

DOI <https://doi.org/10.32405/2308-3778-2024-28-2-111-124>

УДК 373.3/.5.011.3-051:172.13]:005.336.2

ORCID: <https://orcid.org/0000-0001-7527-1778>

Svitlana Oleksenko,
Institute of in-Service Training,
Borys Grinchenko Kyiv Metropolitan University,
Kyiv

ORCID: <https://orcid.org/0000-0002-7123-9014>

Svitlana Savchenko,
PhD in History
Institute of in-Service Training,
Borys Grinchenko Kyiv Metropolitan University,
Kyiv

FACTORS OF EFFECTIVE PROFESSIONAL DEVELOPMENT OF HISTORY AND CIVIC EDUCATION TEACHERS

Abstract. *The article publishes the research results into the professional development factors of historical and civic education teachers in modern conditions. Since the professional activities of history and civic education teachers in the conditions of education reform, uncertainty, and challenges require constant improvement, it is essential for the continuous education system to consider the factors affecting the effectiveness of this process. The purpose of the article is to study the factors and dominant motives of teachers' professional development in the historical and civic education field. The main tasks of the research are: to investigate the motives for the professional development of teachers in the field of history and civic education, to determine the stimulating factors and those that hinder the professional development of teachers, and to assess the level of their stress resistance.*

A questionnaire was used to conduct the research. In particular, to determine the motivation for professional development and identify factors that affect the professional development of teachers, a questionnaire was developed, an author's modification of questionnaire No. 2 of the questionnaire "Self-Assessment of Teachers' Needs for Development and Self-Development". "The Connor-Davidson Stress Resistance Scale" was used to determine teachers' stress resistance levels.

Based on the research results, the dominant motives of teachers' professional development were identified, particularly: the motive of self-disclosure and self-affirmation in the profession, and the motive of increasing the level of professional development or career growth. It was also determined that the most significant factors that stimulate the professional development of teachers are interest in work, self-education, and new professional tasks (innovative activity). Among the factors that hinder professional development, teachers singled out such things as: lack of time, martial law, and difficult life circumstances. In unstable wartime conditions, one of the essential conditions for effective professional development is stress resistance.

According to the results, most respondents have a sufficient and high level of stress resistance. Teachers identify expanding psychological knowledge and improving pedagogical skills as the most relevant directions for their professional development.

Keywords: *factors of professional development, historical and civic education field, motivation, professional development, stress resistance, teachers.*

© Світлана Олексенко, Світлана Савченко, 2024

Introduction. In times of uncertainty, challenges, and reforms, the education industry drives positive change. After all, the quality of life in the country depends on the development of education in the country. It is quite obvious that the main actors of such educational transformations are pedagogical workers. In particular, researcher L. Pukhovska noted: "Teaching is not only a «variable» that is necessary for the successful reform of educational systems, but also «the most important agent of change» in the implementation of reforms. This double role of teachers in

educational reforms is being the subject and the object of reforms – makes the professional development of teachers a challenging area” [19, p. 98]. This was also repeatedly emphasized by the former Minister of Education and Science of Ukraine, L. Hrynevych, speaking about the “New Ukrainian School” reform [11]. It is the teacher who is the “change agent” of such a reform. Therefore, an effective system of continuous education should be a tool for ensuring the effective professional development of teaching staff. It is worth noting that several regulatory and legal acts implement the professional development of pedagogical workers. In particular, Article 59 of the Law of Ukraine “On Education” [17], Article 60 of the Law of Ukraine “On Higher Education” [15], Article 51 of the Law of Ukraine “On Comprehensive General Secondary Education” [18], which details new approaches to professional development teaching staff. To ensure the development of continuous pedagogical education in Ukraine, Resolution No. 800 of the Cabinet of Ministers of Ukraine dated August 21, 2019 [5] approved the Procedure for improving the qualifications of pedagogical and scientific-pedagogical workers. The above procedure was amended by Resolution No 1133 of the Cabinet of Ministers of Ukraine dated December 27, 2019 [16]. In addition, the Concept of “New Ukrainian School” provides for the formation of a new system to improve the qualifications of teachers and heads of educational institutions and the development of a distance learning system to improve qualifications [11]. The Resolution No. 672 of the Cabinet of Ministers of Ukraine dated July 29, 2020, “Some Issues of Professional Development of Teaching Staff” [6] approved the Regulation on the Center of Professional Development of Teaching Staff. The Centers advise teachers, provide psychological support, and disseminate information about professional development opportunities: professional development programs, web resources, and other tools for professional development.

Such Ukrainian scientists as: M. Birka, N. Bibik, R. Basenko and V. Zaika, Yu. V. Zavalevskyi, I. Ziaziun, L. Kartashova, N. Klokar, O. Korneeva, V. Kremen, V. Oliinyk, O. Pehota, I. Pidlasyi, L. Pukhovska, O. Savchenko, T. Sorochan, L. Khoruzha, E. Khrykov touched upon the issue of improving the qualifications of teachers and determining the pedagogical conditions for improving qualifications in the postgraduate education system.

In particular, R. Basenko and V. Zaika raised the issue of analyzing modern psychological and pedagogical approaches to the motivation of teaching staff for innovative activities and the development of the latest educational environment. Scientists have found that one of the primary factors of work efficiency is the motivation of professional activity, which affects the formation of the teacher’s personality in the team [8].

T. Kovbasiuk analyzed the psychological and pedagogical features of teachers’ motivation for professional activity, investigated the hierarchical structure of the motivational sphere, and determined the main motives of the teacher’s activity [9].

