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TRANSFORMATION OF PROFESSIONAL DEVELOPMENT PROGRAMMES IN THE CONTEXT OF THE DIGITALISATION OF HIGHER EDUCATION

Abstract. *The article examines the methodological and practical aspects of transforming professional development programmes for academic and teaching staff in the context of global digitalisation. It is argued that traditional linear models of teacher professional development are ineffective at present, as they fail to keep pace with technological advances. Using the example of the implementation of the international SAFE LEARN project at Dmytro Motornyi Tavria State Agrotechnological University, the transition to the innovative 'Resilient Teaching' programme is demonstrated, based on the principles of flexibility, modularity, and the integration of non-formal education.*

Key words: *educational programme, professional development, digital competence, non-formal education, TSATU.*

Шарова Т.М., Симоненко С.В. Трансформація освітніх програм підвищення кваліфікації в умовах цифровізації вищої освіти. *У статті досліджено методичні та практичні аспекти трансформації освітніх програм підвищення кваліфікації науково-педагогічних працівників в умовах глобальної цифровізації. Обґрунтовано, що традиційні лінійні моделі професійного розвитку викладачів на сучасному етапі є малоефективними, оскільки вони не встигають за темпами технологічного прогресу. На прикладі реалізації міжнародного проєкту SAFE LEARN у Таврійському державному агротехнологічному університеті імені Дмитра Моторного показано перехід до інноваційної програми «Стійке викладання», яка базується на принципах гнучкості, модульності та інтеграції неформальної освіти.*

Ключові слова: *освітня програма, підвищення кваліфікації, цифрова компетентність, неформальна освіта, ТДАТУ.*

Problem statement. The current stage of higher education development in Ukraine is characterised by an unprecedented pace of change, driven by the synergy of two factors: the global digital transformation and the critical challenges of the current situation. The rapid digitalisation of the educational landscape, which began

as a response to pandemic restrictions, has transformed into a fundamental shift in the learning paradigm, where information and communication technologies have ceased to be merely a supporting tool and have become the basic platform for the functioning of higher education institutions.

At the same time, the current situation in Ukraine allows identifying key priorities in educational activities, including safety, psychological resilience, and the continuity of learning in extreme conditions. In this situation, academic and teaching staff have found themselves at the epicentre of professional transformation, as they are required not only to possess a high level of proficiency in digital tools for distance and blended learning, but also to create an adaptive, stress-free environment for learners.

The problem is that traditional models of teacher professional development are failing to keep pace with technological progress. There is an urgent need to develop and implement innovative educational programmes based on the principles of flexibility, modularity and the integration of non-formal education. A key instrument in this process is the shift from the formal accumulation of academic hours to the genuine enhancement of professional competences, enabling teachers to work effectively under conditions of uncertainty.

Of particular relevance is the search for methodologies that combine technological literacy with psychological preparation (resilience pedagogy). This is precisely why the transformation of the content and delivery methods of professional development programmes which meet the needs of the modern academic community and take into account the specificities of the present day is a strategically important task for preserving human capital and the quality of higher education in Ukraine.

Addressing this issue requires a rethink of methodological approaches to the professional development of lecturers, which served as the basis for implementing the SAFE LEARN project (ID: 101236049) at Dmytro Motornyi Tavria State Agrotechnological University.

Analysis of recent research and publications. Issues related to improving the educational process in the context of distance learning have been addressed by specialists from TSATU and other leading higher education institutions in Ukraine. However, the mechanisms for the rapid adaptation of the content of approved educational programmes to the new standards of non-formal education require further study.

An analysis of contemporary research and publications indicates a systemic transformation of the higher education sector, from the initial introduction of information and communication technologies to the formation of a holistic digital environment. In recent academic discourse, particularly in the works of V. Babaiev, H. Stadnyk, T. Momot and O. Stasiuk, digitalisation is viewed as a strategic response to the challenges of globalisation, requiring a complete overhaul of

university management models. At the same time, O. Voronenko rightly notes that the transformation of the content of digitalisation is a complex interdisciplinary problem that goes beyond purely technical solutions and encompasses pedagogical, psychological and social aspects.

