire, update, supplement or expand their knowledge and skills for their personal or professional development” (LAW 17/2007, 2007). Lifelong learning is a constant reorganization or restructuring of experience. This applies to activities that a person performs throughout life in order to improve their knowledge, skills and competence in a particular field, considering personal and social motives related to employment (ASPIN & CHAPMAN, 2001). A stable system of lifelong learning depends on the growth of new competent generations of students (ROGERS, 2019). An educated teacher is beneficial for a higher educational institution forasmuch as his knowledge increases the value of the institution (KOUBEK, 2007). Thanks to the development of competences, employees gain new modern knowledge in their fields. The development of professional skills is an individual matter. Vocational training shows cognitive features and their values. Some of them can be successfully expanded (VORELL & SLÁDEK, 2020).

Currently, the competence-based approach is a priority; it aims to develop all aspects of teachers’ competence applied, professional, scientific and educational competence (KEVIN et. al, 2015). Long-term training plays a significant role in the development of competence, which contributes to personal success and improving the quality of social institutions (RAVEN, 2001). Self-improvement is a requirement in most areas of human behavior; it encourages people to gain confidence in their ability to achieve change in their lives (SANDHU & ZARABI, 2018). Knowledge-based competence is usually acquired earlier than skills-based competence. It is important to ensure conceptual links between key competences and the quality of a successful life with a well-functioning society as well as outline several key aspects of measuring a personal competence (RYCHEN, 2003).

In the context of the OECD, researchers have analyzed the results of the DeSeCo project in order to determine the content of competences of teachers of higher educational institutions. In particular, the results of three projects have been systematized, namely: the project of interdisciplinary competences, the international study of adults’ literacy and the project of human capital. The content of education was re-analyzed and presented as a space of competences. The basic groups of competences have been identified as the ability to use tools for interacting with the environment (speech, knowledge, information and communication technologies), with people in groups of different composition, to act independently (autonomously) (ALMENARA & GIMENO, 2019).

In 2016, at the World Economic Forum, in the report “The Future of Jobs”, employers – experts have identified ten key competencies that will be applied to future specialists, in particular: complex problem solving, critical thinking; creativity; people management; coordinating with others; emotional intelligence; judgment and decision-making; service orientation; discussion aimed at reaching an agreement; cognitive flexibility (WORLD ECONOMIC FORUM, 2016). Teachers’ management competences are skills that teachers acquire and cultivate over time; they do not appear for several years after the start of teaching; however, they are acquired throughout life (KIZLIK, 2018). In today’s world, communication is the most important aspect of education. The basic task of education is not limited only to acquiring knowledge, the need arises for communicative competences and skills (BANERJEE ETC., 2017).

It is important that educational innovations take place in lifelong learning, especially for teachers of higher educational institutions, forasmuch as they should possess the necessary skills in order to understand the possibilities of education and effectively transfer their knowledge to students (ALONSO et al., 2019; MEDINA & GARCÍA, 2014). To identify the level of competence of teachers in the educational space, the need arises to develop technological resources in order to study possible limitations towards ensuring a sufficient level of competence (INSTEFJORD & MUNTHE, 2016). It is important to create centers that promote non-formal learning programs (curricula) that are included in the training for the development of active citizenship. Their basic purpose is encouraging the interaction of teachers with information and communication technologies towards achieving growth in digital competence (FERNÁNDEZ & TORRES, 2015).

In 2018, the European Parliament and the Council of Europe have updated an important document “Recommendations on key competences for lifelong learning”. The existing list of competences has been amended and included as follows: communication in native and foreign languages; literacy; proactivity,

entrepreneurial competence; digital competence; mathematical literacy and competences in science and technology; personal, social and educational competence; social-cultural and public-based competence (The European Commission, 2018). The documents of the European Commission “Modernization of Higher Education in Europe: Academic Staff – 2017” are referred to the changing processes taking place in the field of higher education in European countries. (THE EUROPEAN COMMISSION, 2017).

Attention is focused on expanding the information space of higher education, modernizing and searching for approaches to improving the quality of education, actualizing the problem of integrating educational systems of different states. It is as a result of these changes that the social role of the teacher’s activity increases, who carries out the intellectual and spiritual purpose in the society while training and preparing future specialists. There is a significant correlation between teachers’ lifelong learning trends, digital literacy and the performance efficiency of higher educational institution, leading to a high level of lifelong learning efficiency (Feng & Ha, 2016). In the context of educational reforms and social-economic transformations, the requirements for the professional activity of teachers of higher educational institutions are undergoing certain changes. There are significant changes in their professional competence. Taking into consideration the fact that the competence of teachers is an important indicator of the higher educational institution, the relevance of this study is related to the consolidation of approaches to determining the scope of competence of teachers.

