

Oresta Karpenko

PEDAGOGICAL PROFICIENCY



Ministry of Education and Science of Ukraine
Drohobych Ivan Franko State Pedagogical University

Oresta Karpenko

PEDAGOGICAL PROFICIENCY

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Reviewers:

SViontyk O.O. – PhD in Pedagogical Sciences, Associate Professor, Associate Professor of the Department of General Pedagogy and Preschool Education, Drohobych Ivan Franko State Pedagogical University;

Stynska V.V. – Doctor of Pedagogical Sciences, Professor, Professor of Bohdan Stuparyk Department of Pedagogy and Educational Management, Vasyl Stefanyk Carpathian National University.

Karpenko O.

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The textbook is compiled in accordance with the curriculum of the discipline «Pedagogical proficiency» for specialists of the third (educational-scientific) level in the field of knowledge 01 Education, specialty 011 Educational Sciences. The guide covers the issues of the professional activity of scientific and pedagogical staff; pedagogical technique as a component of the proficiency of scientific and pedagogical staff; professional and pedagogical communication in higher education institutions; professional adaptation of scientific and pedagogical staff; professional positions of scientific and pedagogical staff in the process of interaction with students; soft/hard skills of scientific and pedagogical staff; self-management as a technology for the professional self-development of scientific and pedagogical staff; professional burnout of scientific and pedagogical staff and ways of its prevention.

The guide is intended for postgraduate students, research and pedagogical and scientific staff, and educators.

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INTRODUCTION

The transformation of the modern educational environment necessitates a systemic rethinking of the professional identity and functional authorities of the scientific and pedagogical community. The requirements for a modern researcher encompass a high level of professional training, the capacity for creative self-realization, and dynamic adaptability. The traditional paradigm of the teacher's activity as a transmitter of knowledge in the period of intensive digitalization and the integration of artificial intelligence systems into the educational space is definitively losing its relevance. The demand for forming a new type of specialist – a teacher-facilitator endowed with a high level of professional proficiency that ensures the implementation of subject-subject interaction and personalization of educational trajectories – is becoming more urgent. In modern conditions, the teacher's activity combines the functions of a professional-didact and a constructor of psychological safety within the academic environment. This presupposes that scientific and pedagogical staff master a specific pedagogical psychotechnique, which consists in the ability to consciously regulate their own creative well-being and emotional state. Such a competence becomes a defining resource for supporting the mental health of higher education students and for the prevention of professional deformation and burnout of the teacher.

The study guide «Pedagogical proficiency» is developed for doctoral students (PhD candidates) who are integrating into the complex structure of the modern academic community. The publication substantiates the theoretical and methodological foundations of the development of pedagogical proficiency as a multidimensional construct that combines theoretical erudition, applied methodical proficiency, and the axiological orientation of the personality. The professional excellence of a young scientist is viewed as a dynamic vector of continuous self-development. The guide is aimed at minimizing the cognitive distance between theoretical concepts and the practical experience of activity in the classroom, which acquires special significance in condi-

tions of accelerated technological progress and social transformations determined by the state of war.

Pedagogical technique, the structure of which is detailed in the publication according to two main vectors, stands as a fundamental component of professional training. The internal vector involves the ability for self-regulation and management of the psycho-emotional state, which allows for maintaining professional resilience and creating a favorable psychological climate for the students. The external component encompasses the masterly command of verbal and non-verbal communication tools, the use of empathy, and appropriate elements of humor to establish a constructive didactic connection. The effectiveness of the communicative process is interpreted through the prism of equal partnership, where special attention is paid to the principles of barrier-free access and gender sensitivity. The teacher must possess skills in the prompt recognition and neutralization of destructive manifestations, particularly bullying or mobbing in the academic environment.

The guide highlights the regularities of the professional adaptation of a young teacher as a stage of becoming a researcher in the university space. The adaptation process includes social, professional, and psychological adjustment determined by specific motivational factors. The role of the institutions of mentoring and tutoring in ensuring the successful integration of a specialist is substantiated. Mentoring is structured on the principles of facilitation, which contributes to the development of professional autonomy and the formation of a unique identity for the scientist. In the conditions of wartime challenges, this process is accompanied by the need for intensive proficiency of remote work formats and the management of the psychological consequences of the conflict.

