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### **FORMATION OF AN INDIVIDUAL PROFESSIONAL TRAJECTORY OF THE DEVELOPMENT OF A TEACHER IN THE CONDITIONS OF THE INNOVATIVE EDUCATIONAL ENVIRONMENT**

**Abstract.** The relevance of the study covered in the work is primarily connected with the introduction of changes in modern education, and provides an opportunity to explore the process of creating an individual professional trajectory of the teacher in the innovative educational environment.

The main objective of this study is to determine ways of formation of an individual professional trajectory of the development of a teacher in an innovative educational environment. The paper proposes a concept according to which the implementation of an innovative strategy for the organization of methodical work in the pedagogical college will not only contribute to the formation of professional competence of teachers, but also ensure the construction of an individual trajectory of professional growth of each teacher. The solution of this problem will allow teachers to focus on the constant search for optimal forms, methods and techniques of didactic interaction, aimed at continuous improvement of their own intellectual and methodological level.

The study was done on the basis of the Communal Institution «Pokrovsk Pedagogical College». In the process of the study the necessity of providing change of type of pedagogical thinking from reproductive to productive, from the setting for passing knowledge to an independent purposeful construction of

educational dialogue, ability to self-expression and creativity; self-realization, moral and professional self-improvement was justified.

**Results.** On the basis of generalizations of empirical and theoretical results of the study the theoretical and methodological bases of studying are allocated and effective forms and methods of innovative methodical work which will promote realization of an individual professional trajectory of the teacher are generalized. The methodical tools of the organization of innovative methodical work are developed, the efficiency of its influence on increase of a level of professional competence of teachers is analyzed. The effectiveness of the introduced innovative forms of methodical work on the growth of professional skills of teachers is determined. The model of individual professional trajectory of the teacher of the pedagogical college is suggested.

**Conclusion.** The issues of the study are also of great significance for educational practice because they contribute to the solution of an urgent problem - the creation of conditions for innovative educational environment in the pedagogical college.

The research may be of interest to a wide range of readers who are interested in this issue, as well as teachers of the institutions of higher education.

**Key words:** individual professional trajectory of the development of a teacher; innovative potential of the teaching staff; self-diagnosis; self-actualization.

**Introduction.** The general direction of reforming the educational sphere in Ukraine is the need to ensure its compliance with European standards, the needs of modern life, purposeful focus on quality and affordable education. In this regard, the level of society's requirements for professional competence of teachers increases, there is a need for highly qualified pedagogical specialists who are willing to restructure professional and pedagogical activities in accordance with modern conditions: they are able to design, generate ideas, plan their implementation and evaluate on the basis of relevance, scientificity, predictability, optimality and controllability.

The "Strategy for Sustainable Development of Ukraine until 2030" emphasizes that continuing education should become a process of continuous development of the individual, his knowledge and competencies, as well as the ability to act in new conditions [1]. Therefore, the issue of professional development of a teacher on the basis of andragogy according to a certain individual educational trajectory is relevant.

The Law of Ukraine "On Education" states that "individual educational trajectory is a personal way to realize the potential of the personality of the learner, formed taking into account his abilities and experience, is based on the choice of education types, forms and pace of education, subjects of educational activity and their proposed educational programmes, disciplines and the level of their complexity, methods and means of teaching "[2].

This allows the teacher to build their own trajectory of professional development, as modern society requires the education of competent and mobile professionals, focused on self-development, continuous self-improvement and lifelong learning.

Continuing education of a teacher in individual educational technology is the subject of research by many scientists. Academician V. Oliynyk emphasizes the reorientation of the process of postgraduate pedagogical education to enable professionals to choose the content and forms of professional development that will promote not only professional but also personal growth of employees in the field of education [3].

Y. Hrechanyk focused on the formation of acmeological competence of teachers in the system of postgraduate pedagogical education, developed a model of acmeological assessment of management activities for professional development of teachers [4].

Many scientists interpret the individual educational trajectory as a purposeful educational program that ensures the continuous development of the teacher. Some scholars believe that the individual educational trajectory is a set

of specific didactic and methodological tools to ensure the development of the teacher, based on his individual characteristics.

A. Khutorskyi considers the individual educational trajectory as a personal way of realizing the potential of the personality of everyone in education [5].

