

PROFESSIONAL DEVELOPMENT OF ACADEMIC STAFF IN THE HIGHER EDUCATION QUALITY ASSURANCE SYSTEM

Bachynska O. M.

INTRODUCTION

According to the Law of Ukraine «On Higher Education» academic and teaching staff are entrusted with the duties of professionally conducting educational, methodological, scientific, and organizational activities: «ensuring teaching at a high scientific-theoretical and methodological level of educational disciplines corresponding to the educational program for the specialty, conducting scientific activities»¹.

Today, there is a mutual dependence in society between the quality level of the professional qualifications of the teaching staff of higher education institutions (HEIs) and the quality of preparation of a graduate specialist. The professionalism of academic and teaching staff in higher education is determined by a series of requirements of the new era for the role of the teacher, namely: professional competence at the level of European and world standards, mobility, competitiveness, creativity, and responsibility, flexible, independent, and critical thinking, proficiency in foreign languages and new information technologies, the ability to operate in conditions of uncertainty and change, orientation towards effective self-education and lifelong self-improvement.

The academic and pedagogical staffs utilize a combination of theoretical knowledge, practical experience, and professional skills during the systematic preparation of higher education students, creating conditions for their comprehensive and harmonious development. The purpose of their activity is to maximize the disclosure of the creative, intellectual, and spiritual potential of future specialists both in educational and scientific contexts. Therefore, addressing the professional tasks of an academic and pedagogical worker requires not only profound erudition in a specific field but also the ability to engage in scientific research and guide students' research activities.

¹ Закон України «Про вищу освіту» від 18 вересня 2014 р. URL: <https://zakon.rada.gov.ua/laws/show/1556-18#Text>

1. Analysis and evaluation of the work of a teacher as a necessary condition for ensuring the quality of higher education

On the path to improving the quality of knowledge and the effectiveness of the higher education system, the issue of analyzing and evaluating the professional activities of each teacher arises. Conducting an analysis of the work of academic and teaching staff requires the application of an appropriate methodology that takes into account the peculiarities of the functioning HEIs. However, there is practically no scientific justification for a comprehensive analysis of teachers' performance in the literature; certain components of internal evaluation are considered, but they are not integrated into a unified system. Therefore, the problem of developing and applying well-founded methods and models for evaluating the activities of academic and teaching staff of HEIs to manage the effectiveness of this activity in the system of forming the quality of knowledge is relevant. The social significance of addressing this issue lies in the direct and indirect impact of the evaluation procedure on the teacher's performance and the quality of educational services provided by HEIs.

The issue of assessing the quality of work of higher education teachers is discussed in the works of many domestic and foreign researchers. In particular, experts from the CEUME project (Consortium for Enhancement of Ukrainian Management Education) noted that a strategic means of improving the quality of Ukrainian education is the introduction of a transparent monitoring and evaluation system for the development of the teaching staff and aligning the professional development of teachers with motivational measures².

In the United States, the International Association for Management Education (AACSB International – The Association to Advance Collegiate Schools of Business) operates, under the conditions of which an educational institution must describe the process of official periodic reviews for reappointment, promotion, and decision-making regarding the term of employment as a teacher. Among the criteria should be those that characterize the teacher's course development, teaching effectiveness, and innovations in pedagogical activities³.

In domestic science, the issue of assessing the scientific and pedagogical activities of university teachers is addressed in many works. In particular, researchers such as T. Vasilyeva, S. Leonov, K. Bahmet, T. Lumpiyeva, O. Volkov, Y. Khrykov, and others have devoted their developments to this problem. However, already developed evaluation models for academic and

² Bochniarz Z., Kanishchenko G., Karpova O. Building Management Education in Ukraine. Kyiv: Management Education and Training Center, 2001. 110p.

³ Accreditation Standards. URL: <http://www.aacsb.edu/accreditation/standards.asp>.

teaching staff use quantitative indicators of teachers' work results, which are subject to precise measurement. In our opinion, it is necessary to also consider qualitative evaluation criteria, rather than limiting oneself to a purely quantitative approach.

In many Western countries, the evaluation of a teacher's performance is carried out in three directions: in terms of organizational and methodological aspects of conducting classes; the level of development of communicative culture; and the presence of professionally important personal qualities that ensure the effectiveness of the teacher's behavioral activities and interactions with students.

In the United States, the evaluation of a teacher's work is determined not only by the effectiveness of their teaching, research results, but also by systematic improvement of pedagogical skills, striving for self-improvement, participation in scientific conferences, involvement in public events, attitude towards work, past achievements, effectiveness of using specific teaching methods, and so on. Sometimes, formal and informal ratings among colleagues and student audience, the opinion of the academic council, the content of lecture courses, the desire for improvement, the implementation of innovative technologies, etc., are used in assessing the quality of academic and pedagogical staff's work. The appointment of teachers to positions is carried out by councils of supervisors, and the assessment of the quality of their work and recommendations for promotion within the service are issued by competent commissions of the Department of Education.