## METHODOLOGY

The problem-target method has been used in order to analyze the scientific literature. The method of system-structural analysis has been applied to determine the pedagogical opinion on this research topic. The system-generalizing method, methods of synthesis and analysis, formalization, generalization have been applied to make conclusions on the results of the investigations and further recommendations on the research topic. When conducting the research, the following methods have been used, namely: an empirical method - a questionnaire; this was a survey based on the parameters included in determining the competence of a teacher of a higher educational institution; a method of self-observation that helps examine the state of the problem; mathematical processing of the received data. A pedagogical experiment is the main research method. 375 teachers of higher educational institutions of four higher educational institutions of Ukraine (Lviv and Kyiv) and Poland (Warsaw and Poznan) were expected to participate in the research and experimental work. Data collection was conducted in the period of October 2020 - December 2020 using specially designed Google-forms (see Figure 1). The method of sampling by criteria has been used in the research. The outlined method has been chosen as the research one required to analyze compliance with certain criteria and characteristics (Patton, 1990).

Figure 1. Questionnaire for studying the set of competences of teachers of higher educational institutions

**QUESTIONNAIRE FOR STUDYING  
THE SET OF COMPETENCIES OF  
TEACHERS OF HIGHER  
EDUCATIONAL INSTITUTIONS**

Dear teachers!  
We ask you to assess the importance of a set of competencies of the teacher's professional activity. Please rate your attitude to the statements with the answers "yes" or "no". Your answers are important for the evaluation of teaching, which in general will help improve the quality of the educational process of higher education.

Ability to communicate in a foreign language

Yes

No

Source: Developed by the authors.



This survey consisted of two parts (Table 1, 2): the first part contained questions about the basic knowledge, skills and abilities of teachers, and the second part consisted of statements about professional, psychological, communicative, and academic competence. The answers “yes” or “no” were evaluated in 1 point.

The materials of TUNING Educational Structures were the basis for the development of tools in order to identify the competence of teachers of higher educational institutions (TUNING EDUCATIONAL STRUCTURES IN EUROPE, 2008).

Ethical issues in the process of conducting the research were respected by authorizing data processing with the utmost confidentiality.

## RESULTS

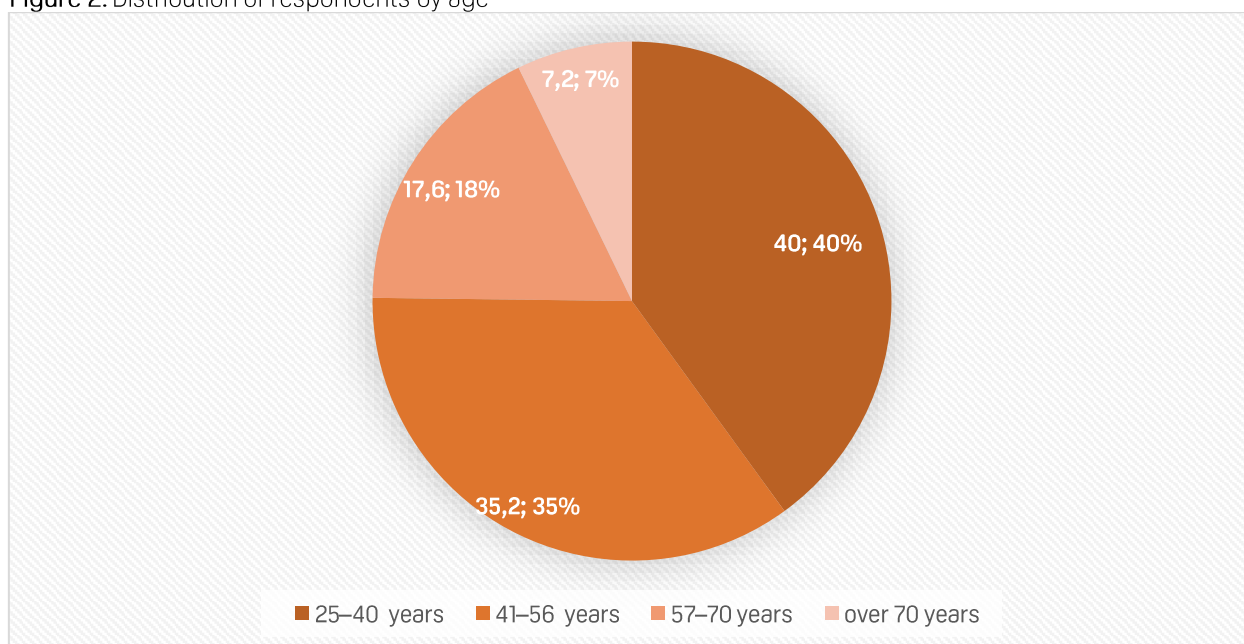
Currently, competence is an indicator of the quality of education, a combination of knowledge, skills and abilities, a set of ways of professional activity and experience, which allows the teacher to achieve results at the higher educational institution. This is precisely why improving the quality of education at higher educational institution is directly related to the personal development of each teacher, which is formed in the framework of lifelong learning. This problem is one of the most important social-economic challenges, the solution of which will contribute to the growth of human potential in each country. Professional, academic and psychological-communicative spheres of teachers’ professional activity reflect its versatility and define a certain set of competences, which makes it possible to explore as a dependent and independent system.