O. Borovik, clarifying the essence of the concept of "individual trajectory of professional development of a teacher", defines the requirements and conditions of designing an individual educational trajectory as a means of implementing a personal approach to professional self-development of a teacher [6].

H. Poliakova notes that the most effective way to implement continuing education and self-education of a teacher is to build and implement an individual trajectory, which can be carried out in search of effective forms in the system of continuing education and modeling of self-education and self-development. Modeling the individual trajectory of continuing education and self-education takes into account the influence of external and internal factors on the need for education and self-education, has a cyclical nature of identifying and meeting needs [7].

Individual educational trajectory, according to L. Kirishko, O. Polovenko, provides the expansion of educational space, the choice of the most effective, convenient for teachers ways and means of continuing education, increasing professional competence, qualifications and competitiveness of teachers in the market of educational services [8].

Theoretical analysis of the literature shows the urgency of the problem of forming an individual professional trajectory of the development of a teacher in an innovative educational space.

Taking as a basis the work of O. Borovik [6], H. Polyakova [7] on modeling and monitoring of professional activity, the work of O. Polovenko, L. Kirishko [8] on the directions of creating an individual trajectory of continuing education and self-education of teachers, a study of the process of creating an individual professional trajectory of a teacher in an innovative

educational space was conducted in the Communal Institution "Pokrovsk Pedagogical College".

**The object of research** is the process of professional growth of teachers of the pedagogical college in the educational space.

**The subject of research** is the influence of innovative forms and methods of methodical work on the construction of an individual professional trajectory of a teacher.

**The purpose of the study** is to theoretically substantiate the effectiveness of innovative forms of organization of methodical work and experimental verification of their impact on teachers' motivation for self-education as the main means of professional self-improvement, which is implemented in the development of individual professional trajectory.

The study is based on the hypothesis that the implementation of an innovative strategy for the organization of methodical work in the pedagogical college will not only contribute to the formation of professional competence of teachers, but it will also provide an individual trajectory of the professional growth of each teacher.

According to the purpose **the tasks of research** have been outlined:

1) to analyze the content of the organization of innovative methodical work on the effectiveness of its impact on increasing the level of innovative potential of the teaching staff;

2) to determine the level of abilities to creative self-development of the teacher [10];

3) to generalize effective forms and methods of innovative methodical work which will promote realization of an individual professional trajectory of the teacher;

4) to conclude methodical recommendations on formation of a professional trajectory of development of the teacher in the conditions of innovative educational space;

5) to develop a model of individual professional trajectory of a teacher;

6) to check the effectiveness of the developed model experimentally, to determine the effectiveness of the introduced innovative forms of methodical work on the growth of teachers' professional skills;

7) to determine the benefits of using an individual professional trajectory of development of a teacher.

The initial provisions of the study are based on the Laws of Ukraine "On Education" [1], "On Professional Higher Education" [11], "On Professional Development of Employees" [12], the National Strategy for Education Development in Ukraine until 2021 [13], the national programme "Education" (Ukraine of the XXI century) [14].

The practical significance of the study lies in the formation of:

- positive motivation of teachers to update the educational process in the pedagogical college in accordance with the Concept "New Ukrainian School";

- methodical and technological readiness of teachers for the introduction of innovative technologies in the educational process;

- modeling of individual professional trajectory.

The study was carried out using a set of the following methods:

- formal-logical (empirical observation, conversation, comparative analysis, synthesis, forecasting);

- diagnostic (questionnaires, interviews, expert observation);

- methods of active learning (trainings);

- statistical (comparison, rating).

**Results.** Education reform involves the implementation of the concept of lifelong learning, the concept of continuing education, which provides a gradual development of creative potential of the individual and the specialist, the acquisition of competencies to increase competitiveness, integration into the global educational space. All of the above actualizes the search for effective ways of professional development of teachers in an innovative educational environment.

The study was done on the basis of the Communal Institution "Pokrovsk Pedagogical College", which trains specialists in the specialties "Primary Education", "Secondary Education (Labor Education and Technology)". The study was conducted in several stages.

The diagnostic and ascertaining stage provided for the study of the level of innovative potential of the pedagogical team, the ability to creative self-development.