In classical British universities, the system of assessing the activities of teachers has been established for several centuries. Its main components include procedures for appointment to positions, reviewing educational and methodological literature prepared by teachers, upgrading qualifications, and obtaining the right to permanent employment at the educational institution, i.e., tenure. However, in the late 1980s, reform of this system took place, leading to significantly increased requirements for candidates to fill vacant positions and to progress in career advancement. Each university was granted the right to develop its own scheme for monitoring and controlling the activities of teachers, which could be based on recommendations approved by the Association of University Teachers and the Committee of Vice-Chancellors and Principals. The evaluation takes into account both objective criteria (academic degree, teaching experience, list of scientific publications) and the employee's focus on improving the quality of their work, personal growth, and the prospects of their scientific activity. The selection of individuals providing written recommendations to candidates also plays a role, with the weight of recommendations, the subjective opinion of the specialized committee compiled based on the results of interviews with the candidate. There are differences between universities in

the frequency of conducting certification of teaching staff (from annually to every three years), in the selection of the expert commission, and in the number of aspects of the teacher's activities subject to review. Overall, in this country, preference in assessing the activities of a teacher is given to filling out various types of forms reflecting their activity with the involvement of external expertise⁴.

In our country, the development of both individual higher education institutions and higher education in general largely depends on the activities of the heads of educational institutions. An effective means of influencing the leadership of universities is the creation and implementation of a reasoned system of analysis and evaluation of their activities. The results and process of the rector's managerial activities can be evaluated based on the following parameters:

- Clarity of development prospects for the HEIs, substantiation of the mission, strategic and current work plans;
- Level of manageability of the HEIs – the percentage of implementation of adopted management decisions and their quality;
- Correspondence of HEIs management to modern trends in management theory and practice;
- Moral and psychological climate in the HEIs, absence of conflict;
- Absence of corruption;
- Existence of a performance evaluation system for leaders, structural units, teachers, and staff of the HEIs;
- Correspondence of the HEIs management structure to its strategy and management objectives;
- Use of modern information technologies in institution management;
- Satisfaction of students, teachers, and staff with the state of affairs in the HEIs;
- Existence of a quality management system for the educational activities of the HEIs;
- Substantiation and transparency of financial policy;
- Development of democratic principles of management⁵.

In many domestic higher education institutions various methodologies for assessing the effectiveness of the faculty's work are being developed, but there is currently no universally accepted methodology. For example, in competitions for filling vacant positions, certification, and selecting candidates for promotion, it is traditionally envisaged to prepare a Motivated

⁴ Лумпієва Т.П., Волков О.Ф. Оцінка якості діяльності викладача. Наукові праці Донецького національного технічного університету. 2008. № 6. С. 28–31.

⁵ Accreditation Standards. URL: <http://www.aacsb.edu/accreditation/standards.asp>

Conclusion, which includes a brief description and assessment of the teacher's educational, methodological, scientific, and educational work, as well as the results of their qualification enhancement. The Motivated Conclusion is prepared by colleagues from the department where the teacher works, based on studying their contribution to the mentioned types of work and attending some of their lectures and practical classes, followed by an analysis and assessment of their professional and methodological skills. All this information is considered at a department meeting, and after the teacher's report, it is formulated into the aforementioned document, which is then submitted for approval to the respective Faculty or University Council. Thus, the main experts in assessing the teacher's performance are colleagues from the department and the head of the department. This evaluation of performance is usually conducted once every five years.

However, this approach to evaluating teachers cannot be considered fully objective for the following reasons:

1. Typically, the assessment of professional and methodological skills is based on one specially prepared open class.
2. The class is evaluated by colleagues who will later be evaluated by the same teacher, so the assessment may not always be objective.
3. There is a lack of external expertise in assessing the teacher's performance⁶.

In many European countries, as well as in the USA, the activity of university professors is assessed by their colleagues, administration, students, the public, and so on. In domestic HEIs, the rating assessment of academic staff is based on personal evaluation of their educational, methodological, scientific, and organizational and educational work. Some HEIs additionally include in the overall rating assessment of the teacher's work in other areas. For example, in rating assessments of teachers at the Borys Grinchenko Kyiv University, their innovative and international activities are taken into account. Thus, presenting one's innovative teaching experience, conducting training/seminars for colleagues, participating in the preparation and implementation of international projects, developing computer tests, organizing events of an innovative nature, participating in the preparation of licensing/accreditation documents, and filling the page of the university's structural unit portal contribute to increasing the teacher's rating. Karazin Kharkiv National University, when forming a teacher's rating, also considers their activity in the field of international relations with other institutions. A particular feature of the performance evaluation of teachers at the National Agrarian University is the consideration of a

⁶ Лумпієва Т.П., Волков О.Ф. Оцінка якості діяльності викладача. *Наукові праці Донецького національного технічного університету*. 2008. № 6. С. 28–31.

separate block – the integration by the teacher of the scientific-technological process into production. The Kryvyi Rih Technical University, in its rating assessment, separately takes into account the contribution of the teacher to the material and technical base (for example, participation in the creation and refurbishment of laboratories and classrooms, responsibility for their condition), as well as the executive and labor discipline of the teacher. The methodologies of Kryvyi Rih Technical University and Kyiv Polytechnic Institute provide for a reduction in the teacher’s rating in case of violations of labor discipline, failure to comply with orders, systematic lateness to classes⁷.