A separate analytical block is devoted to the role of digital technologies and artificial intelligence in the structure of pedagogical proficiency. The thesis is substantiated that, despite the significance of the latest tools for the continuity of education, they are not capable of replacing fundamental pedagogical skills and direct contact between the subjects of learning. Digital tools have significant potential for strengthening the individualization of learning, yet their implemen-

tation is accompanied by risks of depersonalization and a deepening digital divide. This requires the teacher to be able to maintain a balance between technological proficiency and the humanistic traditions of pedagogy.

Alongside technical competencies, the publication proves the priority of developing soft skills as the basis for effective activity. Emotional intelligence, cognitive flexibility, and the stimulation of students' intellectual independence define the new role of the teacher as a moderator of scientific search. The improvement of professional-pedagogical communication appears as a systemic component of proficiency, the effectiveness of which is determined by the command of various communication styles and the balanced use of sign-based tools. The protective function of the teacher, which consists in creating an ethical and safe environment, is important in conditions of increased vulnerability of educational subjects.

Achieving professional archeology requires a systemic approach to self-management from the scientific and pedagogical staff. The guide presents technologies for strategic planning of individual development and methods for identifying barriers to professional growth. A central place is occupied by the problem of preventing professional burnout, for the solution of which a complex of preventive strategies and self-regulation techniques is proposed. Ensuring the teacher's own emotional stability creates a foundation for high-quality interaction in the academic community, transforming the educational space into an environment of productive scientific activity. The publication is intended to ensure the preparation of future doctors of philosophy for the realization of multifaceted professional roles, guaranteeing their efficiency and resilience in the modern educational discourse.

Theme 1

PROFESSIONAL ACTIVITY AND THE PERSONALITY OF SCIENTIFIC AND PEDAGOGICAL STAFF

1.1. The social significance of the profession of a scientific and pedagogical staff and their activity.

1.2. Components of pedagogical activity.

1.3. The role of the teacher in forming a culture of academic integrity.

1.4. The structure of pedagogical proficiency.

1.5. The interconnection of academic integrity with the criteria and levels of pedagogical proficiency.

1.1. The social significance of the profession of a scientific and pedagogical staff and their activity

The social significance of the scientific and pedagogical staff serves as the fundamental basis for the stability and progression of modern civilization. This significance is deep-seated in the capacity of educators to facilitate the advancement of human progress through the dissemination of knowledge. According to the strategies of leading publishers and research platforms, the primary goal of academic activity is to provide readers with access to expert knowledge and to facilitate scientific discoveries at the intersection of various disciplines. This societal role is particularly vital when scientific progress is viewed as an ongoing and cumulative endeavor, where researchers build upon existing intellectual foundations through incremental steps to solve complex problems. The work of the scientific and pedagogical staff is an essential component of the social fabric, ensuring that the legacy of human understanding is preserved and expanded for future generations.

In the context of institutional leadership, the social significance of the profession is further reflected in the necessity of building strong,

trust-based relationships within the educational community. The ability to create a shared vision for the future of an academic institution depends heavily on the leader’s understanding of the wishes, goals, and motivations of the pedagogical staff. Empathy and empathic leadership practices are highlighted as vital mechanisms for organizational health, particularly in creating a school community characterized by cohesion and integrity. Warm and caring leaders offer the daily support needed to strengthen trust and ensure a manageable work-life balance, which directly impacts the long-term retention of qualified educators and reduces the likelihood of workplace disruption.

The professional activity of the scientific and pedagogical staff acquires an even more specialized significance under the conditions of war. In Ukraine, the protection and promotion of the state language is currently considered a matter of national security, placing the educator in a position of significant ideological responsibility. The pedagogical staff is legally required to demonstrate high proficiency in the state language, acting as a representative of the state and a guardian of cultural identity. This role is inextricably linked to the broader goal of European integration, which imposes increased requirements on the quality of training and systematic postgraduate education for scientific and pedagogical staff. The educator becomes a status symbol of the person-statesman, whose daily work forms the foundation for the future of the nation. To further analyze the dimensions of leadership and its social impact, the perspectives on empathy and organizational behavior within the educational sector are presented (Figure 1).