During the diagnosis, the method "Assessment of the Level of Innovative Potential of the Teaching Staff" by T. Morozova was used. This technique is multifunctional and allows to identify the level of innovative potential of the teaching staff, the range of conditions that affect the development of innovative activities of the teacher, to identify difficulties and obstacles in mastering and developing innovations.

The survey involved 40 teachers of the pedagogical college who have different teaching experience.

78% of respondents indicated the need for changes in learning technologies.

91% said that the college has created all the appropriate (material, technical, psychological and methodological) conditions for the implementation of innovative educational activities.

Among the obstacles to mastering and developing innovations, about 60% note the following:

- lack or insufficient development of research skills;
- lack of necessary theoretical knowledge and practical skills of innovative technologies;
- lack of time.

In order to determine the impact of innovative transformations on the quality of the educational process, a survey of teachers "Needs in the nature of innovative transformations" was conducted.

1. Does the introduction of pedagogical innovations improve the quality of education?

2. Are you interested in innovations and experiments in teaching?

The answer "yes" was chosen by 71% of teachers who are prepared for innovation. The answers "no" were chosen by 9% and "not sure" - 20%, respectively. Such indicators show that not all teachers have a strong personal motivation to experiment and develop experience on the basis of innovations that significantly affect the results of pedagogical activities and allow them to achieve optimal results.

The data obtained during the diagnostic and ascertaining stage of the research testify to the general positive dynamics of development and introduction of innovative pedagogical technologies in the practice of the pedagogical college. Most respondents note positive changes in the educational process, the conditions of educational activities. According to the majority (71%) of respondents, the introduction of pedagogical innovations, of course, contributes to improving the quality of education, increasing the level of professionalism of the teachers, the competitiveness of educational institutions.

The modern teacher must be ready for the perception and assimilation of new pedagogical technologies and their application in the educational process, i.e. in innovative pedagogical activities. The carriers of pedagogical innovations can be only creative individuals capable of reflection, self-development, self-actualization, professional self-improvement.

Readiness for innovative activity is an internal force that forms the innovative position of the teacher. Sources of readiness for innovative activity reach the issues of personal development, professional orientation, professional education, self-development and self-determination of the teacher.

In order to study the abilities of the teacher to creative self-development in the process of innovative activity the self-diagnosis "Ability of the Teacher to Creative Self-development" (according to the method of I. Nikishina) was conducted [10]. The results of the self-diagnosis are the following: 51% of

respondents have active self-development; 32% of respondents do not have a stable system of self-development; 17% of respondents have stopped self-development. The self-diagnosis made it possible to determine the level of awareness of the essence and internal preconditions of the process of one's own professional self-improvement.

Methodical work in pedagogical institutions of professional higher education, in particular in pedagogical college, should reflect not only features of updating of educational process, the change of traditional system of educational practice into the innovative one, but also give the chance for professional self-determination and self-improvement of teachers, construction of their individual professional trajectory.

At the formative stage of the study, pedagogical monitoring of the analysis and synthesis of pedagogical, psychological, general scientific principles of problems, needs and opportunities of teachers was carried out. As a result, the following components were designed:

- methodical recommendations on the formation of an individual professional trajectory of the teacher's development in the conditions of innovative educational space;

- the model of methodical support on formation of individual professional trajectory of development of the teacher in the conditions of innovative educational space;

- the model of an individual professional trajectory of the development of a teacher.

Based on the monitoring conducted by the initiative group of the teachers of the Communal Institution "Pokrovsk Pedagogical College", it was determined that the methodological work in the pedagogical college is implemented through traditional, non-traditional and innovative forms of its organization. Such non-traditional forms of collective methodical work with teachers as methodical festivals, kaleidoscopes, pedagogical studios, panoramas, methodical dialogues and rings, methodical auctions, pedagogical trainings, pedagogical tournaments,

pedagogical coaching, methodical briefings, brainstorming, etc. are considered effective. .

The modern vision of the problems of the educational field allows the teaching staff of the college to find original solutions for effective participation in regional, national and international scientific, innovative educational projects. Modernized material and technical support of educational activities such as an interactive language classroom, computer science classrooms, multimedia complexes, automated library system, educational and training class "New Ukrainian School", Language Center of Warsaw University of Economics and Humanities, pedagogical research center "Innovative technologies in modern education" enable the modernization of the institution and focus on the best European standards.