In rating assessments, the emphasis is placed on quantitative indicators of the teacher’s work, while qualitative criteria of pedagogical activity do not receive sufficient attention. Specifically, the rating assessment of teaching activity is influenced by the number of completed teaching hours; in evaluating methodological and scientific work, the dominant role is played by the number of published methodological recommendations and their volume (in printed pages), the number of articles, monographs, reports at scientific conferences; the effectiveness of educational work is expressed in the number of conducted educational events (competitions, tournaments, excursions, discussions with students, etc.). However, the lecturer’s skills, their ability to apply advanced didactic technologies, pedagogical techniques, and their own teaching methods are not taken into account.

It is extremely important to assess the teacher’s work by students’ evaluation of their performance (Table 1).

Table 1

Criteria for assessing the professionalism of the teacher by students

№	<i>Indicator</i>	<i>Assessment, in points</i>
1	Accessibility, logical presentation, and clarity of material delivery	
2	Application of innovative technologies in the educational process	
3	Motivation for self-education, development of creative abilities, and personal qualities	
4	Ability to stimulate and maintain audience interest in the subject	
5	Organization of students’ scientific research	
6	Objectivity in assessing students’ knowledge Language proficiency and clear pronunciation Friendliness and tactfulness in attitude towards students	

⁷ Васильєва Т.А., Лєонов С.В., Багмет К.В. Вітчизняний досвід оцінки ефективності науково-педагогічних працівників. URL: <http://surl.li/ryter>.

Table 1 (continuance)

7	Objectivity in assessing students' knowledge Language proficiency and clear pronunciation	
8	Friendliness and tactfulness in attitude towards students	
9	Ability to create a positive microclimate in the classroom	
10	Professional and personal qualities of the teacher corresponding to students' perceptions of a higher education instructor	

In the evaluation, students from different courses and groups with whom the teacher worked participate. Each indicator of the questionnaire (x_1, x_2, \dots, x_{10}) is assessed by the student on a 10-point scale, with a maximum total score of 100. Then, we calculate the average value for each indicator ($\bar{x}_1, \bar{x}_2, \dots, \bar{x}_{10}$). We determine the overall assessment of the teacher (X_{3ae}) from the students' perspective using the formula:

$$X_{3ae} = \frac{\sum_{i=1}^{10} \bar{x}_i}{100} \leq 1$$

where:

If $0,85 \leq X_{3ae} \leq 1$, the teacher is characterized by a high level of professionalism, enjoys authority among students, skillfully cultivates their interest not only in the subject but also in scientific research, self-education, positively impacting the quality of higher education;

if $0,60 \leq X_{3ae} \leq 0,84$ or $0,45 \leq X_{3ae} \leq 0,59$, the teacher's level of professionalism is satisfactory; however, there are several drawbacks in their work as a scientific and pedagogical worker, indicated by the assessment scores of specific indicators;

if $0 \leq X_{3ae} \leq 0,44$, the level of the teacher's pedagogical skill is very low and does not meet the requirements of higher education.

Information about the quality of the teacher's work should be recorded in the "Personal Card of the Academic and Pedagogical Worker of the Higher Education Institution" (hereinafter referred to as the Card). The Card is a collection of data about the nature and quality of the teacher's work necessary for managing the effectiveness of the academic and pedagogical worker's activities and the efficiency of the educational process (Table 2).

The information collected in the Card is primarily needed by the employee for self-analysis and forming an objective self-assessment. The Card will help prepare the teacher for reappointment, contract extension, identifying strengths and weaknesses in their work, and so on.

The information contained in the teacher's Card is also necessary for the institution's management. Based on its results, decisions may be made regarding the approval of the employee in the position, issuing bonuses, additional payments for work results, training opportunities, and may serve as grounds for reprimands. The data from the Card will be useful to experts in monitoring the quality of educational services provided by the institution and making decisions regarding the professional development of the teacher.