The developed questionnaires are used to identify problems in the field of teachers’ diagnostics, determine opportunities for teachers in order to consider the data obtained during the educational process, analysis of knowledge and skills, reveal factors stimulating and hindering the development of teachers’ competence. In the process of this survey, we have tried to determine the significance of the characteristics of teachers’ activities. The resulting data make it possible to determine the criteria for analyzing the professional activities of teachers, which is important for improving its quality.

A sufficient number of participants in the experiment, its successive stages have become the most important basis for determining and revealing the set of competences of teachers of higher educational institutions that meet modern requirements. During the development of questionnaires for interviewing teachers, a list of data has been taken into account to assess the results of the research, in particular, gender (male, female), age (25-40 years, 41-56 years, 57-70 years, over 71 years), teaching experience (up to 10 years, 11-20 years, over 20 years), scientific degree (without scientific degree, candidate of sciences, Doctor of Sciences).

The distribution of teachers by age is shown in Figure 2, in particular, 25-40 years - 40%, 41-56 years - 35%, 57-70 years - 18%, over 70 years - 7%.

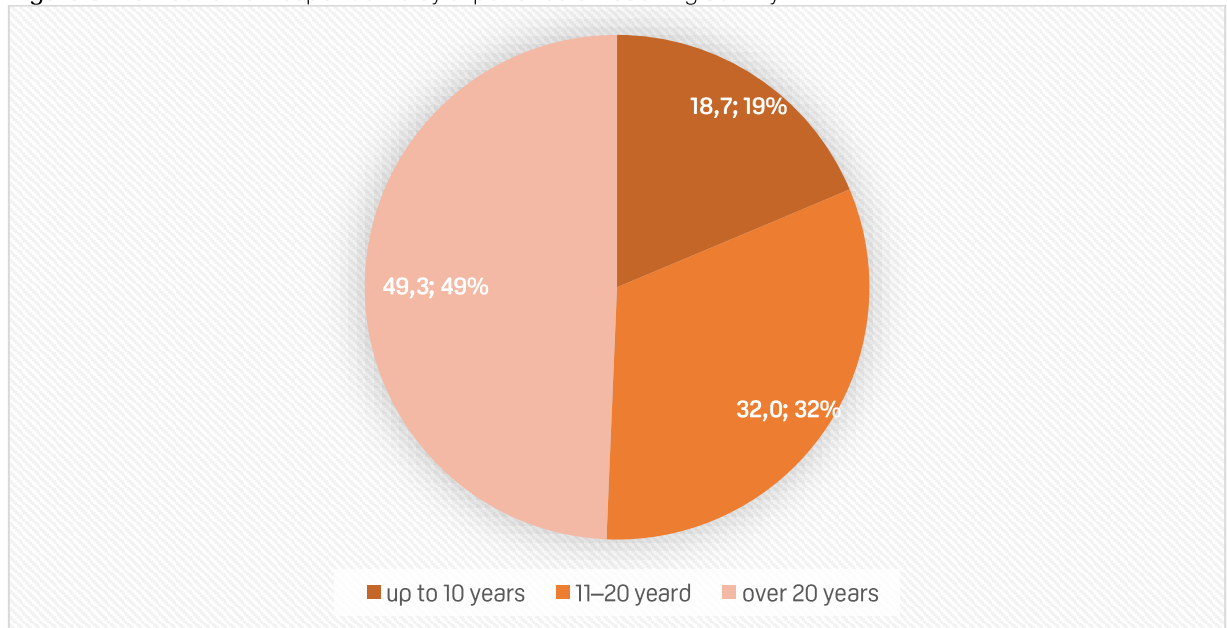
Figure 2. Distribution of respondents by age



Source: Compiled by the authors.

The following data have been obtained according to the experience of teaching work (Figure 3): up to 10 years - 19%, from 11 to 20 years - 32%, over 20 years - 49%.

