

STANDARDS OF PROFESSIONAL DEVELOPMENT OF EMPLOYEES: INTERNATIONAL EXPERIENCE AND CURRENT PROSPECTS IN UKRAINE

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Abstract. The purpose of this scientific article is to study the international experience of standards of professional development of workers in order to adopt the best world practices in Ukraine, their harmonization with international standards and EU standards in the European integration of Ukraine. To achieve the goal of the scientific paper and solve the tasks used general and special-scientific methods of cognition: dialectical, system-structural, historical-legal, formal-legal and comparative-legal. The study of this issue allows us to state that the basic principles of professional development of employees, laid down in a number of international regulations recognized by Ukraine, in fact perform the role of standards. In the context of European integration processes, the need for regulatory integration has been proven bases of our state to the EU legislation for the purpose adoption of the world's best practices of professional development of employees. We propose to lead an experimental project in the field of professional development of scientific, scientific-pedagogical, pedagogical workers during a special period. In particular, to focus the speakers' attention on the following issues: psychological adaptation of the scientific and pedagogical community to the conditions of martial law; practical aspects of emergency medical care; adaptive format of educational activities; strengthening the patriotic component during the learning process; creating safe learning conditions, etc.

Key words: advanced training program, international standards, professional development, professional training, standards.

Author contributions

The authors made an equal contribution to the article. Together they selected literature, analyzed it and drew common conclusions.

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INTRODUCTION

Acquisition and continuous improvement of professional knowledge, skills and abilities is an important component of professional development of employees. Professional development of employees is based on conceptual standards enshrined in international regulations, which become the basis for the formation of national professional development programs. The present dictates new trends in the standards of professional development of workers in our country, which courageously opposes the aggression of the Russian Federation. Standards of professional development of employees – the property of staff, aimed at successful self-realization and the formation of sustainable models of good professional behavior.

THEORETICAL FRAMEWORK

Kulbashna, O.A., Lazor, L.I., Yaroshenko, O.M., etc., dealt with the issues of international legal regulation of labor relations., international labor standards – Grekova, M.M., Sereda, O.G., some aspects of professional development of employees – Galkina, N.M., Lutsenko, O.E., etc., but in today's conditions there is a lack of comprehensive study of international standards of professional development of employees and the implementation of these standards in the Ukrainian legislative field.

The purpose of this scientific paper is to study the international experience of standards of professional development of workers in order to adopt the best world practices in Ukraine, their harmonization with international standards and EU standards in the European integration of Ukraine.

METHODOLOGY

To achieve the goal of the scientific paper and solve the tasks used general and special-scientific methods of cognition: dialectical, system-structural, historical-legal, formal-legal and comparative-legal.

RESULTS

In modern conditions, the process of integration of the legal community into a single system of legal space is becoming increasingly important for national legislation. The interdependent development of the legislative systems of different states is manifested in the growth of economic, socio-cultural, political and legal relations of countries and peoples (Burnyagina, 2014, p. 106).

According to O. Yaroshenko, along with national legal systems in the modern world, international law plays an extremely important role. In everyday life we have to turn more and more to international legal acts on labor, which is due to the active participation of Ukraine in the life of the world community, in the activities of many international organizations and significant interstate lawmaking. International legal regulation of labor has become an important factor that characterizes a holistic and interdependent world (Yaroshenko, 2004, p. 192).

The expansion of comprehensive cooperation between states leads to a deeper interaction of international law and domestic norms, including in the field of labor relations. L. Lazor calls a feature of international legal regulation of labor relations that the rules of international labor agreements, as a rule, do not directly regulate labor relations, but establish certain standards, which through their implementation by national law of each country participating in them, are specified and endowed with a certain legal mechanism of implementation (Lazor, 2000, p. 72, 73).

Recently, the construction «globalization of labor law» has been widely used. This is a complex and controversial process of internationalization of labor law, ie the orientation of Ukrainian legislation to international and European labor standards. We express solidarity with the point of view of O. Kulbashna, who notes that «globalization of the legal space contributes to the creation of a single legal field, leveling the features of national legal systems» (Kulbashna, 2004, p. 142, 143). The processes of globalization, characteristic of all spheres of modern life, have a unifying effect on social and labor relations. National labor law is integrated into the world system, corresponding to other countries' own rule-making and practical experience in the social and legal sphere. At the same time there is a liberation of labor law from outdated and inefficient structures, inheriting the need for different concepts in the theory and practice of different regions of the world, adapting them to domestic characteristics and needs (Postovalova, 2010, p. 12).