Of fundamental importance for understanding government policy is the academic report by V. Kremen and his colleagues, which offers a detailed analysis of the academic and methodological framework for digitalisation in Ukraine, identifies key challenges and outlines national-level prospects [3, p. 14]. In this context, O. Nikishina and N. Nosova highlight the importance of adapting educational strategies, particularly in the agricultural sector, to European standards [4, p. 37].

A distinct body of research deals with human capital as a key factor in change. V. Prylypko, A. Irkha, N. Savastru, as well as Z. Riabova and H. Yelnikova, focus on the professional development of academic and teaching staff. They argue that the continuous growth of a teacher's digital competence is a prerequisite for the effective functioning of modern education [5, p. 392]. In parallel, S. Sharov and T. Sharova demonstrated, even at the stage of the emergence of digital systems, the necessity of using information services to construct an individual educational trajectory for the learner, which makes learning more personalised and effective [9, p. 149].

In recent years, the works of T. Sharova, A. Zemlianskyi and A. Zemlianska, which examine the functioning of education under martial law and in a digital society, have become particularly relevant. The authors provide a detailed analysis of the experience of relocated higher education institutions, where digital tools have effectively become the sole means of maintaining the educational process [10, p. 481]. A critical examination of educational portals reveals not only the advantages of distance learning but also its significant shortcomings, which are important for further improving online platforms. Overall, the publications presented demonstrate a shift from the theoretical justification of digital changes to the development of practical mechanisms for adapting higher education to crisis conditions and the demands of the digital age.

The purpose of the paper. The purpose of the paper is to justify methodological approaches to the implementation of a professional development programme and to analyse its impact on the quality of specialist training.

The article is based on the results of the TSATU team work during the implementation of the SAFE LEARN project (ID: 101236049). The project is being implemented under the ERASMUS-EDU-2025-CBHE programme and aims to strengthen the capacity of Ukrainian higher education institutions to operate effectively in the face of contemporary challenges. The initiative focuses on developing a modern educational environment that combines flexibility, adaptability

and safety, ensuring the stability of the educational process for higher education students.

Findings. The transformation of the professional development system for academic and teaching staff at Dmytro Motornyi Tavria State Agrotechnological University (TSATU) is driven by the imperative to respond swiftly to the challenges of digitalisation and the demands of the current environment. As part of the implementation of the international SAFE LEARN project (ID: 101236049), which is being carried out under the ERASMUS-EDU-2025-CBHE programme, an innovative 'Resilient Teaching' educational programme has been developed and approved. This programme exemplifies an adaptive approach to professional development for teachers, integrating digital tools with the psychological and methodological aspects of a safe educational environment.

The programme is designed for 180 hours (6 ECTS credits) and is structured in modules. This ensures flexibility in learning: each module focuses on a specific area of competence that modern teachers often lack. The course comprises five interlinked modules, which together form the profile of a 'resilient teacher'.

The first module of the programme deals with the psychological mechanisms of self-regulation. In conditions of constant uncertainty, a teacher must be not only a source of knowledge but also an emotional guide for learners [1, p. 2]. The programme involves studying the cognitive, emotional and behavioural components of resilience. Particular attention is paid to preventing professional burnout and to methods for preserving inner resources. Teachers learn mindfulness techniques, breathing exercises, and behavioural strategies for managing stress in teaching situations. Creating an individual 'stress resilience map' allows each participant to identify their own triggers and select effective self-support strategies [8, p. 102].

The second module of the 'Resilient Teaching' educational programme introduces flexible teaching methods. The concept of micro-learning becomes key when working with learners who have limited time or are in unstable conditions (for example, during air raid alerts or power cuts). Within this module, TSATU lecturers learn to structure educational content into short, interactive blocks: videos, podcasts, infographics, and mini-tests. This approach ensures the continuity of education even under conditions of intermittent internet access. In addition to microlearning, emphasis is placed on active engagement methods: the flipped classroom, problem-based learning and peer learning [2, p. 315].