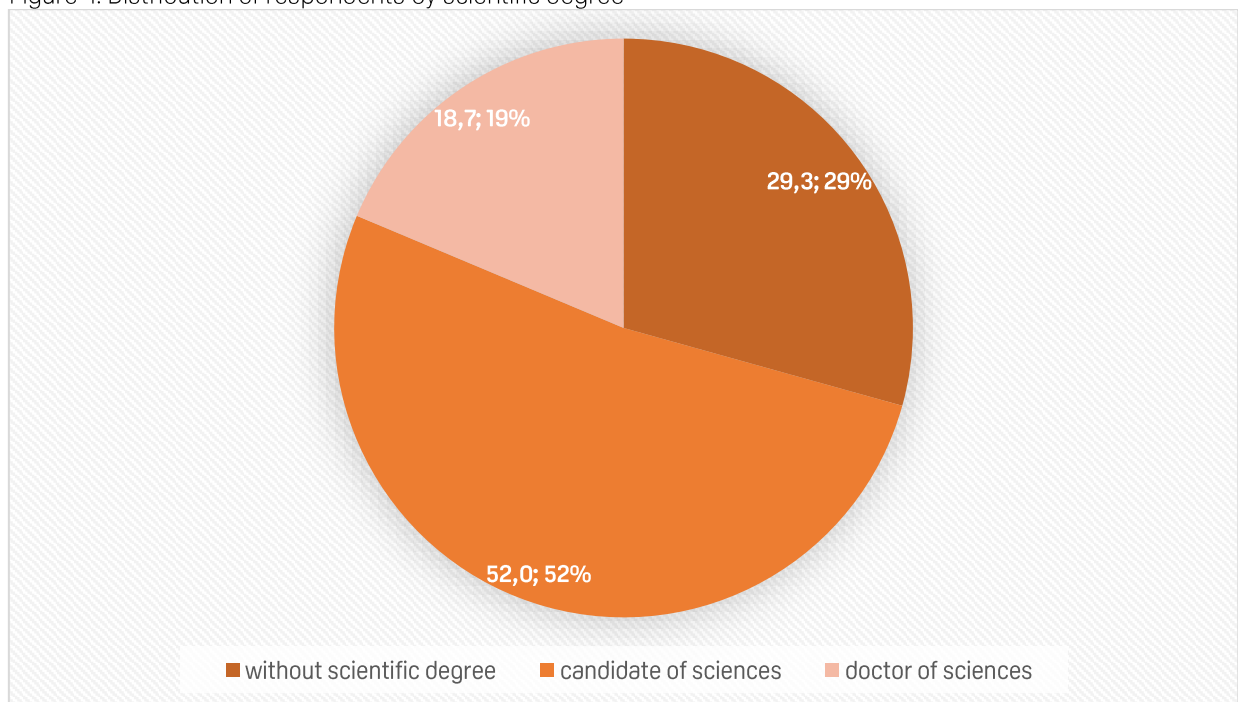
Figure 3. Distribution of respondents by experience of teaching activity



Source: Compiled by the authors.

According to the latter condition, in particular, the distribution of teachers depending on the degree, the following data have been obtained (Figure 4).

Figure 4. Distribution of respondents by scientific degree



Source: Compiled by the authors.

The competences mentioned in the questionnaire (Table 1) are grouped into three types: knowledge, skills and abilities. The study of the data obtained as a result of diagnostics has made it possible to identify trends in the development of competences of teachers of higher educational institutions at the institutions - respondents.

Table 1 Questionnaire for studying the set of competences of teachers of higher educational institutions (part 1)

№	Competence features	Number of respondents who answered:	
		"Yes"	"No"
<b>Knowledge</b>			
1	Ability to communicate in a foreign language	275	100
2	Ability to learn and awareness level of recent developments in the educational process	296	79
3	Ability to communicate both orally and in writing in a foreign language	250	125
4	Knowledge and understanding of the subject and profession	347	28
5	Ability to develop and manage projects	241	134
6	Ability to demonstrate awareness of equal opportunities and gender issues	357	18
7	Ability to search, process and analyze information from various sources	340	35
<b>Skills</b>			
8	Ability to act based on ethical considerations	365	10
9	Interpersonal communication and interaction skills	375	0
10	Ability to act in conditions of social responsibility and public consciousness	346	29
11	Recognition and respect for multiculturalism	375	0
12	Environmental literacy and healthy living style	354	21
13	Entrepreneurial spirit, ability to show initiative	280	95
14	Perseverance in tasks and responsibilities	243	132
15	Ability to adapt and act in new situations	310	65
16	Security commitments	372	3
17	Ability to work autonomously	290	85
18	The capacity for lifelong learning	268	107
19	Ability to motivate others and the desire for a common goal	231	144
<b>Abilities</b>			
20	Ability to work in a team	298	77
21	Ability to be critical and self-critical	310	65
22	Ability to generate new ideas (creativity)	211	164
23	Ability to identify, pose and solve problems	347	28
24	Ability to make grounded decisions	356	19
25	Ability to plan and manage one's own time	324	51
26	Use of information and communication technologies	298	77
27	Ability to work in an international context	296	79
28	Ability to abstract thinking, analysis and synthesis	272	103
29	Ability to apply knowledge in practical situations	360	15
30	Ability to conduct research at the appropriate level	325	50

Source: Compiled by the authors.

By using the method of Euler's circles, the schematic formation of competence in the system of knowledge, skills and abilities (according to Table 1) can be displayed as follows (Figure 5).

Figure 5. Formation of competence in the system of knowledge, skills and abilities



Source: Compiled by the authors.

It is clear from Figure 5 that the closer the interpenetration of the components of this system is, the higher the competence is, which determines the level of human competence. Let us analyze in more detail the results of the survey (Table 2) for each type of competence, in particular, professional, psychological and communicative as well as academic one.