A similar position is taken by G. Chanisheva, who argues that the globalization of the world economy, expansion of international relations, awareness of the need for joint solutions to important problems of today and identify prospects for further development of legislation strengthen the international dimension of any branch of national law, including and labor law. In this regard, the role and importance of international labor standards are growing (Chanysheva, 2000, p. 89).

A large explanatory dictionary of the modern Ukrainian language interprets the concept of «standard» as a norm, model, measure, the only typical form of organization, conduct, implementation of something. World standard – the highest level, the best quality of something (Large explanatory dictionary...,2002, p. 1087). M. Grekova construct the standard in the legal sphere as norms and norms (or their complex) established by laws and other normative legal acts, which serve as a reference point for comparison of other similar objects and their development, on the basis of which equal rights are established. and responsibilities related to the regulation of these regulations (Grekova, 2009, p. 3).

International labor standards are the main achievements of international legal regulation of labor, they are agreements of states on the use of hired labor, protection of the interests of workers, protection of their labor. From the point of view of T. Shevchuk, international legal standards in the field of labor and labor relations are an orderly system of international norms and principles developed on the basis of mutual agreements between states on issues related to the (a) definition and consolidation of fundamental human rights in this area, (b) regulating hired labor and its individual conditions, (c) protecting the individual and collective interests of workers, (d) consolidating the basic legal status of migrant workers, (e) regulating the labor of certain categories of workers, (e) shaping social policy and defining its priorities (Labor law of Ukraine: academic course...,2004, p. 524).

According to M. Grekova, international labor standards have a harmonizing effect on national legislation, as their goal is not to create a single legal regulation, but to achieve a certain result set out in these documents, which, in turn, provides an opportunity to apply such implementation mechanism, which is most acceptable for the domestic legal system (Grekova, 2009,p. 57).

In view of this, we can state that international legal standards serve at the same time as international legal principles, guidelines, which are determined by the objective laws of existence, the level of development of society and determine the content and direction of legal regulation. Their significance lies in the fact that they are concentrated in a concise form, reflect the most essential features of a set of legal norms of a particular sphere of public relations (10, . Bolotina, 2005, p. 92).

The economy of Ukraine requires the implementation of innovative methods of vocational training of economically active population (Lutsenko, 2016, p. 241). UN regulations (Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights), ILO conventions and recommendations set out the basic principles of professional development of workers, which should play the role of standards.

According to the Art. 6 of the International Covenant on Economic, Social and Cultural Rights of 1966 (ratified by Ukraine on October 19, 1973) proclaims that states admit the right to work, including the right of everyone to the opportunity to earn a living by work, which it freely chooses or freely agrees to, and shall take appropriate steps to ensure that right. Measures that need to be taken in order to fully implement it include vocational education and training programs, ways and methods of achieving productive employment in conditions that guarantee the basic political and economic freedoms of man.

Part four of the 1982 Social Security Charter focuses on the right to education and training. According to this document, all people, regardless of their race, nationality, religion, gender, political beliefs and social origin, physical disabilities, etc. must be provided by the state, administration and entrepreneurs, among other things, the opportunity to improve skills by creating an advised training system , which includes various courses on improvement and retraining.

The International Labor Organization is very active in the issues of professional development of employees. In particular, ILO Recommendation №117 “On Vocational Training” of 1962 considers the phrase “vocational education” as any type of training that provides an opportunity to acquire or develop knowledge and skills of a technical or professional nature or that is necessary to implement functions of junior management, whether on-site or off-premises, which includes vocational retraining. The system of vocational retraining should be studied, prepared and developed: (a) taking into account the state and trends of the employment market, measures taken to improve or increase production, as well as opportunities to provide students with relevant work, and (b) in cooperation with organizations there are) employers and employees, if appropriate agreements can be concluded for the purpose of such cooperation.

Section IV of the Recommendation lists the types of vocational training, namely: training of production workers, on-site and off-site training, training of junior management staff. The training program for manufacturing workers for each profession should be developed in collaboration with employers 'and workers' organizations on the basis of a systematic analysis of the operations, qualifications, knowledge and safety measures associated with the profession. The duration of the training should be determined taking into account: (a) the level of qualification to be achieved after completion of the training, and (b) the need to prepare workers as soon as possible for their use in the workplace.