The direct participation of each teacher in innovative methodological activities provided the formation of an atmosphere of creativity, mutual support, awareness of the benefits of using individual professional development trajectory, implementation of strategic objectives of the current stage of education, the ability to model an individual professional trajectory.

To solve the problems of forming an individual professional trajectory of the teacher's development in the conditions of innovative educational space, a complex system of psychological and methodological support for modeling one's own professional trajectory has been developed, in particular:

- psychological and pedagogical diagnostic tools have been selected such as methods "Diagnosis of the Model of Pedagogical Communication" (M. Yusupov) [15], "Diagnosis of Needs for Self-development" (V. Maralov) [16], test "Assessment of the Ability to Self-development and Self-education" V. Andrieieva [17];

- training sessions were held: "A Real Teacher. Who is he?", "Psychological Aspects of Teachers' Adaptation to Work in an Innovative Educational Environment", "Psychological Readiness of Teachers for Innovative Activity", "Innovative Technologies and Methods of Education";

- the information bank on the readiness of teachers for changes in the implementation of the Concept "New Ukrainian School" was created.

We consider the individual professional trajectory of the teacher's development as an appropriate choice of content, forms, methods, technologies, methods of education based on the coordination of individual goals, needs, motives of the teacher's interests and goals and requirements of the pedagogical college. The individual trajectory of professional development of a teacher reflects three main areas of activity:

- 1) self-education of the teacher;
- 2) the activities of the teacher in the professional community;
- 3) participation of the teacher in methodical work.

Starting to plan the individual trajectory of professional development, the teacher must formulate:

- the purpose and objectives of their own professional development, which are correlated with the plan of the educational institution and its main educational program; the level of development of students;
- professional skills that need to be developed or formed;
- means (models, mechanisms, methods, techniques, technologies) of the decision of the set purposes and tasks.

The purpose and result of the implementation of the individual trajectory of professional growth is the development of professional competence of the teacher.

The trajectory of the professional growth of a teacher provides the appropriate amount of knowledge, skills and abilities to apply innovative technologies:

1. The teacher must know:
  - history of technology;
  - theoretical substantiation of new results;
  - problems that can be solved with this technology;
  - results that can be obtained after its application in practice;

- methods and techniques used in this technology;
- methods and techniques of higher education;
- stages of mastering technology by a teacher and a student.

2. The teacher must develop:

- a version of the educational program;
- an educational and methodical map of the discipline;
- plans of different types of classes provided by the new technology, training modules and handouts for them;
- content of educational projects;
- tasks for students in relation to educational projects;
- new texts of multilevel tasks for control, test control tasks.

3. The teacher must be able to:

- apply in practice the methods and techniques of a new technology;
- conduct training sessions of different types;
- analyze classes and identify shortcomings;
- teach students new methods of educational activities;
- perform introspection;
- evaluate the effectiveness of the use of new technology, using diagnostic methods;
- to control the independent work of students, etc.

The timeframe for the individual trajectory of a teacher's professional development can vary from one year to five years, depending on the difficulties identified, the specific situation in the educational institution and local tasks (for example, preparation for certification or preparation for the introduction of new state standards etc.).

According to the results of the research, the methodical recommendations on the ways of forming the professional trajectory of the teacher's development in the conditions of innovative educational space have been concluded. The acquired experience shows that it is necessary to begin development of one's trajectory of professional and personal growth with definition of the purpose

(mission), methods (ways) of achievement of the set purposes, the resources necessary for the decision of the set tasks. It is important to take into account possible limitations (obstacles, problems, shortcomings) that will arise on the way to achieving the goal, as well as to understand the prospects and opportunities that open up in the event of achieving the goals.

The self-analysis of one's own capabilities will help to develop the structure of an individual professional trajectory. The teacher is asked to answer the following questions:

1. What is the purpose of my professional development?
2. What hinders the achievement of the goal (mission)?
3. How will I solve the tasks? When? Where? With whom?
4. What abilities will be needed to implement the planned? Which ones already exist? Which ones need to be developed?
5. What is important to do to achieve these goals? What action should be performed in the first place?
6. What prospects will open if the planned is carried out?