Table 2

Structure of the «Personal Card of the Academic and Pedagogical Worker of the Higher Education Institution»

Full Name Department Faculty Academic Degree, Academic Title Position	
<i>Indicator</i>	<i>Result</i>
Work Experience	
Research Area	
Number of textbooks, teaching aids, monographs issued (with differentiation by volume)	
Number of published scientific articles (total number, list attached in the specified format)	
Number of supervised Ph.D. candidates	
Expert assessment of an open class (rationale for conclusions)	
Evaluation of the quality of educational and methodological support for disciplines	
Evaluation of the teacher's performance by students (overall assessment with indication of strengths and weaknesses)	
Participation in specialized dissertation defense councils	
Proficiency in a foreign language	
Adherence to the rules of conduct established in the educational institution	
Professional development (date, series, and certificate number)	
Achievements of students conducting research under the guidance of the teacher	
Number of state awards and honors (none; specific list)	
Citation index	
Self-assessment of the teacher	
Rating assessment of the teacher	

2. Formation of professional competence of higher education teachers to work with students with special educational needs

Modern quality education, including higher education, is a necessary condition for the development of society and the formation of life guidelines for young people with special educational needs. Quality higher education can be provided by scientific and pedagogical workers with a high level of professional qualifications. The professional development of teachers should be considered as one of the means to ensure the mechanisms for improving the higher education system as a whole and the professional training of future specialists among persons with disabilities.

Lately, the issue of professional competence of scientific and pedagogical workers has been at the center of researchers' attention. The issue of professional training of educational workers in higher education, the formation of their professional competence, has been addressed by G. Ball, Ye. Klimova; the professional competence of a teacher and pedagogical skills by M. Holovan. The structure and content of the professional competence of a higher education institution teacher have been studied by T. Bugaychuk, O. Hura, B. Korzhumbaeva, V. Sharipov, V. Strelnikov, I. Yarmola, and others. Most researchers believe that professional competence is acquired through training, further education, or self-education of scientific and pedagogical workers. However, there is no interpretation of the content of professional competence of a higher education teacher with an inclusive focus.

The terms «competence» and «competent» have Latin origins (competentia) and are translated into Ukrainian as «to achieve», «to have relevant knowledge, experience».

At the International Conference of European Union Countries with the participation of UNESCO, the concept of «competence» was defined as the ability to effectively and creatively apply knowledge and skills in interpersonal relationships – situations involving interaction with other people in a social context as well as in professional situations.

In modern scientific works, the concept of «competence» is considered from various perspectives. A. Bermus viewed competence as a systemic activity that combines individual elements of personal, instrumental, and subject-specific abilities.

On the other hand, J. Raven considered competence as one of the necessary special abilities that ensures the effective implementation of precise action in a specific narrow field of knowledge and possesses defined subject skills and modes of thinking, while also being aware of the effectiveness of one's actions. Meanwhile, O. Spirin regards competence as a generalized characteristic of a person who possesses a certain amount of knowledge and skills, has a proper level of experience that ensures the effective performance of the specified activity, the solution of defined

tasks, and the attainment of a certain level of achievements in the chosen profession. Expanding on this notion, M. Choshanov asserts that a professional who possesses knowledge is not yet competent. Competence, in his opinion, develops when «a person strives to replenish knowledge and use it in new professional standards; their knowledge is mobile and necessary in solving professional situations; they develop a critical attitude towards external information, flexibility of thinking, enabling them to make optimal decisions in performing specific tasks». In his research, V. Baydenko considers competence as the ability of a person to quickly orient themselves in a wide range of contexts and have a high level of self-reflection and self-regulation, to adapt quickly and react flexibly to changes in environmental circumstances⁸.

According to the majority of scholars and practitioners, the competency-based approach implies a shift from the process to the outcome of education in an activity dimension. The outcome of forming professional competence is the specialist's ability to respond to new market demands, have the appropriate potential for practical problem-solving, search for their professional identity, and integrate into the social structure.

Inclusive education has several specific characteristics, including:

- The values of inclusive education, which determine the professional mindset and overall inclusive culture of the educator;
- The principles of inclusive education, which reveal fundamental positions of behavior for each participant in the inclusive space;
- The advantages of inclusive education, which emphasize attention to the social function of education;
- The poly-subjectivity of the inclusive educational space, where each participant has their own interests and positions.

It becomes evident that the central figure in the inclusive educational space is the educator, whose role and functions undergo significant changes. This circumstance makes it necessary to study and determine the components of educators' readiness to work in new educational conditions.

The basic components of a teacher's readiness for educational activities in an educational institution include the following competencies:

Professional competence – the unity of theoretical knowledge, organizational skills, and practical skills necessary for professional activity;

Pedagogical competence – the ability of the teacher to analyze, plan, organize, control, and make corrections to the educational process, knowledge, and application of modern forms and methods of teaching;

⁸ Абрамович Т.В. Розвиток професійної компетентності соціального педагога у системі післядипломної освіти : дис. ... канд. пед. наук : 13.04.07 / Рівненський державний гуманітарний університет. Рівне, 2018. 245 с.