The ILO Convention №142 1975 (ratified by Ukraine on March 7, 1979) is devoted to vocational guidance and training in the field of human resources development. According to it, each state adopts and develops comprehensive coordinated policies, programs of vocational guidance and training, which take into account: a) the needs, opportunities and problems of employment at both the regional and national levels; b) stage and level of economic, social and cultural development; c) the relationship between human resource development and other economic, social and cultural goals. These policies and programs are designed to enhance an individual's ability to influence (individually or collectively) the industrial and social environment. They also encourage and enable all persons, on the basis of equality and without any discrimination, to develop and apply their abilities to work in their own interests and in accordance with their aspirations, but taking into account the needs of society. Each ILO member is gradually expanding, adapting and harmonizing its training systems to meet the lifelong learning needs of young people and adults in all sectors of the economy, economic sectors and at all levels of competence and responsibility.

The most common strategies for the development of educational policy were described by K. Tangerud in his work «Policy Development in Pluralistic and Decentralized Countries». To such strategies the author includes: a) the strategy of the «golden mean»: initiating systemic change, reforming certain areas are not satisfied by various stakeholders who oppose them. In response to growing dissatisfaction, the strategy is being revised, revised and changed in areas where conflicts are least likely to occur; b) delegation strategy: conflict resolution takes a long time and takes a long time. To avoid undue stress, the central government delegates the right to resolve conflicts to regional and local education authorities; c) charismatic strategy: reformers can address the community directly, outlining the positive aspects of reform, trying to influence people. Another way to use this strategy is to create exemplary centers that serve as positive examples of the implementation of planned reforms; d) strategy of direct use of power: even in the most pluralistic societies with decentralized education systems, the central government has enough power to influence teachers and school principals, local education departments through administrative, legal and other means of punishment (Tangerud, 1987).

ILO Convention 140 “On Paid Educational Leave” 1974 (ratified by Ukraine on September 26, 2002) obliges states to pursue policies that promote paid study leave for vocational training at any level, for general, social or civic education and trade union training. This policy shall aim to promote: (a) the development, improvement and adaptation of professional and functional skills, as well as the promotion of employment opportunities and guarantees of job retention in the context of scientific and technological progress and economic and structural change; b) active competent participation of employees and their representatives in the life of the enterprise and society; (c) the development of human dignity, the social and cultural growth of workers; (d) the development in general of an appropriate ongoing process of education and training to help workers adapt to modern requirements.

ILO Recommendation №148 “On Paid Educational Leave” 1974 obliges States to take measures to: identify current and future educational and training needs of workers that can be met by providing paid study leave; existing opportunities for education and training and to create new goals for paid leave in this area, taking into account in teaching methods and programs of education and preparation of goals and conditions of paid leave for new needs, encouraging workers to make full use of available opportunities and tools in the field of education and training, encouraging employers to provide employees with paid study leave.

In order to establish rights to social assistance and other rights arising from employment, the period of paid study leave is equated to the period of actual work on the basis of national law, collective bargaining rules, arbitration awards or other provisions in accordance with national practice.

According to ILO Recommendation №195 “On Human Resources Development: Education, Training and Lifelong Learning” 2004 ILO member states should: promote the involvement of the social partners in identifying trends in professional competence needed by individuals, businesses, the economy and society as a whole, recognize the role of the social partners, businesses and workers in training, and support social partners’ initiatives training put forward in the framework of bilateral dialogue, including collective bargaining, to take positive measures to stimulate investment in training and participation; recognize on-the-job training, including formal and informal, as well as on-the-job experience, and help to expand on-the-job training and training by: (a) applying high-performance training practices; (b) the organization of in-service and in-service training involving public and private educational institutions, as well as the wider use of information and telecommunication technologies; and (c) the use of new forms of education while pursuing appropriate social policies and activities. to train employers in the private and public sectors to use best practices in human resource development, to develop strategies, measures and programs for equal opportunities aimed at promoting and providing training for women and special populations, workers in certain sectors of the economy and people with special needs. reduce inequality, achieve equal opportunities and equal access to vocational guidance and training for all workers, and support the retraining of workers at risk of losing their jobs, and encourage multinational companies to ensure that working in host and key countries, and to promote equitable policies and equal opportunities in public sector training.