**Table 2.** Questionnaire for studying the set of competences of teachers of higher educational institutions (part 2)

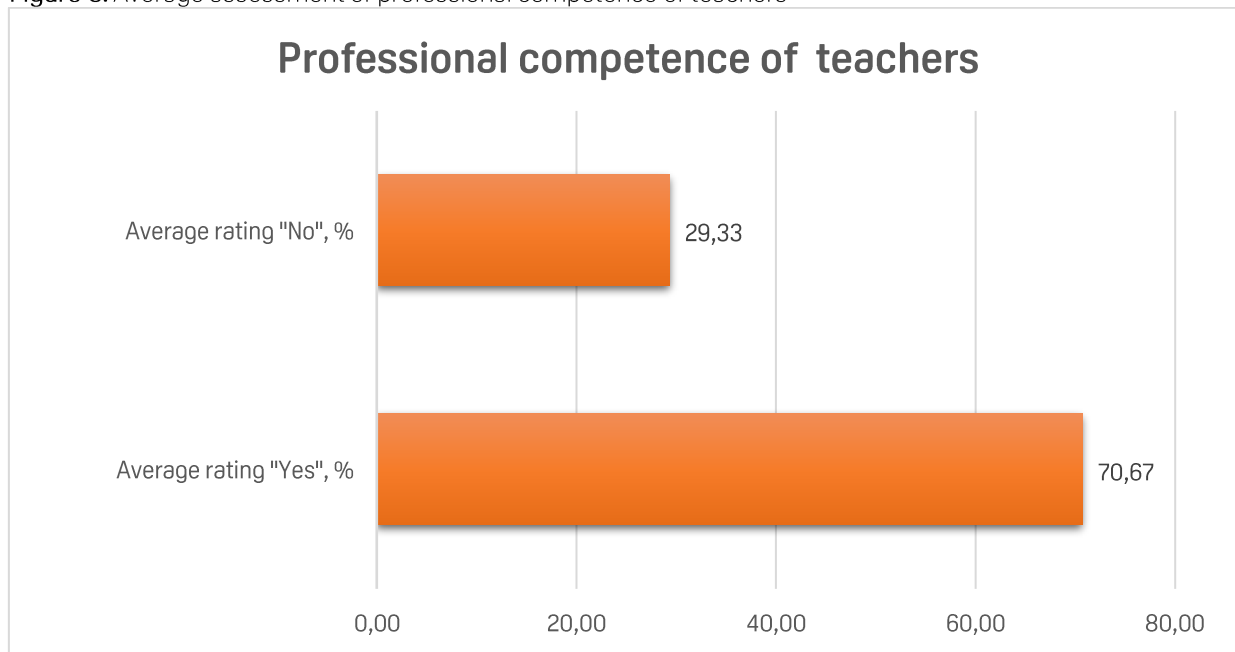
№	Feature	Number of respondents who answered:	
		"Yes"	"No"
<b>Professional competence</b>			
1	Constant improvement of the professional and intellectual level	290	85
2	Introduction of innovative learning technologies into the educational process	218	157
3	Use of the achievements of modern science in the educational process	276	99
4	Professional self-improvement through the core value of European education "lifelong learning"	314	61
5	Possession of methods of managing students' independent work	266	109
6	Displaying initiative in professional activity	250	125
7	Application of monitoring methods of educational results	300	75
8	Positive attitude to transformations in the sphere of higher education	192	183
9	Use and analysis of information on the global Internet	310	65
10	Organization of joint project activities with students	234	141
<b>Psychological and communicative competence</b>			
1	Sufficient level of motivation to perform professional activities	265	110
2	Understanding the importance and responsibility of teaching activities	375	0
3	Compliance with professional ethics	375	0
4	Ability to defend one's own ideas	288	87
5	Ability to make decisions and take responsibility in professional activities	300	75
6	Support of students and teacher's leadership	362	13
7	Willingness to communicate	350	25
8	Motivation to learn throughout life	257	118
<b>Academic competence</b>			
1	Ability to apply research methods	238	137
2	Publication of scientific achievements in scientometric publications	279	96
3	Involvement of students in scientific research	296	79
4	Organization of research on current scientific issues	243	132
5	Ability to abstract cognition, perception and assimilation of information	238	137

Source: Compiled by the author.

Professional competence means the theoretical and practical readiness of a teacher to teach disciplines, build an effective and high-quality educational process, awareness of the problems of innovation in the field of education, the teacher's use of various educational technologies and teaching aids. The systematized set of indicators (answer "yes") of the essential features of the professional competence of teachers of higher educational institutions is shown in Figure 6.



Figure 6. Average assessment of professional competence of teachers



Source: Calculations are based on the Table 2.