The opinion of O. Bondarchuk is also valuable for our research, which singles out the psychological safety of the educational environment as one of the factors influencing the motivation for professional activity and growth of teachers [2]. One of the components of which is the stress resistance of the teacher.

Professional development involves continuous self-education, participation in professional development programs, and a free choice of forms (institutional, dual, at the workplace, etc.) and types (studying according to an educational program, internship, participation in certification programs, training, seminars, webinars, master classes, etc.) of professional growth. Therefore, in the modern conditions of the variety of educational offers and opportunities, on the one hand, uncertainty and constant stress in which Ukrainian society and teachers are on the other, it is crucial to determine the factors that affect a teacher's professional development. Despite the considerable number of studies on the mentioned problem, the question of the dominant motives and factors of the professional development of the teacher of history and civic education in the conditions of constant challenges and changes remains insufficiently studied for modern science.

Aim and tasks. The purpose of the article is to study the factors and dominant motives of teachers' professional development in the historical and civic education field.

To realize the set goal, the following tasks were defined: to investigate the motives of teachers' professional development, to identify stimulating factors and factors that hinder the professional development of teachers, and to assess the level of stress resistance of teachers.

Research methods. To solve the set goal in the research, the authors used scientific research methods, mainly analysis, synthesis, and generalization. A questionnaire was conducted to obtain research data.

In particular, to determine the motivation of professional development and to identify the factors that influence it, a questionnaire was developed, which is the author's modification of questionnaire No. 2 from the questionnaire "Self-Assessment of the Realization of Teachers' Needs for Development and Self-Development" [21, p. 47–49].

The list included questions and statements that correspond to the modern realities of professional activity and professional development of teachers in Ukraine, such as:

- What is the primary motive for your professional development at present?
- What factors stimulate your need for training and professional improvement?
- What factors prevent you from learning and professional development?
- Which direction of professional development is relevant for you now?

To the question "What is the main motive for your professional development at present?" the following answer options were offered:

- professional/career growth;

- increase in material well-being;
- self-disclosure and self-affirmation in the profession;
- need for respect from colleagues and the professional community.

Among the stimulating factors of professional development, it was proposed:

- training in professional development courses;
- influence of management;
- working conditions in the educational institution;
- example of colleagues;
- new professional tasks/innovative activities;
- self-education;
- interest in work.

Among the factors that hinder professional development were:

- low self-organization;
- loss of interest in work;
- lack of support and help from managers;
- negative attitude of colleagues and/or management;
- state of health;
- lack of time;
- war, difficult life circumstances.

To understand the current areas of professional development of teachers, it was noted:

- deepening knowledge of the subject you teach;
- expansion of psychological knowledge;
- improvement of pedagogical skills;
- personal growth, harmonization of personality.

Respondents had the opportunity to choose several answer options.

The “Connor-Davidson Stress Resistance Scale” [1] determined teachers’ stress resistance levels. Its Ukrainian version was adapted and validated [23]. Working with the scale is based on self-assessment – teachers independently answered 10 questions using a Likert scale with answer options: 0 – false; 1 – very rarely correct; 2 – sometimes correct; 3 – often correct; 4 is almost always correct. The scale consists of the following statements:

- I can adapt to change.
- I can handle any obstacles in my way.
- I try to approach the problems that arise with humour.
- Having to face stress makes me stronger.
- I recover quickly after illness, injury, or other adversity.

- I believe that I can achieve my goal despite obstacles.
- In a stressful situation, I do not lose the ability to concentrate and think clearly.
- I am not one to be deterred by failure.
- I consider myself a strong individual when it comes to life's challenges and difficulties.
- I can deal with unpleasant or painful feelings such as sadness, fear, and anger.

The total score is the sum of the answers received for all questions. The maximum score is 40. The table of normative indicators of the level of resilience was used to interpret the data [10].

Research results. The research was conducted in 2023 and 2024 among teachers of educational institutions in Kyiv, who were upgrading their qualifications at the Institute of In-Service Training of Borys Grinchenko Kyiv Metropolitan University. From the general sample of teachers of various specialties, a sample of teachers of history and civics education was selected, which amounted to 76 respondents, and the obtained data were analyzed.

Among the proposed motives for professional development, the motive of self-disclosure and self-affirmation in the profession received the largest number (80.9%). A vital motive (47%) is increasing the level of professional development or career growth. According to the results of the teachers' choice, motivation for increasing material well-being and the need for respect from colleagues and the professional community constitute the same amount – 19% (Fig. 1).

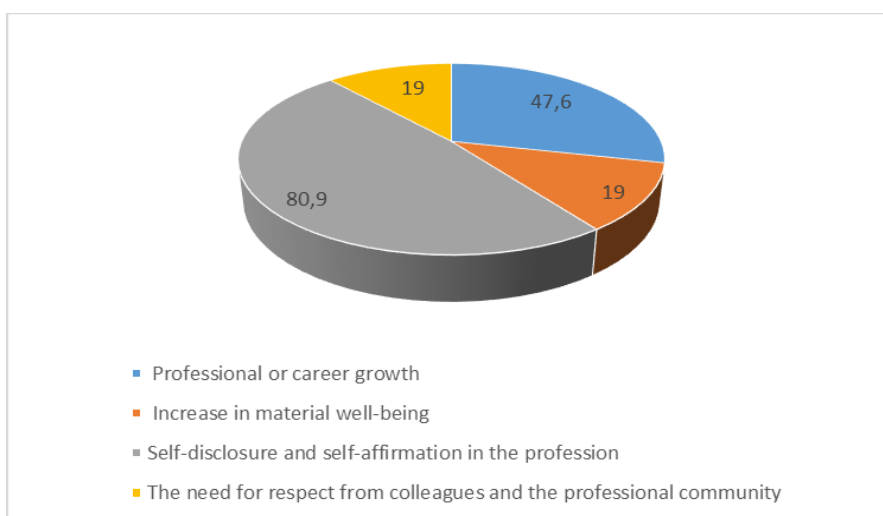


Figure 1. Motives of professional development of teachers.