Psychological competence – knowledge of the peculiarities of student learning according to their age and individual characteristics, the level of relationships and communication in the learning group, and the individual's place within it;

Socio-economic competence – knowledge of the basics of social processes development and progress, awareness of the state of affairs in political, social, economic, etc., spheres of the country and the world;

Communicative competence – mastery of effective methods and techniques of interpersonal communication, knowledge of foreign languages, and modern information technologies;

Cultural level – a formed system of social, moral, and spiritual values.

Creating comfortable conditions for the education of children with special educational needs requires the teacher to develop *social-personal competence (inclusive readiness)* – a tolerant attitude towards all participants of inclusive education; the ability to resist stereotypes about the limited possibilities of development and socialization of children with SEN. Tolerance and empathy towards individuals with disabilities are not only forms of respect but also indicators of personal involvement in communication, a kind of «self-improvement». The ability to empathize not only increases the adequacy of perception of the «other» but also leads to the establishment of effective, positive relationships with people.

Research by Lilian Katz in the field of professional development confirms that any educator undergoes the same stages of developing their own mastery throughout their professional career. Although there are disagreements today regarding the absolute accuracy of this concept of development and the number of stages, a person cannot immediately start their work as an experienced worker but acquires knowledge and experience in a certain sequence; only after a certain period of time does one adapt to performing certain tasks⁹.

The effectiveness of the higher education system largely depends on the professionalism of academic staff. Based on conducted research and personal pedagogical experience in HEIs, it is worth noting that unlike teachers of pedagogical disciplines, who have professional higher pedagogical education enriched with teaching experience in general education institutions during various types of pedagogical practices, teachers in HEIs of other disciplines (medical, technical, economic, etc.) do not have professional psychological and pedagogical training, meaning they are not sufficiently competent in the field of education. This problem is particularly relevant for young teachers, recent graduates of HEIs, who mainly base their

⁹ Katz L. G., Helm J. H. Young investigators: The project approach in the early years. New York : Teachers College Press, 2001.

activities on copying senior teachers or intuition, which does not lead to an improvement in the effectiveness of their work. This situation requires the development and implementation of a series of measures that will have a positive impact on the development and deepening of the psychological and pedagogical competence of academic staff in HEIs, for whom educational activities are the main type of work (see Figure 1) and will contribute to the improvement of the quality of educational services provided by HEIs.

During our research, a survey was conducted among faculty members of HEIs in the Ternopol region regarding the quality of student preparation and factors influencing the effectiveness of the work of academic staff. The survey involved 50 instructors aged 23 to 60.

According to the assessments of the academic staff themselves, changes that have occurred in the higher education system of Ukraine have negatively impacted its quality, as noted by 52% of the respondents. Only 21% of respondents perceive an improvement in the quality of education due to recent changes in higher education, while the rest either do not notice any changes or hesitate to respond. Among the main reasons leading to a decline in the quality of educational services, instructors participating in the survey highlight precarious financial conditions, inadequate funding, and insufficient attention from governing structures, among others. Specific factors mentioned include the low level of preparation of high school graduates and the inability of students to apply theoretical knowledge in practice.

However, it is worth noting that schools graduate many talented young individuals. Yet, access to higher education remains closed to many of these talented children due to their family's financial situation and the commercialization of HEIs. Regarding the detachment of higher education from practice, instructors themselves indicate that the reasons include weak connections between the content of academic disciplines and professional practice, outdated and ineffective teaching methods, and the quality of work of academic staff, among others.

Among the proposed responses to the question «What can contribute to improving the quality of student preparation?» there is a consensus among educators on the need, first and foremost, to improve their financial situation and working conditions. Only then do they emphasize changes in teaching methods and technologies, the application of non-traditional forms and methods of teaching in the educational process. In addition, a majority of respondents attach great importance to the development of students' cognitive activity and creative approach to learning. This includes expanding students' rights in determining the content, methods, and technologies of teaching (the so-called «pedagogy of partnership»).

