

**«ADJUSTING» A LECTURER AS A SUBJECT AND OBJECT  
OF MODERN EDUCATIONAL PROCESS**

**Summary.** The article deals with the problem of «adjusting» a lecturer to lifelong learning system. Special attention is paid to necessity of changing their normative-parametric characteristics and professional-personal orientation on proactive development. Empirical data provided describe a lecturer of a lifelong learning model.

**Keywords:** functions and roles of a lecturer, lecturer as a subject and object of educational process, lifelong education.

**Аннотация.** В статье рассматриваются вопросы «встраивания» преподавателя в систему непрерывного образования. Делается акцент на необходимости реформирования его нормативно-параметрических качеств, профессионально-личностной ориентации на постоянное проактивное развитие. Представленные эмпирические данные характеризуют позиции преподавателя модели LLL (lifelong learning).

**Ключевые слова:** преподаватель, преподаватель как субъект и объект образовательного процесса, функции и роли преподавателя, непрерывное образование.

In conditions of constant social changes transition to a new style of social life, where human factor is a priority, an extremely important theoretical and methodological task is to identify ways of «adjusting» lecturers in current educational situation as well as develop their ability to work in complicated social processes. Moreover, it is important to use unutilized resources for further enriching their potential with the new qualities necessary for successful professional activity.

From this point of view, the issue of a new «educational morality», flexible updating of knowledge and skills of a lecturer as a subject and object of designing LLL (lifelong learning) educational model which is gaining in importance and determines our scientific interest, is becoming increasingly important.

Theoretical and practical aspects of this problem are being studied by Ukrainian researchers (V. Astakhova, K. Astakova, M. Babych, V. Zhuravsky, E. Pinchuk, K. Mikhailyova, N. Semenyuk, M. Stepko, etc.). Their research of the problem mentioned above confirms that lifelong learning is not a desire but a need of nowadays, because fast-moving change requires continuous training and retraining.

Reflecting on the new strategies for the development of education, we have to state that they objectively have contradictory nature, making professional group feel less comfortable. This is reflected, first of all, in the inconsistency of main status characteristics of lecturers: on the one hand, high level of education and intellectual potential, on the other hand, low level of remuneration and real status. In turn, discrepancy between status elements leads to changes in the strategy of this professional group behavior, which does not always coincide with social context. In such circumstances teaching staff, to put it mildly, does not always meet the needs of time. On the contrary, it often develops in uncoordinated directions, forcing lecturers either to simply earn money, imitate scientific work or to set psychological barriers to putting innovations into practice.

Paradoxically that growing requirements for the lecturer's competence take place on the background of «devaluation» of their role, reducing of motivation. Therefore, as one of the key issues of human resources policy, one must recognize the harmonization of a lecturer's motivational mechanism in accordance with the modern educational mission.

So the tasks for teaching staff are getting more complicated. The previous «working environment» which was practiced for years, even decades, was steady and understandable. «Traditionally, teaching had the following functions: a) to investigate the subject of scientific knowledge that appeals to the lecturer; b) to be the main source of information; c) to transfer professional knowledge and skills to students; d) to check the knowledge, skills and abilities obtained» [1, p. 5].

However, modern life makes its changes. The emphasis is on the dual role of a lecturer: on the one hand, he is to respond to the challenges of time, on the other hand, to shape a new personality. It is highly important to take into account the effectiveness of social factors and to make sure that educational practice includes values of time and trends of social development.

This confirms the viewpoint of the researchers regarding the importance of a «fresh» approach which implies proper lecturers' outlook on students' lifestyle and actualization of interests they rely on in modern society. It is also important to understand that it is impossible to be authoritative for students without engaging in active research work, as well as being directly connected with practice. Thus, the role of university lecturers is changing which involves acquiring new qualities in dealing with students.

Teaching is changing even more rapidly in conditions of continuous education. This is due, firstly, to an increasing number of students; secondly, to a growing role of labor market; thirdly, to the need of working out a methodology for working with students of different levels; fourthly, to postgraduate education; and ultimately, to constant changes in education.

So far, transition from traditional lecture-expert model of education to pedagogy of interaction and cooperation, which is based on technologies as an integral part of modern life, is just being declared. However, it is expected that in the future lectures will be given by those who have unique knowledge and experience or can communicate with the audience. It is clear that such requirements transform the profession of a lecturer from mass to unique one. And this also needs to be analyzed using the potential of continuing education for continuous development.