Therefore, for history and civic education teachers, the primary motivation for professional development is internal motivation – the desire to assert oneself in this profession.

This study can be compared with the data of studies of the motivation of professional activity, which were conducted on different samples of pedagogical workers. In particular, in the study of motives for the work of teachers V. Zaika and R. Basenko, the motive of self-affirmation in work is typical for 40% of teachers [8]. In the study of the motivation of the professional activity of the heads of educational institutions, which was conducted in 2021 by K. Lunov, O. Merzliakova,

D. Sabol, and H. Kotsiuba, the possibility of self-realization in this activity is the primary motive for 67% of respondents [12]. Such a comparison demonstrates: firstly, the importance of this motive for teachers, regardless of their profession and regardless of external factors of influence (quarantine restrictions, martial law). It can be assumed that such a motive can simultaneously be a supporting factor that promotes sustainability in unstable conditions. Secondly, the motive of self-disclosure and self-affirmation in the profession is more important for professional development than everyday professional activities.

Other motives, which are also significant for teachers, can be attributed to external positive motivation, which indicates the effectiveness of such stimulation of the professional development of teachers of history and civic education by the administration of the educational institution.

The determination of factors influencing the professional development of teachers showed that the most favourable factors for teachers of history and civic education are: interest in work (75.9%), self-educational activity (70.5%) and new professional tasks, innovative activity (62,4%). Factors such as: the example of colleagues (30.5%), the influence of management and training on professional development courses (28.5% each), and working conditions in an educational institution (26.5%) received a smaller percentage of choices. The data are shown in Figure 2.



Figure 2. Factors that stimulate professional development.

These results coincide with the results of the previous question and prove that the main driver of professional improvement for these respondents is internal motivation.

In this way, the new challenges facing history and civic education teachers become an incentive for professional growth. In modern conditions, such challenges include, for example, the need to learn new forms of work through the Concept of “New Ukrainian School”, the need to understand psychological knowledge to support the psychological state of both students and one's own, to counter communicative and informational manipulations, etc.

Among the hindering factors, most teachers named lack of time (76.1%), the state of war in the country, and difficult life circumstances (52.3%). Less influence on the professional improvement of teachers is their state of health (23.8%). Obstacles such as lack of support and help from management, negative attitude of colleagues and administration received a small number of votes – 9.5% and 2.5%, respectively. Loss of interest in work and problems with self-organization did not have any choice.

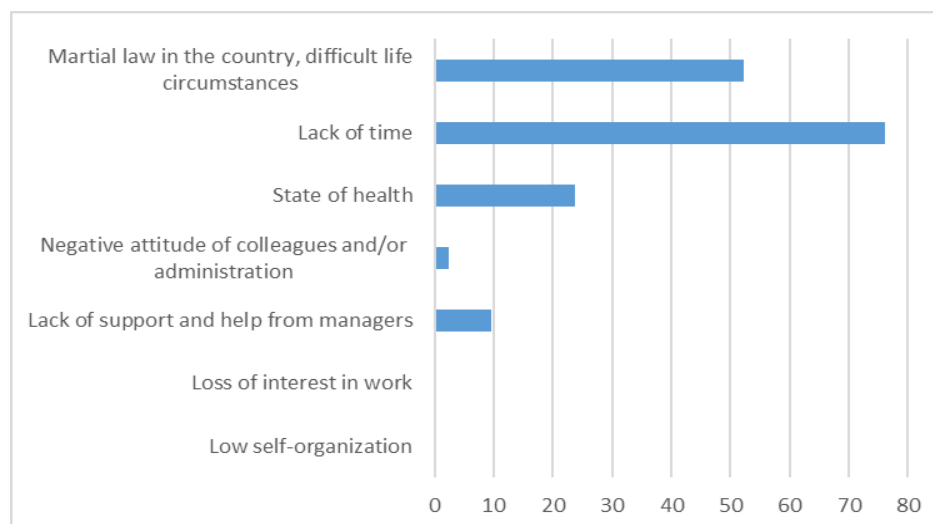


Figure 3. Factors that hinder the professional development of teachers.

The results of this study should be compared with those of S. Oleksenko and O. Khomenko [13], which was conducted at an interval of six months for another sample (teachers of social science disciplines). The goal was to investigate the realization of the needs of teachers in professional development in the conditions of the crisis to determine the stimulating and hindering factors.

It should be noted that the data of the studies differ only in percentage values, but the primary trend of both studies coincides. In particular, among the stimulating factors, teachers single out interest in work (70%); self-education (62.5%); trust (67.5%); the novelty of the activity, working conditions and the opportunity to experiment (55%). Lack of time, limited resources, difficult life circumstances, and health conditions prevail among the factors hindering professional development.

The professional interests of historical and civic teachers in modern conditions are reflected in the answers to questions about the current directions of professional development (Fig. 4). The option of expanding psychological knowledge (85.7%) and improving pedagogical skills (76.1%) received the most votes. In our opinion, it is explained by the challenges mentioned above. Deepening of subject knowledge (66.6%) and personal growth and harmonization of personality (61.9%) are also essential areas of development.