In consultation with the social partners, as well as using national qualifications, measures should be taken to develop, implement and fund a transparent mechanism for the assessment, certification and recognition of qualifications, including previously acquired knowledge and experience, regardless of the country of origin they were obtained and whether they were obtained under formal or informal systems. Such an evaluation methodology must be objective, non-discriminatory and based on legal norms. The national framework should include a authoritative certification system that ensures the universality of workers’ qualifications and their recognition in different sectors, industries, enterprises and educational institutions. The International Labor Organization focuses on the professional development of certain categories of employees (fishermen, sailors, agricultural workers, youth, etc.).

Important in terms of professional development of research and teaching staff are the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Clause 1.5 of this act stipulates that HEIs must be convinced of the competence of their teachers. They must apply fair and transparent recruitment and development processes. The role of the teacher is crucial in creating a high quality student experience and enabling the acquisition of knowledge, competencies and skills. The ever-diverse and results-oriented contingent of students requires student-centered learning and teaching, and therefore the role of the teacher is also changing.

Higher education institutions have the primary responsibility for the quality of their staff and the provision of a favorable environment that allows them to perform their work effectively. Such an environment shall: (a) establish and follow clear, transparent and fair recruitment processes and employment conditions based on the importance of teaching, and follow those processes and conditions; (b) offers and promotes opportunities for the professional development of teachers; (c) encourage research to strengthen the links between education and research; (d) prompt innovation in the teaching and use of new technologies.

According to S. Loucks-Horsley, the definition of professional development of scientific and pedagogical staff should be considered as a general term for a number of activities. Such types of activities include:

- implementation and adaptation of the curriculum and the choice of educational materials;
- participation in cooperation programs such as professional networks, study groups and partnerships with experts from universities, business and industry;
- study of problems of pedagogy with the help of cooperation, research, discussion of cases, study of features of work and thinking of students, carrying out of assessment;

in-depth study of the discipline; teaching practices, including coaching, open classes; participation in training courses, as well as in seminars designed for those who develop programs and methods of professional development (Loucks-Horsley, ... 2003)

C. Day and J. Sachs indicate that continuing professional development is a term that encompasses all activities in which educators are involved throughout their careers in order to improve their work. However, as scientists note, this is only a simple definition of complex mental and emotional activities to improve and adhere to standards of teaching, learning and performance (Day, Sachs, 2009)

Thorough knowledge, skills and abilities of a teacher, on which the effectiveness of students' education depends, are extremely important for the effective professional development of scientific and pedagogical workers. Thus, scientists M. Kochren-Smith and S. Little distinguish three categories of knowledge related to the teaching and professional development of teachers, the first is knowledge required for practice (knowledge-for-practice), obtained outside the institution higher education (in universities, professional development programs). The second category is knowledge-in-practice, obtained directly within the Higher Educational Institutions, when teachers analyze their work, reflect on whether it has been effective. The third category of knowledge is knowledge-of-practice, where teachers learn on the basis of their own practice, summarizing the experience of work in general education in general and linking it to broader social, cultural and political issues (Cochran-Smith, Lytle, 1999)

The main provisions on which highly effective vocational training is based are as follows: a) focus on the effectiveness of student learning; b) based on the practice of teachers - continuous professional training; c) conducting research in the field of effective teaching and learning, the results of which form areas for further professional training; d) based on professional training - cooperation, reflective practice and feedback; e) clear documentation in order to improve and assess its impact; f) continuity of education is decisive, maintained and fully integrated into the culture and activities of the free economic system of the Higher Educational Institutions; g) individual and collective responsibility at all levels of the system (Professional learning in Effective Schools ... , 2005, p. 19).

M. Hooker divides methods and forms of professional development of teachers into three categories: 1) standardized methods and forms of professional development (standardized teacher professional development). This is the most centralized approach, best used to gain knowledge and skills for a large group of teachers; 2) methods and forms of professional development of the local level (site-based teacher professional development). Intensive training in groups of teachers in the region, etc., which contributes to deep and long-term changes in educational practice; 3) individual methods and forms of professional development (self-directed teacher professional development). Self-directed learning, sometimes initiated by the teacher's choice, using available resources, which may include computers and the Internet.