Thus, the algorithm for developing an individual trajectory of professional development of a teacher involves:

- 1) the diagnosis of professional skills, self-determination of the teacher;
- 2) drawing up of an individual route of professional development on the basis of the received results ;
- 3) implementation of the route;
- 4) reflexive analysis of the effectiveness of an individual professional trajectory.

With reference to the works of H. Poliakova, O. Polovenko, L. Kirishko, the structure and main directions of professional and pedagogical self-improvement of the teacher have been determined:

- 1) development of professional competence that will ensure the success of professional activities and contains the following components: cognitive (ability to learn and apply knowledge), functional (ability to implement and replenish

ways of action, performance of functional duties), behavioural (ability to show behavioral components which are adequate to the situation) and personal (ability to show personal and professionally significant qualities);

2) development of one's own intellectual and general cultural potential that will provide systematic replenishment of one's own resource (as the specificity of the pedagogical activities is to give knowledge, abilities, emotions), keeping up to date, satisfaction of spiritual needs;

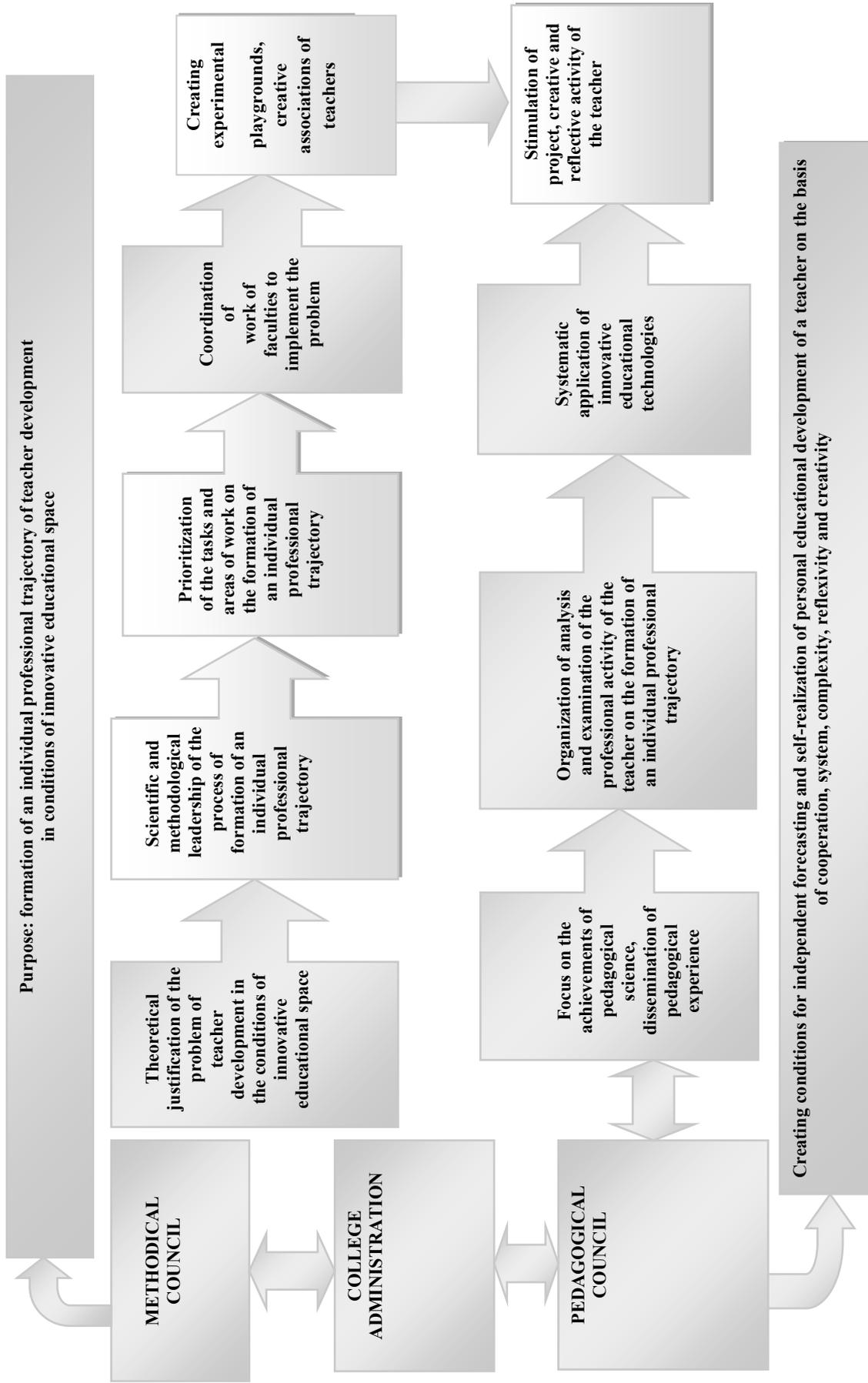
3) development of one's own sphere of communication and interaction with other people that will allow to communicate effectively, to build and develop interpersonal (formal and informal) relations, to work in a team, to influence others and, if necessary, to protect from psychological pressure of others, to be a member of collective of their organization, to make efforts to form a favorable socio-psychological climate;