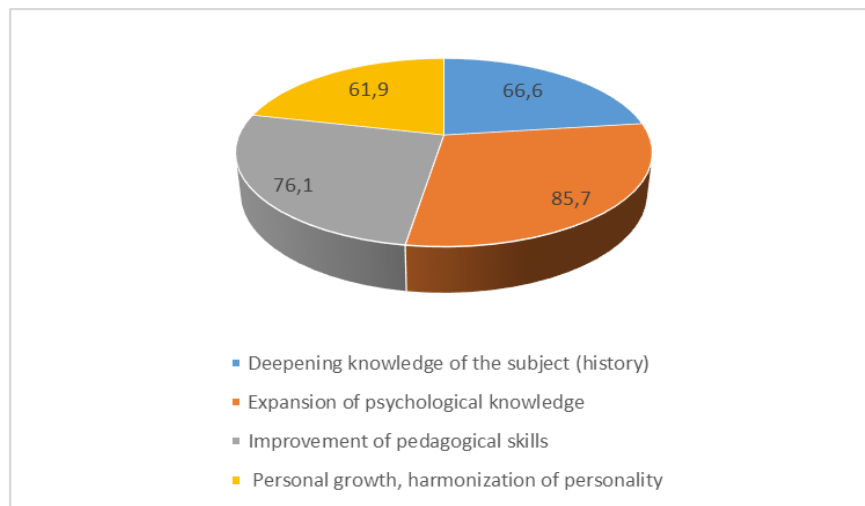


Figure 4. Current areas of professional development.

Therefore, the directions of further development in the profession are determined by the current needs of the teacher's professional activity, interest in teaching, and the need for personal improvement.

On the one hand, professional development occurs when a professional is faced with a problem and is forced to leave their comfort zone and make efforts to solve this problem. On the other hand, the teacher must be in a stable psychological state for the practical solution of professional tasks and further development. In wartime, the ability to stabilize one's psychological state, recover from stressful situations, and grow psychologically becomes an urgent need. Such skills form a person's stress resistance. Therefore, an important factor in a teacher's professional development in wartime conditions is the level of stress resistance.

The study of stress resistance of history and civic education teachers (Fig. 5) showed that 44% of respondents have a high level of stress resistance, 26.7% and 25.8% of teachers have an average and higher average level of stress resistance. 3% of teachers have a lower-than-average level.

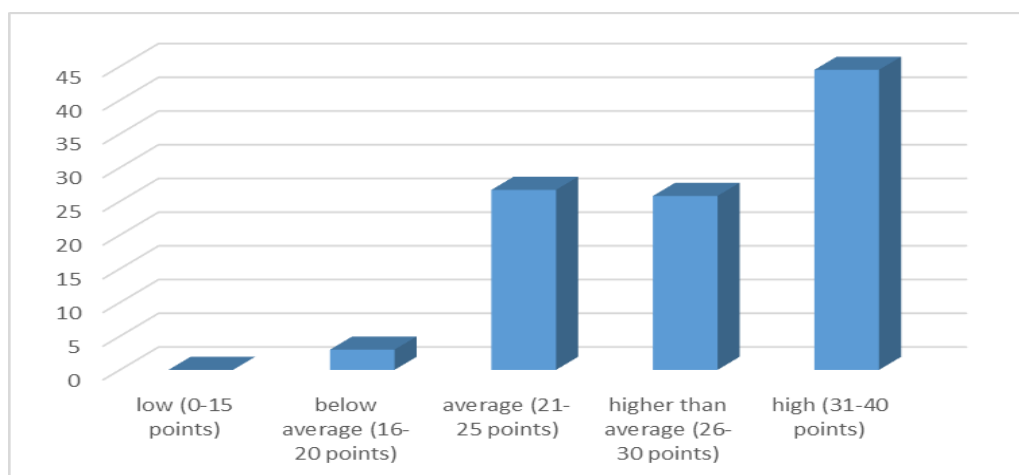


Figure 5. The level of stress resistance of history and civic education teachers.

Such indicators are quite high compared to previous studies of stress resistance [9; 22]. Perhaps this is explained by the peculiarity of the sample because the pedagogical activity is, to some extent, stressful and requires developing resilience in such situations. In addition, most of the respondents have significant work experience of more than 20 years. In this context, it is worth considering that psychologists of the Institute of in-Service Training of Borys Grinchenko Kyiv Metropolitan University conducted a significant number of training sessions for the teachers of the city to strengthen stress resistance.

Discussion. The significance of the problem of researching the dominant motives and factors of the professional formation of a teacher of history and civic education remains highly relevant. The results obtained by us in a certain way coincide with the results of other scientific studies devoted to the problem of the specifics of motivation and professional improvement of teachers.

Especially, O. Braslavaska and L. Ozerova, in the study “Theoretical Foundations of the Formation of the Professional Motivation of the Future Teacher in the Conditions of Professional Training” (2021), are inclined to the opinion that the formation of professional motivation is facilitated by the desire for self-improvement, as well as the tendency to develop analytical skills, the formed ability to reflections, the ability to predict the consequences of pedagogical influences [2, p. 27, 28].