Professional development of scientific and pedagogical staff of universities is aimed at acquiring knowledge, skills and abilities necessary to support the learning and research work of students: scientific activity - development of deep understanding of discipline, profession, awareness of students' learning experience, the need for reflection for development and improving the individual work of the teacher; pedagogical activity concentrated around the student – the direction of pedagogical activities and training to the needs, perception and experience of students, the use of reflective practice to encourage learning; leadership and encouragement of teaching and pedagogical activities – the use of knowledge, experience and awareness to implement leadership practice, mentoring individuals, groups of students, departments in the field of creation, management and development of methods of teaching and learning activities of students (The UK Professional Standards ..., 2003).

A number of studies on effective professional development, the principles on which it should be based, confirms the effectiveness of the model of professional development in the workplace (Chuprina, 2021). J. Retalik argues that workplace learning enables educators to put theory into practice by meeting the needs of educators in relevant situations and encourages active research. Most of the principles of effective professional development are implemented in the workplace (Retallick, Groundwater-Smith, Clancy, 1999).

Australian researchers Sh. Grundy and J. Robinson identify three main functions of professional development: expansion, recovery and growth, as well as personal and systemic incentives. Enlargement

is the introduction of new knowledge and skills into the practice of the teacher. The function of renewal (renewal, modernization of professional knowledge, skills and abilities) is very important for teachers who were educated ten or more years ago, because there is such a phenomenon as «aging» of teachers. An integral part of the professional development of teachers is the function of growth and development of the career cycle (Grundy, Robinson, 2009). As J. Sachs rightly points out, one of the criteria of professionalism is a willingness to pursue a career, deepen knowledge, improve skills, attitude through active participation in the development of specialization and experimentation with innovation aimed at to improve practice (Sachs, 2000, p. 79).

For example, the frequency of in-service training in the United States varies, but typically averages about five years. Teachers type the necessary hours in the record book, which records the form of training and time spent on it. In Texas, it's 130 hours for five years. This norm has been in force since 1997. It is necessary to obtain a document that entitles you to teach for the next five years, ie is key in the recertification process (National Center...).

The report on the professional development of research and teaching staff in the United States and abroad also states that at the present stage in the United States are dominated by such forms of teacher training as: a) work with coaches (experienced methodologists) and mentors (especially at the initial stage); b) participation in summer training camps; c) conferences and seminars; d) creation of working groups to address important pedagogical issues (Professional Learning in the Learning Profession ..., 2009).

It is typical for Canada to involve teachers in professional development directly in the workplace. Particular attention in this process is paid to new teachers. For example, according to the requirements of the Ministry of Education of the Province of Ontario under the program «The New Teacher Induction Program», such a teacher during the first 12 months of teaching must pass two assessments, which is noted in the relevant certificate. Experts are mentors of such teachers on a voluntary basis according to the program (The New Teacher Induction Program ...). Requirements for the number of hours for professional development of teachers are different. In some provinces, teachers are required to have 100 hours of professional development over five years.

An established system of professional development of scientific and pedagogical staff has developed today in developed European countries. In most of these countries, training time is included in the total number of working hours (Professional Learning in the Learning Profession ..., 2009). Thus, the policy of education departments in the UK provides a certain number of hours for each teacher in professional development programs. For example, according to the Scottish Department of Education, teachers must devote at least 35 hours each year to training (Continuing Professional Development...).

According to ILO Recommendation №101 “On Vocational Training in Agriculture” of 1956, the purpose of vocational training in agriculture should be clearly defined in each country, taking into account such conditions as the need to vaccinate agricultural workers of different categories (unskilled, semi-skilled and skilled, managers, landowners and housewives) practical skills and knowledge required for their professional activities, to evoke in them a sense of social significance of their work and seek public recognition of the value of the agricultural profession; increase the income and standard of living of agricultural workers, improve working conditions, increase employment and promotion opportunities to eliminate the existing mismatch between agriculture and other occupations; to guarantee rural youth the necessary vocational guidance, etc.

ILO Recommendation 36136 “On Special Programs for Employment and Training for Youth for Development” of 1970 aims to enable young people to participate in activities aimed at the economic and social development of their country and to acquire education, qualifications and experience, which will facilitate its further economic growth over a long period of time and help bring it to life in society. These special programs can be considered as (a) meeting the employment and training needs of young people who are not yet satisfied with existing national education or vocational training programs or normal employment market opportunities, and (b) providing young people, especially the unemployed who have an education. or technical qualifications needed by society for its development, the ability to use their qualifications for the benefit of the latter, including in the fields of economic, social, education or health care.