4) readiness for innovative pedagogical activities which is a special personal state, which implies that the teacher has a motivational and value attitude to professional activity, possession of effective ways and means to achieve pedagogical goals, the ability to be creative and critical thinking;

5) mastering the practice of self-management, which will allow to manage the most important resource - their own time and activities, using the technologies of rational planning, self-organization, self-control, make decisions to ensure their own success;

6) the development of pedagogical reflection will help the teacher to form the self-assessment of the results; identify prospects for further work; adjust and improve their own professional path. A well-developed ability to professional reflection is a prerequisite for self-education of the teacher, creative search, development of an individual style of pedagogical activities.

These areas formed the basis of the model of an individual professional trajectory, on the basis of which the teacher must develop their own development strategy. This is a personal way of realizing the personal potential of each teacher in education (see Figure 1).



**Figure 2. Model of Methodological Support of Formation of An Individual Professional Trajectory of Teacher Development in Conditions of Innovative Educational Space**

At the control stage of the study among 45 teachers: 1) monitoring of teachers' mastery of innovative technologies was carried out; 2) a quantitative indicator of teachers' readiness to model an individual trajectory of the professional development and its implementation during the interest period was determined.

In comparison with the data obtained at the diagnostic and ascertaining stage of the study, it can be noted that the number of those who systematically apply innovations increased from 23 to 34 (+ 20%). Accordingly, the number of teachers who use innovative technologies situationally (under certain conditions) decreased from 19 to 11.

Teachers systematically use the following innovative technologies: interactive technologies, design, health, information and communication technologies, games, level differentiation, development of critical thinking, problem-based learning, personality-oriented approach, integration, collective action, creative, modular development, individualized team technologies, project technologies of knowledge acquisition, training, online education, distance learning.

There have also been significant changes in the quantitative indicators of teachers' readiness to model an individual trajectory of the professional development. The number of teachers who managed to model and start implementing their own trajectory increased by 29% (from 17 to 30 people). Accordingly, the number of teachers who have not yet decided on the path of professional self-development has almost halved (from 7 to 4).

The number of those who did not start modeling their own trajectory of professional growth remained unchanged (11 people).

The innovative activity of teachers of the pedagogical college not only contributed to the formation of professional competence of teachers, but also allowed to ensure the construction of an individual trajectory of professional growth of each teacher, which directly affected: recognition of the quality of

educational activities of the college staff at the national and international levels; increasing the competitiveness of college graduates (employment increased to 88%); raising the level of professional skills of college teachers (the institution employs 5 candidates of science, 23 teachers with the highest qualification category).