V. Zaika and R. Basenko, researching the motives of teachers’ labour activity in the article «Peculiarities of the Motivation of Pedagogical Activity as a Factor of Personality Formation in an Innovative Educational Environment” (2022), found that 15% of respondents chose professional mastery, social significance (40%), the motive of self-affirmation in work (40%), work itself (5%) [7, p. 32]. Scientists emphasized that a worker’s pedagogical leading motives and motivation play an essential role in realizing his creative and personal potential, influencing the effectiveness of the pedagogical activity itself, and helping to avoid emotional and mental exhaustion. They also noted that the motivation of a pedagogical employee in a certain way determines his status in the team and reflects the professional level of the employee, which significantly affects the effectiveness of the pedagogical activity of the educational institution as a whole [7, p. 31, 35].

I. Dubrovina should be included in the scientific discourse with the scientific study “Pedagogical Support for the Formation of Positive Motivation of Teachers for Self-Education” (2017), who is convinced that the driver of motivation is self-education, which is based on the need for self-improvement, and acquires priority importance. The researcher considers a complex of external factors to be an essential condition for the development of motivation: support from colleagues and the administration; attitude towards the teacher, students, and their parents; financial incentive; the presence of objective factors favourable to self-realization, etc. She also emphasizes

that the actualization of the need for self-improvement, the development of the ability to self-determine, the acquisition of new psychological and pedagogical knowledge, and the formation of a person's spiritual worldview contribute to increasing motivation for self-education. Notably, the scientist notes that during the training of teachers, it is necessary to use the entire complex of directions for the formation of positive motivation for self-education, focusing on their educational requests, which encourage them to achieve the set goal without direct external influence, referring to the internal driving forces of the individual [6, p. 161].

T. Kovbasiuk, in the scientific research "Psychological and Pedagogical Features of Teachers' Motivation for Professional Activity" (2021), analyzed the factors affecting the formation of professional motivation and determined the conditions for successful professional self-realization of a teacher. The researcher proves that the formation and preservation of positive internal motivation for professional activity contribute to increasing the effectiveness of pedagogical interaction and creating favorable conditions for teacher self-realization in professional activity [8, p. 67].

A study by I. Denischuk (2021) highlighted the features and directions of the professional development of a modern teacher in the context of changes and tasks of education reform. As a result, a contemporary teacher's professionally essential qualities and skills have been determined. In the context of the teacher's professional development and the implementation of the "New Ukrainian School" reform, the researcher identified the following areas of professional development: substantive, dynamic, institutional, and technological [3, p. 25]. The role of integral personality characteristics determining success in professional activity is analyzed. The scientist also noted that self-education is an effective means of self-knowledge and self-improvement for a teacher. After all, this path of pedagogical development contributes to forming an individual style of pedagogical activity, helps in understanding the pedagogical experience and one's own independent work [3, p. 26].

Conclusion. Determining the dominant motives and factors that motivate or hinder the effective professional growth of teachers of history and civics education makes it possible to deepen the understanding of the value-motivational aspects of their professional activity, contribute to the optimization of the interaction of all participants in the educational process, and contribute to the prevention of professional fatigue and professional burnout of teachers. Positive factors are an incentive for effective professional development, contribute to satisfaction from professional activity, and create conditions for successful self-realization. Instead, negative motives have a destructive effect on professional growth.

According to the results of our research, it was established that the dominant motivations for becoming a teacher of history and civic education are self-discovery and self-affirmation in the profession (80.9%), increasing the level of professional development or career growth (47%).

Stimulating factors of professional development for teachers are interest in work (75.9%), self-educational activities (70.5%), new professional tasks, and innovative activities (62.4%). Among the obstacles to their professional development, teachers singled out such factors as lack of time (76.1%), martial law, and difficult life circumstances (52.3%).

The teachers named the expansion of psychological knowledge (85.7%) and the improvement of pedagogical skills (76.1%) the most relevant professional development areas.

A study of the stress resistance of teachers who participated in the survey indicates their resistance to stressful situations (44% – a high level of stress resistance). Such a state is a positive and important factor for teachers' professional development in unstable wartime conditions.

Prospects for further research of the problem are related to the study of the value-motivational component of teachers' professional development in history and civic education.

Список використаних джерел

1. Connor K., Davidson J. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*. 2003. Vol. 18(2). P. 76–82.
2. Бондарчук О. І. Психологічна безпека освітнього середовища закладів загальної середньої освіти та її вплив на мотивацію інноваційної діяльності вчителів. *Вісник післядипломної освіти. Серія: Соціальні та поведінкові науки*. 2017. Вип. 4-5. С. 17-27. URL: http://nbuv.gov.ua/UJRN/vispdoso_2017_4-5_5. (дата звернення: 03.09.2024).
3. Браславська О., Озерова Л. Теоретичні основи формування професійної мотивації майбутнього вчителя в умовах фахової підготовки. *Проблеми підготовки сучасного вчителя*. 2021. № 2(22). С. 21–30. [https://doi.org/10.31499/2307-4914.2\(22\).2020.219381](https://doi.org/10.31499/2307-4914.2(22).2020.219381) (дата звернення: 03.09.2024).
4. Денищук І. Особливості професійного розвитку педагога Нової української школи. *Імідж сучасного педагога*. 2021. № 6(201). С. 24-27. URL: <https://journals.indexcopernicus.com/api/file/viewById/1434538>(дата звернення: 02.09.2024).
5. Деякі питання підвищення кваліфікації педагогічних і науково-педагогічних працівників: Постанова Кабінету Міністрів України № 800 зі змінами від 21 серпня 2019 року. URL: <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text> (дата звернення: 28.08.2024).
6. Деякі питання професійного розвитку педагогічних працівників: Постанова Кабінету Міністрів України № 672 від 29 липня 2020 року. URL: <https://zakon.rada.gov.ua/laws/show/672-2020-%D0%BF#Text> (дата звернення: 28.08.2024).
7. Дубровіна І. В. Педагогічне забезпечення формування позитивної мотивації вчителів на самоосвітню діяльність. *Науковий часопис НПУ імені М.П. Драгоманова. Серія 16 «Творча особистість учителя: проблеми теорії і практики»*. 2017. Вип. 29. С. 160–165. URL: <https://enpuir.npu.edu.ua/bitstream/123456789/19163/1/Dubrovina.pdf> (дата звернення: 03.09.2024).
8. Заїка В. М., Басенко Р. О. Особливості мотивації педагогічної діяльності як чинник становлення особистості в освітньому інноваційному середовищі. *Імідж сучасного педагога*. 2022. № 2(203), 30–35. URL: [https://doi.org/10.33272/2522-9729-2022-2\(203\)-30-35](https://doi.org/10.33272/2522-9729-2022-2(203)-30-35) (дата звернення: 02.09.2024).
9. Ковбасюк Т. Психолого-педагогічні особливості мотивації педагогів до професійної діяльності. 2021. № 4(108). С. 62-68. URL: <http://npd.roippo.org.ua/index.php/NPD/article/view/388/361> (дата звернення: 02.09.2024).