According to the needs and conditions of the country, special programs should contain one or more specific objectives, namely: to provide young people who are disadvantaged in terms of education or other education, skills, qualifications and work skills they need to achieve useful and paid economic benefits. activities and to involve in life in society, to involve young people in national economic and social development, in particular, in rural and agricultural, to provide young people who would otherwise be unemployed, useful activities related to economic and social development.

The content of special programs should be adapted to the age, gender, level of education and training, as well as the abilities of its participants and vary depending on these factors, even within the same program. Programs that are wholly or partly aimed at involving young people in economic and social development projects should: (a) Provide training necessary for future work, as well as training in occupational safety and health; b) be aimed at developing the necessary work skills; c) to use (if possible) program participants in those areas in which they show abilities and for which they have some qualifications.

According to Art. 10 of the European Social Charter (revised) 1996 (ratified by Ukraine on 14 September 2006) in order to ensure the effective exercise of the right to vocational training, the parties undertake to initiate and encourage, if necessary: vocational training or promoting it for all persons (including persons with disabilities), as well as creating conditions for access to higher technical and university education solely on the basis of personal abilities, in consultation with employers 'and workers' organizations, industrial training system and other regular training programs for adolescents or facilitating the functioning of such a system, appropriate and easily accessible vocational training programs, special retraining programs for adult workers due to technological progress or new employment trends, special retraining and reintegration programs for the long-term unemployed; e the use of existing programs by taking appropriate measures such as (a) reducing or canceling any contributions or fees, (b) providing financial assistance where appropriate, (c) crediting to normal working hours the time spent by the employee at the request of his employer. on-the-job training, (d) ensuring, through adequate control after consultation with employers 'and workers' organizations, the effectiveness of industrial training and other training programs for young workers and, in general, the adequate protection of them.

Recommendation №2006 / 962 / EU of the European Parliament and of the Council of the European Union on core competences for lifelong learning of 18 December 2006 promotes the development of quality, future-oriented education and training that meets the needs of European society. This Recommendation introduces a pan-European reference framework on core competences for policy makers, education and training providers, social partners and learners.

States are encouraged to develop a system of core competencies to provide: primary education that offers young people the means to develop core competencies to the level needed in adulthood, which will form the basis for further study and work; , personal, social, cultural or economic conditions need special support in the development of their educational potential, opportunities for adults to develop and improve core competencies throughout life, as well as target groups identified as priority in the state, regional and / or district dimension as having Establish an appropriate infrastructure for continuing adult education and training (including teachers and trainers), implementing approval and evaluation procedures, and taking measures to ensure unrestricted access to both lifelong learning and the labor market, as well as to under support for learners, which distinguishes between the needs and competencies of adults, and the consistency of adult education and training for individuals through employment, social, cultural, innovation and other youth policies, as well as cooperation with the social partners and other stakeholders.

Directive №76 / 207 / EEC of 9 February 1976 provides for the implementation of the principle of equality between men and women in employment, including education and professional development, and working conditions. The application of the principle of equality in admission to educational institutions for vocational training, retraining and improvement implies that states are obliged to take the necessary measures aimed at: repealing laws and administrative acts contrary to the principle of equality, invalidation or compliance contrary to the principle of equality; contained in collective agreements, individual contracts, internal regulations of enterprises and regulations of liberal

professions, availability when applying the same criteria at the same levels and without discrimination on the basis of sex of all types of career guidance, education, training, retraining, but the independent position of some private educational centers in individual states.

DISCUSSION

In our country, we should intensify work on harmonizing the requirements of laws and regulations in accordance with the standards of the European Union. The adoption of modern national legislation on labor organization and industrial safety, its harmonization with relevant legislation and standards of the European Union is a significant step forward, but insufficient for the effective functioning of the system of labor organization standards at the national level. It is extremely important to achieve the implementation and effective actual application of these standards at the level of individual enterprises (Sereda, 2015, p. 114).

Thus, the principles of professional development of employees are widely represented in a number of international legal acts. Moreover, the above-mentioned ILO Conventions have been ratified by Ukraine, which testifies to the due attention of the legislator to the issues of professional development of personnel. We would like to assign the analysis of national legislation on professional development of employees to ensure how the legislation of Ukraine implements the stated provisions of the ILO Conventions, whether there is competition between international law and labor legislation of Ukraine.