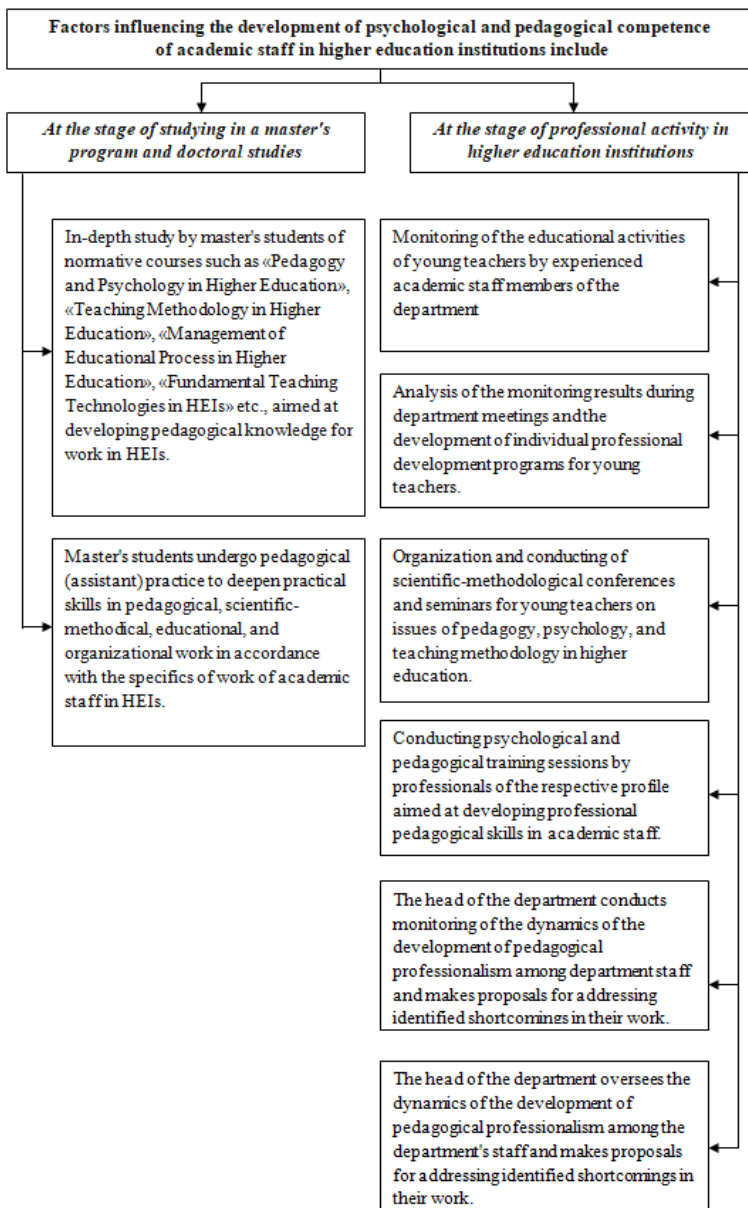


Fig. 1. Factors influencing the development of psychological and pedagogical competence of academic staff in HEIs

The quality of education is significantly influenced by the level of preparation of the instructors themselves. The majority of them consist of «theorists» who lack practical experience in research, consulting, and production-organizational work. Acquiring such experience could positively impact the content and forms of teaching, the nature of interaction between the instructor and the student, and the quality of educational services. Another factor negatively affecting the quality of teaching is the overload of educators and low levels of remuneration, which forces them to work in multiple places without devoting proper attention to the quality of their own preparation.

V. Safonova notes that today significant demands are placed on the level of professionalism, and universities and other educational institutions should raise it. However, the funding for these institutions constitutes only 30-40% of the needs, and the training of specialists is mainly carried out through the enthusiasm and dedication of those who continue to work in the higher education system.

The results of the work of academic staff have a long-term perspective and significantly differ from the work in the production sphere aimed at achieving short-term material results. The effectiveness of instructors' work cannot be evaluated over a short period of time since its expected outcome – the preparation of educated professionals – is a long-term process. Therefore, in developing effective mechanisms for motivating and stimulating scientific and pedagogical work, it is necessary to overcome the contradiction between temporary interest and long-term expediency.

A significant contribution to the study of motivation has been made by A. Maslow (the hierarchical system of human needs: physiological, safety, social, esteem, and self-actualization); D. McClelland (the theory of three needs: achievement (achievement motivation), affiliation (affiliation motivation), and power (power motivation)); F. Herzberg (influencing factors and the two-factor theory: hygiene factors and motivation); V. Vroom (expectancy theory).

In substantive theories, greater emphasis is placed on human needs and their classification. Thus, the order of achieving the goal of motivation is studied through purposeful influence on the human motivation system based on the established hierarchy of needs.

Process theories, on the other hand, focus more on people's behavior, which is mostly based on their expectations. For the purpose of constructing personnel motivation policies, process theories are more adapted since they establish causal relationships between human needs and actions aimed at satisfying such needs. For example, when choosing and approving personnel motivation policies, a company selects stimulation tools that best match the expectations of its employees. Moreover, different motivation theories do not

contradict each other but complement each other, reflecting the complexity and non-standard nature of the motivation process and determining the need for a comprehensive approach to solving this complex problem.

Quite interesting is the theory of the motivational potential of professional activity developed in 1976 by Richard J. Hackman and Oldham R. Gregg. This theory is based on the hypothesis that each type of work has several basic parameters, and if these parameters are improved, the employee will feel internal confidence in the importance of their actions, responsibility, and understand the connection between efforts expended and results obtained. This stimulates the employee for professional growth and self-improvement.

The model of motivational potential of professional activity consists of three parts: key job characteristics, critical psychological states, and the need for growth. Each employee encounters five main characteristics of their work:

- The spectrum of skills required for performing specific tasks;
- Task specificity – identification of the work with the final result;
- Task significance – the degree of impact of the work on life inside and outside the organization;
- Autonomy – the ability to self-regulate the circle of professional duties;
- Feedback – information that the employee receives about the results of the work.