10. Коқун О. М. Всеукраїнське опитування «Твоя життєстійкість в умовах війни»: препринт. Київ: Інститут психології імені Г.С. Костюка НАПН України. 2022. 46 с. URL: <https://lib.iitta.gov.ua/731505>
11. Концептуальні засади реформування середньої школи «Нова українська школа» [Електронний ресурс]. Міністерство освіти і науки України. 2016. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf> (дата звернення: 28.08.2024).
12. Линьов К., Мерзлякова О., Сабо́л Д., Коцюба А. Мотивація професійної діяльності керівників закладів загальної середньої освіти міста Києва. *Освітологічний дискурс*. 2022. Вип. 37(2). С. 55–74. URL: <https://doi.org/10.28925/2312-5829.2022.24>
13. Міляєва В.Р., Лебідь Н.К. Мотивація професійного вдосконалення як чинник розвитку лідерства в освіті. *Теоретичний та науково-методичний часопис «Вища освіта України»*. 2014. № 4 (додаток 1). С. 21–25.
14. Олексенко С. В., Хоменко О. А. Реалізація потреби в професійному розвитку вчителів суспільствознавчих дисциплін в умовах кризи. Колективна монографія (три і більше авторів). *Der Stand der Entwicklung von Wissenschaft und Technikim XXI Jahrhundert: Monograph. Scientific World-Net Akhat AV, Germany, Karlsruhe, Germany*. 2023. С. 113–192. URL: <https://doi.org/10.30890/2709-2313.2023-22-02-008>
15. Про вищу освіту: Закон України № 1556-VII зі змінами від 01 липня 2014 року. URL: <https://zakon.rada.gov.ua/laws/show/1556-18#>(дата звернення: 28.08.2024).
16. Про внесення змін до Порядку підвищення кваліфікації педагогічних і науково-педагогічних працівників: Постанова Кабінету Міністрів України № 1133 від 27 грудня 2019 року. URL: <https://zakon.rada.gov.ua/laws/show/1133-2019-%D0%BF> (дата звернення: 28.08.2024).
17. Про освіту: Закон України № 2145-VIII зі змінами від 05 вересня 2017 року. URL: <https://zakon.rada.gov.ua/laws/show/2145-19> (дата звернення: 28.08.2024).
18. Про повну загальну середню освіту: Закон України № 463-IX від 16 січня 2020 року. URL: <https://zakon.rada.gov.ua/laws/show/463-20#Text> (дата звернення: 28.08.2024).
19. Пуховська Л. Теоретичні засади професійного розвитку педагогів: рух до концептуальної карти. *Порівняльна професійна педагогіка : науковий журнал*. Хмельницький : ХНУ. 2011. № 1. С. 97–106. URL: <http://surl.li/hmsadb> (дата звернення: 03.09.2024).
20. Редько С. І., Панченко А. Г. Дослідження мотиваційних джерел педагогічних працівників як чинника успіху загальноосвітнього навчального закладу. *Педагогічний процес: теорія і практика*. 2015. № 3-4. С. 29–34.
21. Уруський В. Педагогічна діагностика: методичні рекомендації. Тернопіль, 2012. 129 с.
22. Хоменко О. А. Мотивація педагогів до онлайн-навчання. Дистанційне та змішане навчання як засіб реалізації індивідуальної траєкторії професійного зростання педагога: монографія / за наук. ред. І.П. Воротникової. Київ: ун-т ім. Б. Грінченка, 2022. 256 с.
23. Школіна Н. В., Шаповал І.І., Орлова І.В., Кедик І.О., Станіславчук М. А. Адаптація та валідація україномовної версії Шкали стресостійкості Коннора — Девідсона-10 (CD-RISC-10): апробація у хворих на анкілозивний спондиліт. *Український ревматологічний журнал*, 2020. № 2. С. 66–72. URL: <https://doi.org/10.32471/rheumatology.2707-6970.80.15236>