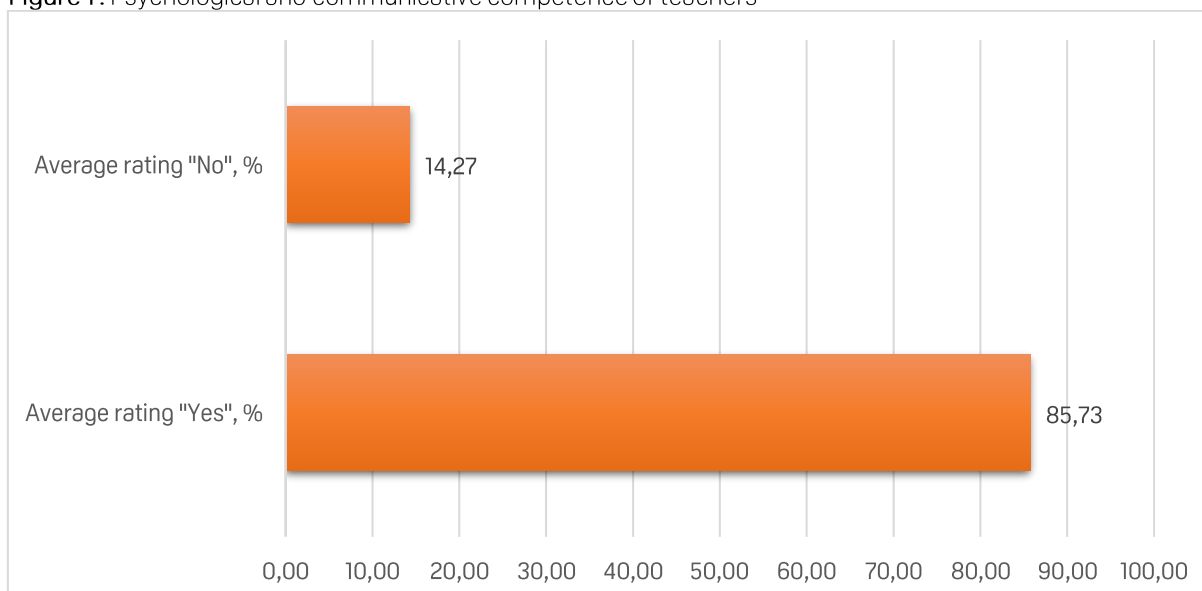
Among the features of this type of competence, the issues of introducing innovative learning technologies into the educational process, great initiative in professional activities and a positive attitude towards reforming in the field of higher education require the greatest attention. It is these characteristics that reflect current trends in the society. After all, it is the reform of the modern education system that appears to be the transition to the system of lifelong education. Lifelong learning includes and uses the experience of the traditional education system, while maintaining the priority of improving the professional competences and abilities of the teacher compared to the simple accumulation of knowledge.

Self-improvement of professional knowledge and skills of a teacher is an integral part of his activity, a key professional indicator of the development of competence potential. In particular, about 84% of teachers agree with the condition of implementation of the basic value of European education "lifelong learning". This general trend and statistics are not influenced by data on the age, length of service (experience) and availability of scientific degrees of respondents (about 70% of respondents, according to various statistical positions, said "yes", answering questions about continuous professional self-improvement). This is evidence that teachers are looking for opportunities to obtain specific knowledge "for themselves", and the answer to this demand are different learning options that turn the acquisition and modernization of knowledge into a continuous process.

Teachers' self-improvement is the basis for the use of new knowledge and scientific achievements in the educational process, but not a goal in and of itself. This is reflected in the characteristics of the use of modern science's achievements in the educational process (73% of the respondents answered "yes"). However, unfortunately, not all teachers implement innovative learning technologies in the educational process (58% answered "yes").

The next block of the research was the psychological and communicative competence of teachers of higher educational institutions (Figure 7), which includes the ability to stimulate students' cognitive interests, motivate at each lesson, form a positive attitude and interest of students towards learning, creating a positive psychological climate in the classroom.

Figure 7. Psychological and communicative competence of teachers



Source: Calculations are based on the Table 2.

Within the conditions of modern education, the role of teaching culture and ethics can be explained by the expansion of the sphere of teachers' influence in the society, which directs the individual to receive lifelong education and spiritual development. The outlined competences are characterized by the humanistic direction of teaching activity, which currently affects the quality of education. According to surveys, almost 86% of respondents consider psychological and communicative competence to be an integral part of the activities of teachers of higher educational institutions.

The ability to make professional decisions and take responsibility in professional activities is of particular importance in the educational process. This ability characterizes management skills, which is a relevant indicator that affects the quality of education at the higher educational institution. According to the results of the survey on this component, about 86% of respondents believe that the ability to make decisions is a key component of teachers' activities. The respondents' answers have been distributed as follows: Doctor of Sciences - 32%, candidates of sciences - 28%, teachers without a scientific degree - 26%. Among the respondents with teaching experience over 20 years - 26% answered "yes", with experience 10-20 years - 40%, up to 10 years - 16%. Such data indicate to the fact that the youngest group does not have a clear idea of teaching management, forasmuch as knowledge in this category is acquired with experience of professional activity.

The position of the teacher in the team and outside it depends on the conditions of professional and life experience of the teacher. The teacher - leader possesses such qualities as: collectivism, initiative, organizational skills, adherence to principles, the presence of a desire to continuously improve his professional level. According to the results of the survey on this competence, 96% of teachers believe that they should support students in the learning process, the ability to engage them in dialogue and take a leadership position.