However, these characteristics bring maximum satisfaction when employees are in certain psychological states:

- Perceived job significance – the extent to which an employee perceives their work as important and valuable. The variety, significance, and individuality of assigned tasks awaken a sense of importance in the person;
- Responsibility – the degree to which a person feels responsible and accountable for the results of their work. Autonomy specifically provokes this psychological state;
- Knowledge of results – the extent to which a person knows and understands the level of effectiveness of the work done. Feedback provides information about the actual results of the work.

These highlighted psychological states stimulate the development of internal motivation. A decrease in the level of psychological motivation leads to a sharp deterioration in productivity indicators.

Another component of the model is the level of the need for professional growth. Accordingly, the stronger this needs, the better the results of professional activity¹⁰.

According to the specifics of their activities, scientific and pedagogical workers working in inclusive education institutions must possess a wide range of knowledge, skills, and abilities. Their work is characterized by a high level of responsibility since not only the professionalism of the future specialist depends on them, but also the state of his physical and mental health. Pedagogical work is largely autonomous because it is the teacher who decides how to present the educational material. Feedback is manifested in the level of students' knowledge (see Figure 2).

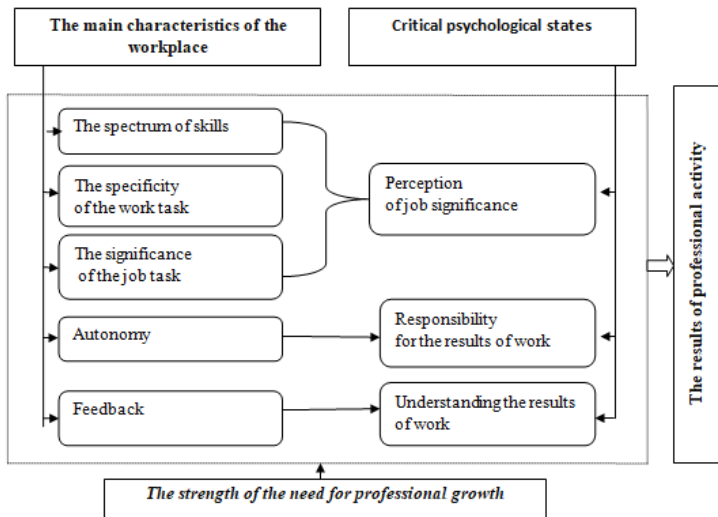


Fig. 2. Model of Motivational Potential of Professional Activity for Higher Education Scientific and Pedagogical Worker

If motivation is considered as a process of influencing a person's behavior by motivator factors, theoretically it can be divided into 6 stages that occur sequentially, namely:

1. The need arises as a feeling of lack of something by the individual and «demands» its satisfaction;
2. The presence of the need requires a certain reaction from the individual (to satisfy it!);

¹⁰ Hackman J.R., Oldham G.R. Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 1976. 16(2), P. 259–279.

3. The individual determines independently what needs to be done specifically to satisfy the need;
4. The individual puts in efforts to achieve the set goals;
5. The individual receives what should satisfy their need and evaluates how they obtained result corresponds to expectations;
6. Depending on this, motivation weakens, remains unchanged, or strengthens;

Depending on the level of satisfaction of the need and the size of the reward for the efforts made, the individual either stops activity until a new need arises, or continues to search for ways to satisfy the existing need¹¹.

Motivation in the professional activity of a teacher should be considered as one of the factors of efficiency in their work, while the effectiveness of pedagogical work is seen as a factor in ensuring the quality of the educational process. The motivational potential of a scientific and pedagogical worker is shaped by external and internal stimuli of labor activity.

Sociological research shows that today the leading motives of labor activity are material incentives (stability and increase in monetary reward). However, obtaining material benefits cannot be considered the highest value for higher education institution employees (as well as for other education sector workers) solely for the sake of which they engage in professional activity.

Moreover, the profession of a teacher entails the predominance of higher-level needs, such as the need for respect, recognition by the contact group, involvement in the common cause, achievements, self-expression through creativity, and self-realization. Their satisfaction is achieved through the attainment of personal goals, associated both with professional interests and through the achievements of students. It should also be noted that the attainment of scientific results (achievement of interests) by scientific and pedagogical workers can occur outside of work (educational institution). However, the material component cannot be excluded from the general list of motives under any circumstances, without considering it as the sole and dominant one.

We propose to satisfy the motivational needs of scientific and pedagogical workers based on the system of measures outlined in Table 3¹².

¹¹ Бондаренко С.С. Внесення змін до мотивації персоналу як головна умова застосування концепції постійного вдосконалення на українських підприємствах. *Гуманізація соціального управління* : тези доповідей Всеукр. наук.-практ. конф. (29 квітня 2008р). Х. : ФОП Александрова К.М., 2008.