References

1. Connor, K., & Davidson, J. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2), 76–82.
2. Bondarchuk, O. I. (2017). Psykholohichna bezpeka osvitnoho seredovyschcha zakladiv zahalnoi serednoi osvity ta ii vplyv na motyvatsiiu innovatsiinoi diialnosti vchyteliv [Psychological safety of the educational environment of general secondary education institutions and its influence on the motivation of teachers' innovative activities]. *Visnyk pislidyplomnoi osvity. Seriya: Sotsialni ta povedinkovi nauky*, 4-5, 17-27. Retrieved from http://nbuv.gov.ua/UJRN/vispdoso_2017_4-5_5.
3. Braslavskaya, O., & Ozerova, L. (2021). Teoretychni osnovy formuvannia profesiinoi motyvatsii maibutnoho vchytelia v umovakh fakhovoi pidhotovky [Theoretical foundations of the formation of professional motivation of the future teacher in the conditions of professional training]. *Problemy pidhotovky suchasnoho vchytelia*, 2(22), 21–30. [https://doi.org/10.31499/2307-4914.2\(22\).2020.219381](https://doi.org/10.31499/2307-4914.2(22).2020.219381)
4. Denyshchuk, I. (2021). Osoblyvosti profesiinoho rozvytku pedahoha Novoi ukrainskoi shkoly [Peculiarities of the professional development of a teacher of the New Ukrainian School]. *Imidzh suchasnoho*

- pedahoha*, 6(201), 24-27. Retrieved from <https://journals.indexcopernicus.com/api/file/viewByFileId/1434538>
5. Cabinet of Ministers of Ukraine. (2019). *Deiaki pytannia pidvyshchennia kvalifikatsii pedahohichnykh i naukovo-pedahohichnykh pratsivnykiv* [Some issues of improving the qualifications of pedagogical and research-pedagogical workers] (Resolution No. 800, August 21). Retrieved from <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text>.
6. Cabinet of Ministers of Ukraine. (2020). *Deiaki pytannia profesiinoho rozvytku pedahohichnykh pratsivnykiv* [Some professional development issues of teaching staff]. Resolution No. 672, July 29). Retrieved from <https://zakon.rada.gov.ua/laws/show/672-2020-%D0%BF#Text>
7. Dubrovina, I. V. (2017). Pedahohichne zabezpechennia formuvannia pozytyvnoi motyvatsii vchyteliv na samoosvitniu diialnist [Pedagogical support for the formation of positive motivation of teachers for self-education]. *Naukovyi chasopys NPU imeni M. P. Drahomanova. Seriya 16 "Tvorchia osobystist uchytelia: problemy teorii i praktyky"*, 29, 160–165.
8. Zaika, V. M., & Basenko, R. O. (2022). Osoblyvosti motyvatsii pedahohichnoi diialnosti yak chynnyk stanovlennia osobystosti v osvithomu innovatsiinomu seredovyshchi [Peculiarities of the motivation of pedagogical activity as a factor of personality development in an innovative educational environment]. *Imidzh suchasnoho pedahoha*, 2(203), 30–35. [https://doi.org/10.33272/2522-9729-2022-2\(203\)-30-35](https://doi.org/10.33272/2522-9729-2022-2(203)-30-35)
9. Kovbasiuk, T. (2021). Psykholoho-pedahohichni osoblyvosti motyvatsii pedahohiv do profesiinoy diialnosti [Psychological and pedagogical features of teachers' motivation for professional activity]. *Nova pedahohichna dumka: naukovo-metodychnyi zhurnal*, 4(108), 62-68. Retrieved from <http://npd.roippo.org.ua/index.php/NPD/article/view/388/361>
10. Kokun, O. M. (2022). *Vseukrainske opytuvannia "Tvoia zhyttestiukist v umovakh viiny"* [All-Ukrainian survey "Your Hardiness in Conditions of War"]. Kyiv: Instytut psykholohii imeni H.S. Kostiuka NAPN Ukrainy. Retrieved from <https://lib.iitta.gov.ua/731505>
11. Ministry of Education and Science of Ukraine. (2016). *Kontseptualni zasady reformuvannia serednoi shkoly «Nova ukrainska shkola»* [Conceptual principles of reforming the secondary school "New Ukrainian School"]. Retrieved from <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>
12. Lynov, K., Merzliakova, O., Sabol D., & Kotsiuba A. (2022). Motyvatsiia profesiinoy diialnosti kerivnykiv zakladiv zahalnoi serednoi osvity mista Kyieva [Motivation of professional activities of heads of general secondary education institutions in Kyiv]. *Osvitolohichni dyskurs*, 37(2), 55–74. <https://doi.org/10.28925/2312-5829.2022.24>
13. Miliaieva, V. R., & Lebid, N. K. (2014). Motyvatsiia profesiinoho vdoskonalennia yak chynnyk rozvytku liderstva v osviti. *Teoretychnyi ta naukovo-metodychnyi chasopys "Vyshcha osvita Ukrainy"*, 4, 21-25. Appendix 1.
14. Oleksenko, S. V., & Khomenko, O. A. (2023). Realizatsiia potreby v profesiinomu rozvytku vchyteliv suspilstvoznachnykh dystsyplin v umovakh kryzy [Realization of the need for professional development of social science teachers in crisis conditions]. *Der Stand der Entwicklung von Wissenschaft und Technik im XXI Jahrhundert* (pp. 113-192). Scientific World-Net Akhat AV. Germany: Karlsruhe. <https://doi.org/10.30890/2709-2313.2023-22-02-008>
15. *Pro vyshchu osvitu* [On higher education]. (2014). Law of Ukraine No. 1556-VII. Retrieved from <https://zakon.rada.gov.ua/laws/show/1556-18#>
16. Cabinet of Ministers of Ukraine. (2019). *Pro vnesennia zmin do Poriadku pidvyshchennia kvalifikatsii pedahohichnykh i naukovo-pedahohichnykh pratsivnykiv* [On making changes to the Procedure for improving the qualifications of pedagogical and research-pedagogical workers] (Resolution No. 1133, December 27). Retrieved from <https://zakon.rada.gov.ua/laws/show/1133-2019-%D0%BF>
17. *Pro osvitu* [On higher education]. (2017). Law of Ukraine No. 2145-VIII. Retrieved from <https://zakon.rada.gov.ua/laws/show/2145-19>
18. *Pro point zahalnu serene situ* [On comprehensive general secondary education]. (2020). Law of Ukraine No. 463-IX. Retrieved from <https://zakon.rada.gov.ua/laws/show/463-20#Text>
19. Pukhovska, L. (2011). Teoretychni zasady profesiinoho rozvytku pedahohiv : rukh do kontseptualnoi karty [Theoretical foundations of professional development of teachers: movement towards a conceptual map]. *Porivnialna profesiina pedahohika: naukovyi zhurnal*, 1, 97–106.
20. Redko, S. I., & Panchenko, A. H. (2015). Doslidzhennia motyvatsiinykh dzherel pedahohichnykh pratsivnykiv yak chynnyka uspikhu zahalnoosvitnoho navchalnoho zakladu [Research of motivational sources of pedagogical workers as a factor of success of a general educational institution]. *Pedahohichni protses: teoriia i praktyka*, 3-4, 29-34.