The third module focuses on the technological transformation of the educational process. A modern digital ecosystem for teachers is not limited to just Moodle or Zoom. It includes cloud-based collaboration platforms (Google Workspace, Microsoft Teams), tools for creating interactive content (Canva for Education, Genially) and services for instant feedback (Mentimeter, Kahoot, Padlet). The transformation of the professional development programme involves a shift

from the simple use of gadgets to the systematic design of a technology-supported environment. Course participants learn to use digital analytics to monitor learner engagement and implement real-time assessment [12, p. 301].

A unique component of the programme is the ‘Pedagogical Quest Room’ module. Gamification is viewed not merely as entertainment, but as a method for modelling complex situations. Through the development and completion of pedagogical quests, teachers practise decision-making skills in critical situations. This approach fosters creativity and emotional flexibility. Designing scenarios in which trainees must solve professional tasks through game-based interaction helps reduce stress levels and increase motivation to learn during difficult times [6, p. 370].

The final stage of the programme aims to integrate all the skills acquired into the concept of the ‘Pedagogical Mix-Bar’. This is an adaptive educational space where psychological comfort, digital accessibility and methodological effectiveness are harmoniously combined. The main objective is to minimise ‘stress points’ in the educational process. This is achieved through flexible lesson planning, effective time management, and the creation of a comfortable physical and digital environment [7, p. 232]. This approach ensures the stability of the learning process for learners affected by the war, which is the main objective of the SAFE LEARN project.

An important aspect of this transformation is recognising the outcomes of non-formal education. The ‘Resilient Teaching’ programme provides a certificate that is officially recognised as professional development. This encourages teachers to engage in lifelong learning. The practical focus of the course is demonstrated by participants developing their own micro-courses, adaptive syllabi and lesson plans in a ‘mix-bar’ format, which will be integrated into the educational process at TSATU [11, p. 290].

The transformation of professional development programmes in the context of digitalisation and contemporary challenges requires a shift away from linear learning models towards flexible, adaptive and modular structures. The TSATU experience within the SAFE LEARN project (ID: 101236049) demonstrates that integrating psychological support with the mastery of modern digital tools (such as microlearning services and quest technologies) significantly enhances the resilience of the educational process. The transition to a modular learning structure allows the curriculum content to be adapted to the individual needs of lecturers and enables educational materials to be updated promptly in line with dynamic changes in the digital sphere and the security situation.

Conclusions. The SAFE LEARN project has acted as a catalyst for the development of a modern, flexible, adaptive, and secure educational environment in Ukraine. The implementation of the ‘Resilient Teaching’ course demonstrates how

international cooperation within the Erasmus+ programme strengthens the resilience of Ukrainian higher education. The implementation of the 'Resilient Teaching' professional development programme will enable lecturers not only to adapt to change but also to actively shape a safe, inclusive and technology-driven environment, which will form the foundation for the stable functioning of higher education in Ukraine amid current crisis challenges.

Future research should examine the long-term impact of such educational programmes on student satisfaction and the quality of knowledge acquisition during times of crisis, and should also extend the TSATU experience to other higher education institutions in Ukraine.

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DIDACTIC POTENTIAL OF THE MAIN STORY SCHEMES OF EDUCATIONAL QUESTS IN HIGHER SCHOOL

Abstract. *The article examines the main types of plot schemes of educational quests. There are highlighted characteristics that give advantages to quests as educational technologies in achieving pedagogical goals. It is emphasized that the use of quest technologies is popularized in the conditions of digitalization and gamification of the educational process. The didactic potential of each plot scheme is determined in accordance with the educational needs of the teacher and the level of training of higher school students. The conclusion is made about the change in the teacher's role in the educational process today.*

Key words: *quest, gamification, plot scheme, educational goal, microlearning.*

Землянська А.В. Дидактичний потенціал основних сюжетних схем освітніх квестів у вищій школі. *У статті розглядаються основні типи сюжетних схем освітніх квестів. Висвітлено характеристики, які надають переваги квестам як освітнім технологіям у досягненні педагогічних цілей. Наголошено, що використання квест-технологій популяризується в умовах диджиталізації та гейміфікації освітнього процесу. Визначено дидактичний потенціал кожної сюжетної схеми відповідно до освітніх потреб викладача*