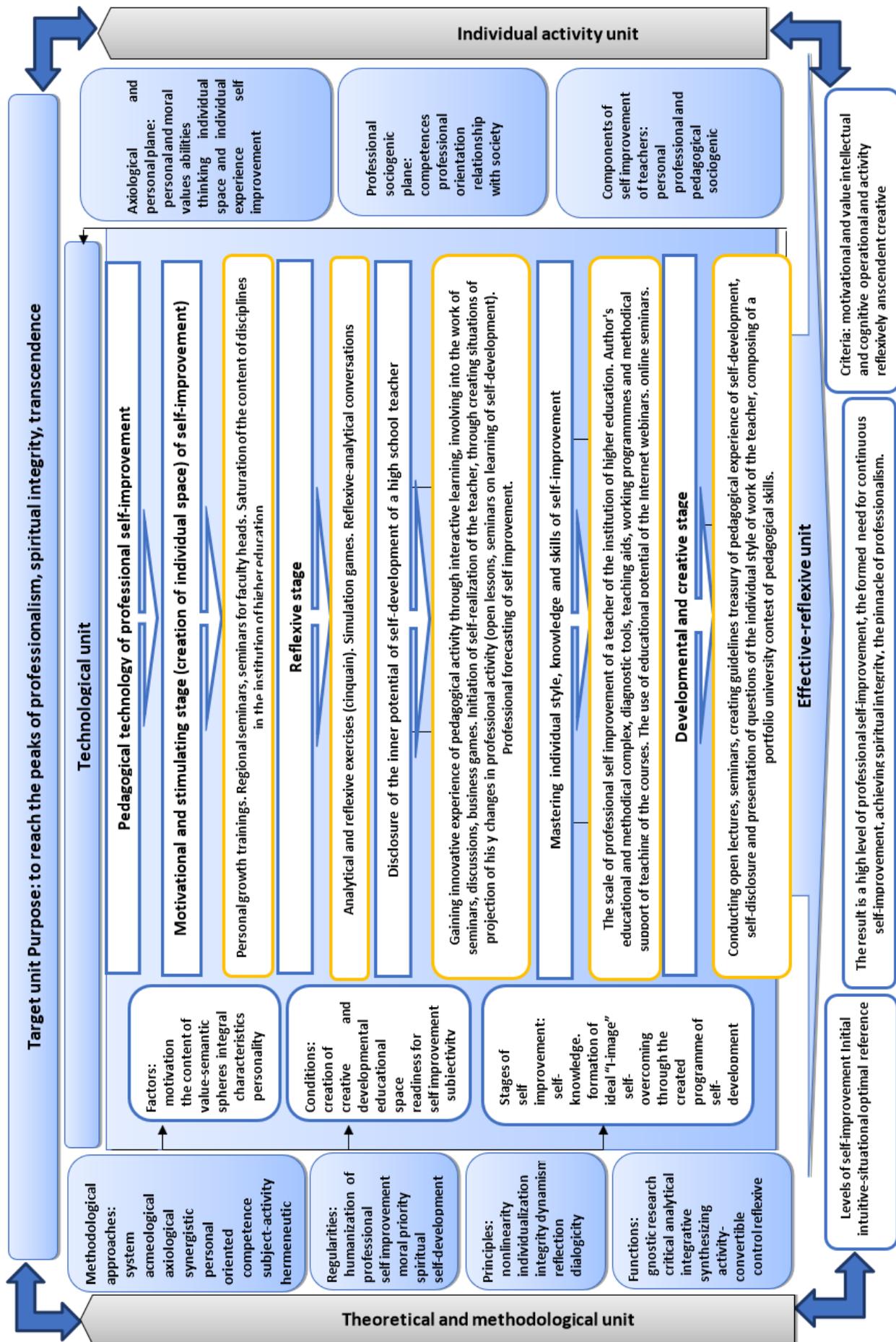
**Discussion.** The scientific and methodological basis of the study are the scientific works of Y. Hrechanyk [4], V. Oliinyk [3], H. Poliakova [7], A. Khutorskyi [5], the experience of methodological services of the communal institution "Kirovograd Regional Institute of Postgraduate Pedagogical Education named after V. Sukhomlynsky "(O. Polovenko, L. Kirishko [8]).

The results of the study confirm the opinion of A. Khutorskyi that the individual educational trajectory is an individual way of realizing personal potential in education [5].

The professional growth on an individual trajectory is possible under the following conditions: planning taking into account one's own needs; motivation in studying a specific topic; selection of the most effective form of the activity taking into account the individual characteristics of the subject of the study; reflexive awareness of the obtained results with their further analysis and adjustment of their activities.

However, the study also showed that the result of the implementation of the individual trajectory of the professional growth is the development of the professional competence of the teacher. This, in its turn, affects the quality of knowledge of students and the competitiveness of educational institutions.