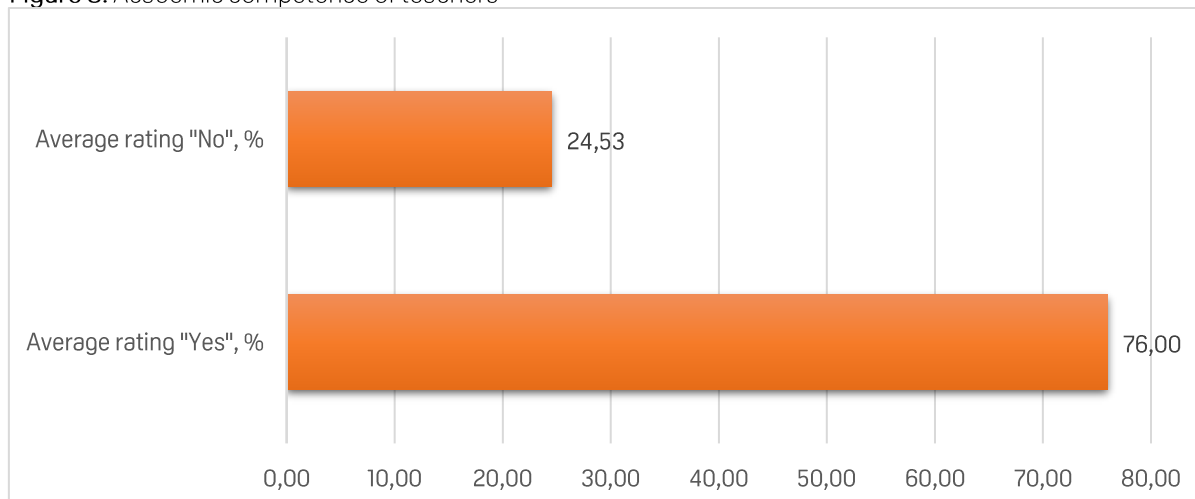
Doctor of Sciences - 26,7%, candidates of sciences - 52%, teachers without a degree - 17,3% have shown a high level of professional culture on the issue of providing support to student youth. While analyzing this group of teachers by work experience, then the results look as follows: up to 10 years - 23,4%, 10-20 years - 34,6%, over 20 years - 38%. Assessment of the result by age gives the following results: age group 25-40 years - 28,4%, 41-56 years - 33,4%, 57-70 years - 34,2%. The last age group shows commitment to this competence of the teacher's leadership and support of student youth at higher educational institution.

Academic competence in modern conditions is important, forasmuch as it indicates to the fact that the teacher does not just transfer knowledge to the student, but together with him assimilates the methods of obtaining it. Therefore, he will need his own scientific experience and activity. The basis for differentiation of levels of the teacher's academic competence is a set of the following indicators, namely: the organization and possession of methods of scientific researches on actual scientific issues; ability to abstract cognition, perception and assimilation of information; involvement of students in scientific research and development of practical skills of organization of project activity of students through development of consciousness; publishing scientific achievements in scientometric publications (Table 2). According to the data obtained, academic competence is

important for the level of general competence of a teacher of a higher educational institution; in particular, 76% of respondents answered “yes” to most statements, “no” – 24,5% (Figure 8).

A positive moment for the institution of higher education is that the teacher expresses a desire to attract students to scientific research activities, which can be organized in the form of a student scientific club. This statement was confirmed by 79% of respondents, of which 60% are teachers with a scientific degree. 21% of teachers deny this type of activity.

Figure 8. Academic competence of teachers



Source: Calculations are based on the Table 2.

According to the survey (Table 2), the need for such skills as mastery of scientific research methods is recognized by almost all respondents (98%). Only 4% (16 people) believe that a practical teacher does not have to master the methodology of scientific research. Of these persons, 2 teachers have a scientific degree of the candidate of sciences, 14 teachers are without a scientific degree. 56% of them are over 40 years old. Perhaps this can be explained by the fact that they are no longer interested in active scientific research activities. Currently, the implementation of scientific research that may be of interest to the world scientific community is publishing scientific results in publications that are part of international scientometric databases. After all, the publication of scientific articles in Scopus or Web of Science databases is one of the conditions for obtaining the academic titles of associate professor and professor, which testifies to the worldwide recognition of the scholar.

The clear position that states the need to publish scientific results in scientometric publications is evidenced by the fact that most respondents - 74% answered “yes”, of them teachers with a degree - 65%, without a degree - 9%. It shall be assumed that the answers “no” expressed by 26% of respondents are due to the fact that in order to implement this indicator it is necessary to form another competence - knowledge of a foreign (English) language, which is the “language of science”, to intensify research activities, skills of presenting research results according to the new standard. Regarding age, the range of respondents is from 25 to 70 years. This indicates that this statement is not related to the age of the teachers.

Thus, the task of forming a sufficient level of teachers’ key competences for the effective implementation of their professional self-improvement in the field of lifelong learning, and, accordingly, professional activities are modern and relevant. After all, a teacher is primarily a researcher with such qualities as scientific psychological and pedagogical thinking, a high level of teaching skills, developed intuition, critical analysis, the need for professional self-improvement and the use of modern teaching experience, that is, a person with the established innovation potential.