The basic law that regulates the issues of professional development in Ukraine is the Law of Ukraine «On Professional Development of Employees» of 12.01.2012 № 4312-VI (hereinafter – the Law № 4312), but in the norms of this law, despite the existence Article 1, entitled «Definition of basic concepts», does not cover the definition of «professional development of employees». We offer in Art. 1 of the Law № 4312 to consolidate the definition of professional development of employees, borrowing the latter from paragraph 5-1 of Part 1 of Art. 2 of the Law of Ukraine «On Civil Service»: professional development - a continuous, conscious, purposeful process of personal and professional growth, based on the integration of knowledge, skills and competencies.

Standards (principles) of professional development are laid down in the norms of certain Laws of Ukraine. For example, Part 3 of Art. 18 of the Law of Ukraine «On Education» of 05.09.2017 № 2145-VIII provides that the components of adult education are, inter alia, continuous professional development. Continuing professional development is a continuous process of training and improving the professional competencies of specialists after obtaining higher and / or postgraduate education, which allows the specialist to maintain or improve professional standards and lasts throughout his professional career (Part 10 of Article 18 of the same Law).

According to the Art. 48 of the Law of Ukraine «On Civil Service» is devoted to increasing the level of professional competence of civil servants. The head of the civil service within the costs provided for the maintenance of the relevant state body, ensures the organization of professional training of civil servants, training of civil servants in the workplace or other institutions (organizations) (Part 4 of Article 48 of the same Law).

In Ukraine, there are numerous by-laws aimed at regulating the professional development of certain categories of workers, in particular, the Cabinet of Ministers of Ukraine dated 14.07.2021 № 725 approved the Regulations on the system of continuous professional development of medical and pharmaceutical workers; by the order of the Office of the Prosecutor General dated 15.06.2021 № 200 the Regulations on the system of advanced training of prosecutors were approved; Resolution of the Cabinet of Ministers of Ukraine of 06.02.2019 № 106 approved Regulations on the system of professional training of civil servants, heads of local state administrations, their first deputies and deputies, local government officials and deputies of local councils, etc. A thorough analysis of the articles of certain laws of Ukraine and bylaws shows that international experience in the field of professional development of employees is taken into account in the development of the national legislative field.

It is emphasized that some current issues of professional development that need special attention. One of the trends associated with the martial law imposed in Ukraine is the increase in opportunities for study and professional development of Ukrainian citizens abroad on the basis of equivalent exchange

with other countries, as stated in the Strategy for Higher Education in Ukraine for 2022–2032, approved by the order of the Cabinet of Ministers of Ukraine dated 23.02.2022 № 286-r.

It is time to develop innovative and critical thinking of employees, the development of digital skills and competencies, which, in our view, should be aimed at training programs for employees. In particular, practice shows that in the course of professional development of staff insufficient attention is paid to the emergence of new means of implementing cyber threats (cyber incidents have increased with the beginning of the war, threats to Ukraine's national security in the information sphere are of concern).

Basic standards of professional development of staff should pursue the goal of forming quality human capital and uniting society to establish Ukraine as an equal member of the European community, build an effective innovative competitive economy and ensure high standards of quality of life. It seems appropriate to create favorable conditions for private investment, attracting business to the professional development of employees.

Among the worrying shortcomings of the professional development system is the detachment of training programs from practice, which leads to excessive theorized training and, as a consequence, poor preparation for future or actual professional activity (Galkina, 2021, p. 182). We consider it necessary to increase the social status of professors in society, we propose to provide conditions for the professional development of scientific and scientific-pedagogical workers, in particular in the direction of development of postdoctoral research programs. Under the current conditions, the issue of developing professional military education in accordance with NATO guidelines has become topical.

We propose to lead an experimental project in the field of professional development of scientific, scientific-pedagogical, pedagogical workers during a special period. In particular, to focus the speakers' attention on the following issues: psychological adaptation of the scientific and pedagogical community to the conditions of martial law; practical aspects of emergency medical care; adaptive format of educational activities; strengthening the patriotic component during the learning process; creating safe learning conditions, etc.