Based on H. Yelnykova's work on modeling and monitoring of professional activity, H. Polyakova identified the areas of individual trajectory of education and self-education: development of professional competence, mastering the practice of self-management, development of one's own sphere of communication and interaction with other people, development of one's own intellectual and cultural potential.



**Figure 2. Model of formation of an individual professional trajectory of teacher development**

This became the basis for determining the structure of the model of the individual trajectory of the professional development of the teacher. The main directions of professional and pedagogical self-improvement of the teacher were supplemented by another one, namely: the development of pedagogical reflection. In our opinion, this will help the teacher to form a self-assessment of the results, determine the prospects for further work, adjust and improve their professional path.

The study allows to draw the following conclusions:

1. Methodology "Assessment of the Level of Innovative Potential of the Teaching Staff" by T. Morozova allowed to determine the range of conditions that affect the development of innovative activities of teachers and factors influencing their self-development. Most respondents note that the pedagogical college has created appropriate conditions for the introduction of innovative educational activities. Regarding the factors that hinder the development and self-development of teachers, regardless of the length of service, they include lack or insufficient development of research skills, lack of time, low level of necessary theoretical knowledge and practical skills of innovative technologies.

2. The conducted self-diagnosis "Ability of the Teacher to Creative Self-development" (according to the method by I. Nikishyna) made it possible to determine the level of abilities to creative self-development of the teacher. According to the results of the self-diagnosis, more than 50% of respondents are teachers with active self-development, which contributes to the organization of the teacher's activities according to an individual educational trajectory.

3. The effective forms and methods of innovative methodical work which promote realization of an individual professional trajectory of the teacher have been generalized.

In our opinion, such non-traditional forms of collective methodical work with teachers as methodical festivals, kaleidoscopes, pedagogical studios, panoramas, methodical dialogues and rings, methodical auctions, pedagogical

trainings, pedagogical tournaments, coaching, methodical briefings, brainstorming, web-quests, etc. are effective.

4. According to the results of the research the methodical recommendations on formation of a professional trajectory of development of the teacher in the conditions of innovative educational space have been concluded.

5. The model of an individual professional trajectory of the teacher consisting of the following components has been developed: development of professional competence; development of one's own intellectual and general cultural potential; development of one's own sphere of communication and interaction with other people; readiness for the innovative pedagogical activity; mastering the practice of self-management; development of pedagogical reflection.

6. This made it possible to test the effectiveness of the developed model, to determine the effectiveness of the introduced innovative forms of methodological work for the growth of professional skills of teachers. As a result there is increasing of the level of professionalism of college teachers (the institution employs 5 candidates of science, 23 teachers with the highest qualification category).

7. The study allowed to determine the benefits of using an individual professional trajectory of development of the teacher for both educational institutions and teachers. The following advantages of application of individual professional trajectory of development of the teacher for college can be allocated:

- increase of professional competence and qualification of the pedagogical worker in the most rational and effective way promotes motivation of education of the collective;

- ensuring the competitiveness of the educational institution due to the high quality of educational services;

- the possibility of self-development of each teacher increases the level of qualification of teachers, reducing their turnover;

- career development planning in different ways is a source of determining the needs of employees in professional education;
- individual professional trajectory of development promotes effective teacher training, motivates to use new technologies;
- modeling of individual professional trajectories of development of the teacher leads to effective organizational changes in the educational institution.

For pedagogical workers of college it is possible to define the following advantages of application of an individual professional trajectory of development of the teacher:

- expanding the educational space, the ability to choose the most effective, most convenient for the employee ways and means of continuing education;
- growth of professional competence and qualification of the pedagogical worker that provides his competitiveness;
- formation and development of universal skills which diversifies the spheres of professional activity;
- raising the professional level provides opportunities for career growth and improving the living standards of the employee;
- individual professional trajectory of the teacher's development increases motivation, work efficiency and causes satisfaction;
- modeling of individual professional trajectories of teachers' development increases their ability to adapt to changes and work in difficult living conditions, prevents stressful situations.

The main advantage, of course, is the implementation of purposeful development of the teacher by agreeing on the purpose of the educational institution and the teacher.

The conducted research does not exhaust all aspects of multifaceted professional development of a teacher according to an individual educational trajectory. In our opinion, research on the search for an effective model of the individual educational trajectory of the teaching staff based on a synergetic approach is promising.

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