## DISCUSSION

The present research correlates with the results of Luker P. (LUKER, 1996), who argued that recent lifelong learning reflects the fact that learning should be more active, structured and long-term; all its components should be interconnected. We consider that this is since we need specialists who can address issues of long-term development. The strategic development of the university presupposes correctly set goals, analysis of prospects and the designing the development system corresponding to the time, as well as qualified and effective implementation of the strategy, and this requires competent and experienced specialists. Lifelong

learning competence still has some shortcomings in the various skills that make it up, which means continuing to encourage teachers to pursue lifelong learning (RODRÍGUEZ-GARCÍA et. al, 2019).

Hubackova and Semradova believe that motivation is an important element based on which the specialist develops his activities, which is a condition of education. People learn not to meet their own progress in knowledge, but to satisfy their needs in solving their own specific problems (HUBACKOVA & SEMRADOVA, 2014). In lifelong learning, attention is paid to the actual human initiative, which is aimed at self-education and self-management of education for the purpose of self-improvement and self-fulfilment in the process of lifelong learning. In our opinion, the motivation to learn throughout life is the professional's own improvement - the main source and driver of the teacher's training. It should be borne in mind that the fundamentals of professionalism are laid in a person by the society, which constantly teaches the specialist throughout life by applying various forms of vocational education. However, the person who, relying on socially acceptable labor standards, tries to determine his individual professional niche, chooses the optimal standards and strategies of professional behavior for himself, finally forms and polishes himself as a future professional. Eggelmeyer S. has noted that there is now more than ever a desire to learn throughout life in order to stay "on the wave" over time. After all, one thing is for sure, we all need to be involved in this process, with a commitment to lifelong learning (EGGELMEYER, 2010).

The choice of areas of the teacher's competence meets the following general criteria, namely: universality as a prerequisite for all teachers involved in the educational process; compliance with the requirements for the development of the educational process of higher educational institutions. Correlated thoughts can be found in the investigations of S. Masych, who has grouped the professional competences of a teacher of a higher educational institution in his scientific works (MASYCH, 2014).

Colardyn D. and Bjonavold J. have argued that an economy based on knowledge, new technologies, the growing pace of technological change and the processes of globalization – all the outlined affects the need for development skills and competence (COLARDYN & BJONAVOLD, 2004). Discussion of the problem of the teacher's professional competence focuses on the universal nature of competences, their contribution to the development of the professional activity of its subject and his characteristic personal formations. The idea of inclusion of competences in professional activities and their compliance with the personality of the teacher is system-forming in the definition of competences.

Feiman-Nemser, Williamson, McDiarmid and Clevenger-Bright define teachers' competence as ability – that is, the basic requirements for learning, formulated in knowledge, skills and abilities. This definition focuses on the potential opportunities for continuous development and achievement related to goals and objectives in a lifelong learning perspective (FEIMAN-NEMSER, 2001; MCDIARMID et. al., 2008). Monitoring the professional competence of teachers, the components of which are knowledge, skills and abilities, is the basis for creating an environment that will be a means of identifying and developing the potential of teachers, their competence and willingness to learn throughout life. Bringing the competence of teachers in accordance with modern requirements of the society, the development of their creative potential and skills are the main tasks of this process.

## CONCLUSIONS

Trends in economic development require reformatting the education system in order to ensure the acquisition of quality knowledge by professionals throughout life. Addressing the problem of forming readiness for lifelong learning in future teachers of higher educational institutions is due to the processes of globalization and integration, stimulating radical educational reforms, one of the main tasks of which is to involve all active citizens in the continuous process of learning new basic skills and competences. Lifelong learning determines the possibility of continuous professional development of a teacher who has the opportunity to improve and update his own competences throughout life.

The conducted research of the teachers' competence of four educational institutions of Ukraine and Poland has made it possible to consider the competence of teachers of higher educational institutions in three areas of their activities, namely: professional, psychological, communicative and academic, which, in turn, include certain statements, the attitude to which should be assessed by teachers. This range of tools is holistic; it has made it possible to assess and identify the state of development of the teachers' basic competences in accordance with the identified areas. The developed questionnaires have provided an opportunity to assess the value of certain provisions for teachers of higher educational institutions. After all, professional knowledge, developed teaching abilities, skills in the field of pedagogy, constant self-improvement - these are the necessary conditions for a teacher to achieve high professional skills. The generalization of the obtained results of the research has made

it possible to identify certain problems arising in the professional activity of teachers and requiring further solution. The results of the survey in the present research make it possible to identify a number of measures aimed at improving the quality of teachers of higher educational institutions and the development of their professional competence. These measures can be implemented at different levels of assessing the activities of teachers.

At the level of higher educational institutions that have participated in this survey, the results of the research are the basis for the development of educational and methodological support for training and development of competences of research and teaching staff, forasmuch as competences are not permanent and change through gaining experience and lifelong learning. Conducting such diagnostics provides an opportunity to establish the level of development of professional competences of teachers in accordance with modern challenges. Thus, the latest educational trend – that is, to continuously supplement their knowledge throughout life, means that in the face of rapid changes connected with new forms of social-economic activity, as well as the latest scientific technologies, it is necessary to work mobile, in addition, it is necessary to acquire competence that makes it possible to overcome various situations, many of which are difficult to predict.

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