¹² Бачинська О., Ольшевський В. Парадигма забезпечення конкурентоспроможності вищих навчальних закладів в умовах сучасних викликів : монографія. Львів : Видавництво Львівського торговельно-економічного університету, 2018. 276 с.

Table 3

**Motivation System for Scientific and Pedagogical Workers
in Higher Education Institutions**

Motivating factors		Incentive system
M	<i>Money</i>	Material incentives in the form of: - bonuses (based on performance); - one-time payments (on occasions such as anniversaries, retirement, etc.); - financial aid (for medical treatment, rehabilitation, etc.).
O	<i>Obedience</i>	Social incentives through: - public expressions of gratitude, awarding certificates; - bestowing titles such as «Best Teacher of the Year», «Most Outstanding Scientific Achievement of the Year», etc.
T	<i>Talent</i>	Creating conditions for the development of personality, realization of teachers' creative abilities, and unlocking their scientific potential. Promoting the professional and career growth of researchers.
I	<i>Interest</i>	Incentivizing researchers to collaborate with talented students, engage in joint scientific research, and innovative activities.
V	<i>Variant</i>	Expansion of conditions, opportunities, and options for concurrent employment and combination for scientific and pedagogical workers.
A	<i>Authorization</i>	Setting tasks before employees that have a significant impact on the development of HEIs. Involving faculty members in making management decisions to improve the university's operational results.
T	<i>Training</i>	Creating conditions for retraining and professional development of teachers. Encouraging educators to pursue further education in graduate and postgraduate programs, and to defend their academic dissertations.
I	<i>Information</i>	Organization and conduct of scientific conferences, seminars, symposiums, round tables, etc. based on higher education institutions.
O	<i>Order</i>	Ensuring a favorable positive microclimate within the team. Maintaining a high level of organizational culture.
N	<i>Nine factors</i>	The combined effect of the aforementioned nine factors forms the system of motivation for scientific and pedagogical workers in higher education institutions and has a positive impact on the results of the educational institution's work.

Preparing specialists from among individuals with special educational needs entails special requirements for the professional and personal training of educational personnel, who, in addition to the basic level of knowledge, must have an understanding of the essence of inclusive education, possess knowledge of the psychological regularities and characteristics of personal development of youth with special educational needs, and be skilled in methods of psychological and didactic design of the educational process.

CONCLUSIONS

The process of professional development and growth of a higher education teacher should be continuous and create conditions for satisfying both the individual needs and the societal demand for competent professionals. It's worth noting that the development of teachers' professional competence is influenced by their motivational-personal sphere, their professional orientation determined by motives, goals, and self-awareness, which entails a desire to master the profession, achieve professional mastery, and attain a certain social status.

Analysis of domestic approaches to assessing the activities of higher education institution academic and pedagogical staff allows for the following conclusions:

- There is no universally accepted methodology for rating the activities of academic and pedagogical staff in Ukraine;
- The evaluation of a teacher's activity is determined solely by quantitative characteristics that do not cover the entire spectrum of the educator's work.

The research results indicate that methods for evaluating the work of teachers will evolve, as there are increasing demands placed on both HEIs and teachers themselves, as well as on the quality of student preparation. Only a comprehensive approach to using both quantitative and qualitative indicators of evaluation will provide objective results regarding the activities of a teacher and their contribution to improving the quality of higher education.

Motivation in the professional activity of a teacher should be considered as one of the factors of their work efficiency, while the effectiveness of pedagogical work should be seen as a factor ensuring the quality of the educational process.

Thus, one of the main tasks of HEI management should be the formation of a comprehensive mechanism for applying both material and non-material methods of motivation, adapting them to the specific characteristics of each individual employee, as only the integrated application of the entire range of motivational methods can ensure the maximum increase in the efficiency of their work.

SUMMARY

The paper analyzes domestic and foreign approaches to assessing the effectiveness of the faculty's activities in higher education institutions. Several methodological approaches to assessing the performance of higher education instructors are proposed. The system of professional competencies of academic staff in higher education institutions is characterized as a result of the formation and development of their professional activities. The essence of the concepts of competence, competency, and professional competence of scientific and pedagogical staff of higher education institutions is defined. The peculiarities of the socio-personal competence of higher education instructors are described. It is proven that the motivation system of scientific and pedagogical staff in higher education institutions should be based on the combined action of nine motivating factors (money, respect, talent, interest, options, empowerment, learning, information, order), the effectiveness level of which determines the final result – the quality of educational products and the level of professional training of future specialists.

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Information about the author:

Bachynska Olena Mykolaivna,

PhD in Economics,

Lecturer at the Department of Public Administration,

Management and Inclusive Economy

Educational and Rehabilitation Institution of Higher Education

«Kamianets-Podilskyi State Institute»

13, Hodovantsia, Kamianets-Podilskyi, 32300, Ukraine

ORCID ID: 0000-0001-6994-469X