Thus, lifelong learning involves not only compulsory vocational education, knowledge and skills upgrade, but also formation and development of other vital competencies. This approach can be implemented if the teaching staff is ready to face existing challenges. Otherwise, discrepancy between the needs of time and opportunities of education will only increase. How can this be prevented? The answer, obviously, is simple, which is to focus on being ready to refrain as well as to develop a flexible educational model that can expand its boundaries and be ready to change, implement new ideas, approaches, and technologies. That is, to correspond to the characteristics of the educational process of a modern student (who is social as never before; free; personalized; technologically diverse).

There is no doubt this is a challenge for lecturers. Their new working conditions, extended functions that are far beyond formal learning process are just a few examples. In addition, active development of continuous education, individualization of educational trajectories and increasing value of self-education fundamentally change the role of a lecturer. Once the monopolist in the process of transferring knowledge, nowadays a lecturer

is gradually becoming a researcher, consultant, project manager, creative partner, manager of educational trajectories.

What can stimulate lecturers to be involved in the implementation of lifelong learning? According to some scholars, this can be done if «we take into account the contribution of each specialist to the educational product created by the research team; to record unique results of scientific innovations, needs and interests of lecturers and students; share them with a wide range of potential consumers within a certain region» [2, p. 21].

This process should be multi-vectored, differentiated and characterized by certain parameters, which, in the first place, should include the expansion of teachers' autonomy, including showing their initiative, loyalty, active participation in realizing the mission of educational organization, development of integration connections, continuity in the learning process, etc.

This can be proven by the results of sociological research conducted by the Laboratory of Problems of Higher Education (Kharkiv), which is engaged in monitoring of implementation and development of continuing education.

Empirical data analyzed shows that important qualities that characterize a lecturer are competence and professionalism (87%), communication skills, and ability to communicate with students (67%). In general, according to the respondents, the ideal lecturer is also a broad-minded person, involved in scientific research, independent in judgments, a good psychologist, and a creative leader. Students expect a lecturer to be an assistant, mediator, coordinator and psychologist.

Those students who take additional educational programs have a different point of view. They put great importance to obtaining additional theoretical knowledge, developing practical skills and making their learning process effective, which correlates with the lecturer's position as a moderator, consultant and a coach.

In our opinion, it is quite reasonable to see a lecturer as a moderator, whose task is to monitor the group's learning process, taking into account students' values, interests and needs, helping to define goals and focusing on cooperation, partnership. The role of a researcher is also highly important in the context of «education through research» (Yu Habermas). In addition, the 'axiom: the higher the scientific and pedagogical potential of the teaching staff is the higher the quality of specialists training is still true' [3, p. 180].

Thus, learners gradually create an image of a lecturer who can work in a mobile and flexible team, maintain educational innovation atmosphere, expand research practices, and continuously improve their qualification.

The empirical data presented prove that processes taking place in modern universities mean not only implementing certain characteristics of continuous education, but also creating conditions for effective work and opportunities to be innovative. The latter, in our opinion, determine the overall success of human resource policy implementation, as they create a system of support.

The analysis of teachers' educational practices in new conditions, their «embedding» into the system of continuous education enables us to focus on positive results as well as identify a number of challenges related to the specifics of educational traditions, peculiarities of learners mind in a new learning environment based on modern technology. The first and foremost task for universities is to create environment where a lecturer, a professional can take responsibility and solve non-standard problems.

Undoubtedly, this process can be influenced by many factors, which are determined by peculiarities of the region and achievements and traditions of the staff. That is why the process of putting into practice new educational practices may differ. However, it is obvious that trends and peculiarities of their manifestation will have common features and experience of teaching staff will contribute to preventing and solving the problems of implementing LLL (lifelong learning) model.

### References

1. Бакиров, В. С. Трансформация университета, функций и статуса университетского преподавателя / В. С. Бакиров // Кадровый потенциал современных образовательных систем: состояние и перспективы : материалы Междунар. науч.-практ. конф., Харьков, 18 февр. 2016 г. / М-во образования и науки Украины, Ин-т высшего образования НАПН Украины, Харьк. гуманитар. ун-т «Нар. укр. акад.» [и др.; редкол.: Е. В. Астахова (гл. ред.) и др.]. – Харьков : Изд-во НУА, 2016. – 324 с.
2. Скворцов, Н. В. Повышение эффективности непрерывного образования специалистов региона как важное направление развития университета / В. Н. Скворцов // Непрерывное образование в объективе времени : монография / сост. Е. В. Астахова, Н. А. Лобанов. – Санкт-Петербург : ЛГУ им. А. С. Пушкина; Харьков, 2014. – 236 с.
3. Астахова, Е. В. Кадровое обеспечение инновационной деятельности в условиях непрерывного образования / Е. В. Астахова // Непрерывное образование в объективе времени : монография / сост. Е. В. Астахова, Н. А. Лобанов. – Санкт-Петербург : ЛГУ им. А. С. Пушкина; Харьков, 2014. – 236 с.