21. Uruskyi, V. (2012). *Pedahohichna diahnostryka* [Pedagogical diagnostics]. Ternopil.
22. Khomenko, O. A. (2022). *Motyvatsiia pedahohiv do onlain-navchannia* [Motivation of teachers for online learning]. I. P. Vorotnykova (Ed). *Dystantsiine ta zmishane navchannia yak zasib realizatsii individualnoi traiektorii profesiinoho zrostannia pedahoha*. Kyiv: unстыtut im. B. Hrinchenka.
23. Shkolina, N. V., Shapoval, I. I., Orlova, I. V., Kedyk, I. O., & Stanislavchuk, M. A. (2020). *Adaptatsiia ta validyzatsiia ukrainomovnoi versii Shkaly stresostiikosti Konnora – Devidsona-10 (CD-RISC-10): aprobatysiia u khvorykh na ankilozyvnyi spondylit* [Adaptation and validation of the Ukrainian version of the Connor-Davidson Stress Resistance Scale-10 (CD-RISC-10): Approval in patients with ankylosing spondylitis]. *Ukrainskyi revmatolohichnyi zhurnal*, 2, 66–72.

Світлана Олексенко

*Інститут післядипломної освіти Київського столичного університету імені Бориса Грінченка,
м. Київ*

Світлана Савченко

*кандидат історичних наук,
Інститут післядипломної освіти Київського столичного університету імені Бориса Грінченка,
м. Київ*

ЧИННИКИ ЕФЕКТИВНОГО ПРОФЕСІЙНОГО РОЗВИТКУ ВЧИТЕЛІВ ІСТОРИЧНОЇ ТА ГРОМАДЯНСЬКОЇ ОСВІТНЬОЇ ГАЛУЗІ

Анотація. У статті оприлюднюються результати дослідження факторів професійного розвитку вчителів історичної та громадянської освітньої галузі в сучасних умовах. Оскільки професійна діяльність вчителів історичної та громадянської освітньої галузі в умовах реформування освіти, невизначеності та викликів вимагає постійного вдосконалення, то для системи неперервної освіти важливо враховувати фактори, що впливають на ефективність цього процесу. Метою статті є дослідження чинників і домінуючих мотивів професійного розвитку вчителів історичної та громадянської освітньої галузі. Основними завданнями дослідження визначено: дослідити мотиви професійного розвитку вчителів історичної та громадянської освітньої галузі, визначити стимулюючі фактори та такі, що перешкоджають професійному розвитку педагогів, оцінити рівень їхньої стресостійкості.

Для проведення дослідження було використано анкетування. Зокрема, для визначення мотивації професійного розвитку та виявлення факторів, які впливають на професійний розвиток вчителів, було розроблено анкету, яка є авторською модифікацією анкети №2 опитувальника «Самооцінка реалізації потреб педагогів у розвитку та саморозвитку». Для визначення рівня стресостійкості вчителів було використано «Шкалу стресостійкості Коннора-Девідсона».

За результатами дослідження було виявлено домінуючі мотиви професійного розвитку вчителів, а саме: мотив саморозкриття та самоствердження в професії, мотив підвищення рівня професійного розвитку або кар'єрне зростання. Також визначено, що найбільш значущими факторами, які стимулюють професійний розвиток вчителів, є інтерес до праці, самоосвіта й нові професійні завдання (інноваційна діяльність). Серед чинників, які перешкоджають професійному розвитку, учителі виділили такі: нестача часу, воєнний стан і складні життєві обставини. У нестабільних умовах воєнного часу однією з важливих умов ефективного професійного розвитку постає стресостійкість.

Згідно з отриманими результатами більшість респондентів має достатній та високий рівень стресостійкості. Найбільш актуальними напрямками для свого професійного розвитку педагоги визначають розширення психологічних знань та вдосконалення педагогічної майстерності.

Ключові слова: історична та громадянська освітня галузь, мотивація, професійний розвиток, стресостійкість, учителі, чинники професійного розвитку.

Стаття надійшла до редакції 05.09.2024
Стаття прийнята до публікації 20.09.2024