Based on the analysis of international acts and norms of national legislation on professional development, we propose to identify the following standards of professional development of employees:

- high-quality training of qualified personnel in accordance with state policy priorities;
- ensuring proper organization of professional development of employees;
- equal access to professional development programs;
- continuity, freshness of the process of professional development;
- constant investment in professional development of staff;
- introduction of effective mechanisms for motivating staff to professional development and continuing education;
- compulsory professional development; practical orientation of advanced training programs.

CONCLUSIONS

Summarizing the above considerations, it should be noted that the basic principles of professional development of employees, enshrined in a number of international regulations recognized by Ukraine, in fact, play the role of standards. These standards are organically integrated into the norms of the national legislation of Ukraine in order to integrate the regulatory framework of our country into the legislation of the European Community, in order to adopt the best world practices of professional development of employees. And this process of adaptation does not stop, laid down in the Strategy of Public Administration Reform of Ukraine 2022–2025.

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СТАНДАРТИ ПРОФЕСІЙНОГО РОЗВИТКУ ПРАЦІВНИКІВ: МІЖНАРОДНИЙ ДОСВІД ТА СУЧАСНІ ПЕРСПЕКТИВИ В УКРАЇНІ

Анотація. У науковій статті досліджуються міжнародні стандарти професійного розвитку працівників, закладені у базових нормативно-правових актах ООН (Загальна декларація прав людини, Міжнародний пакт про економічні, соціальні і культурні права, Конвенції та Рекомендації МОП), Ради Європи (Європейська соціальна хартія (переглянута), ЄС (Рекомендації та Директиви). Аналізуються положення законів та підзаконних нормативно-правових актів України з питань професійного розвитку працівників. Зроблено висновок про врахування міжнародного досвіду в сфері професійного розвитку працівників при розробці національного законодавчого поля. Окреслено окремі актуальні за умов сьогодення питання професійного розвитку, які потребують підвищеної уваги.

На підставі аналізу міжнародних актів та норм національного законодавства з питань профрозвитку пропонуємо виокремити наступні стандарти професійного розвитку працівників: якісна підготовка кваліфікованих кадрів відповідно до пріоритетів державної політики; забезпечення належної організації професійного розвитку працівників; рівний доступ до програм професійного розвитку; безперервність (постійність) процесу професійного розвитку; постійне інвестування у професійний розвиток персоналу; запровадження дієвих механізмів мотивування персоналу до професійного розвитку та безперервної освіти; обов'язковість професійного розвитку; практична спрямованість програм підвищення кваліфікації.

Запропоновано запустити експериментальний проект у сфері професійного розвитку наукових, науково-педагогічних, педагогічних працівників під час особливого періоду; збільшити можливості для навчання і професійного розвитку громадян України за кордоном на умовах еквівалентного обміну з іншими державами; створювати сприятливі умови для приватних інвестицій, залучення бізнесу до професійного розвитку працівників тощо.

Ключові слова: стандарти, міжнародні стандарти, програма підвищення кваліфікації, професійний розвиток, професійна підготовка.

STANDARDS OF THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES: INTERNATIONAL EXPERIENCE AND CURRENT PROSPECTS IN UKRAINE

Abstract. The scientific article examines the international standards of professional development of workers enshrined in the basic legal acts of the United Nations (Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights, Conventions and Recommendations of ILO), Council of Europe (European Social Charter (revised), EU (Recommendations and Directives). The provisions of laws and bylaws of Ukraine on the professional development of employees are analyzed.

Based on the analysis of international acts and norms of national legislation on professional development, we propose to identify the following standards of professional development of employees: high-quality training of qualified personnel in accordance with state policy priorities; ensuring proper organization of professional development of employees; equal access to professional development programs; continuity, freshness of the process of professional development; constant investment in professional development of staff; introduction of effective mechanisms for motivating staff to professional development and continuing education; compulsory professional development; practical orientation of advanced training programs.

The conclusion is made about that the international experience in the field of professional development of employees is taken into account in the development of the national legislative field. It is proposed to launch an experimental project in the field of professional development of scientific, scientific-pedagogical, pedagogical workers during a special period; to increase opportunities for training and professional development of Ukrainian citizens abroad on the basis of equivalent tape exchange with other states; create favorable conditions for private investment, involvement of business in the professional development of employees, etc.

Keywords: advanced training program, international standards, professional development, professional training, standards.

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