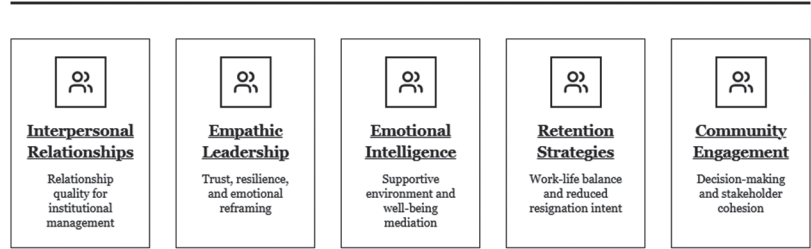


Figure 1. Empathy in the structure of professional behavior of educational process participants

The professional activity of the scientific and pedagogical staff also involves navigating various organizational frames, including structural, human resources, political, and symbolic dimensions. Experts must integrate scientific management styles, such as expert-led goal setting, with artistic management tactics like soft-skill communication. This dual approach allows for collective decision-making and ensures that the institution remains responsive to both internal employee needs and external societal requirements. By understanding the structural foundation of power and the human resource goal of building inter-employee relationships, the pedagogical staff contributes to the overall efficiency and mission of the higher education system.

The social significance is also manifest in the capacity of the pedagogical staff to address the needs of diverse learners through targeted and individualized instruction. Incremental science frameworks allow researchers to systematically test and refine interventions, educational practices, and assessment tools. This work is essential for meeting the intricate and varied needs of learners, particularly in specialized fields where individual differences determine the efficacy of pedagogical strategies. The commitment of the scientific and pedagogical staff to theory-driven research and the continuous adaptation of interventions ensures that education remains an effective tool for social inclusion and individual empowerment.

Furthermore, the professional activity is characterized by a deep sense of responsibility toward the moral and political development of the student. Drawing on the traditions of antiquity, the academic profession views education as the process of helping a person become a fully realized human in the moral and political sense. This involves establishing trust, security, and a feeling of meaningfulness within the pedagogical interaction. The teacher's competence in communicating the relevance of a subject and supporting the student's desire to learn is a fundamental social service that promotes a democratic and humane society. This relational condition emphasizes that human beings are fundamentally dependent on one another for growth and meaning, and the scientific and pedagogical staff are the primary facilitators of this mutual development.

Finally, the social significance of the academic profession is reflected in the educator's role as a model of professional culture and

ethics. High professional standards, pedagogical tact, and moral-ethical qualities are necessary for the educator to act as an agent of change. Under the conditions of war, the pedagogical staff must maintain stress resistance and prevent professional burnout to continue their mission of educating the next generation. This psychological resilience, combined with deep subject knowledge and linguistic competence, ensures that the academic profession remains a prestigious and indispensable element of the social order. The educator's reputation, forged through daily labor and adherence to the principles of integrity, serves as a benchmark for the values of the society at large.

1.2. Components of pedagogical activity

The pedagogical activity of the scientific and pedagogical staff is a complex, multi-dimensional construct that integrates theoretical knowledge with sophisticated interactional skills. At the heart of this activity lies the pedagogical rhetorical interactional methodology, which focuses on the teacher's responsibility for supporting both the student's desire to learn and their actual learning outcomes. This methodology is built upon the premise that learning is an existential need for meaning, and the pedagogical interaction must establish trust, security, and confidence.

The interactional nature of pedagogical activity is characterized by its direction toward both the past and the future. The teacher must consider the material cause, which includes the previous knowledge and experiences students bring to the subject. Simultaneously, the activity is directed toward the final cause, which represents the ultimate meaning and actual learning for the student. This temporal dimension ensures that the pedagogical process is continuous and relevant to the student's development. The pedagogical interaction competence is thus acquired through rigorous training and practice, allowing the teacher to act as a mediator, a commentator, or an explorer within the instructional space.

In the modern educational landscape, the integration of technology and artificial intelligence has become a defining component of pedagogical activity. The shift toward multimodal communication re-

quires educators to incorporate diverse formats such as videos, podcasts, and infographics into their teaching strategies. This holistic approach reflects the authentic work students face in the professional world, where they must consume and contribute information across multiple platforms. Furthermore, the use of large language models and machine learning techniques provides opportunities for adaptive recommendations, real-time feedback, and personalized learning paths. The pedagogical staff must possess the digital competence to navigate these tools effectively while maintaining the integrity of the instructional process (Figure 2).

Another essential component of pedagogical activity is the transition toward student-centered models. This approach emphasizes that students must take responsibility for their own learning, participating in peer review, group discussions, and project-based learning. The pedagogical staff acts as a facilitator, providing the necessary scaffolding for students to develop analytical thinking and independence. Dialogic feedback and socio-constructivist alignment are key strategies in this context, where learning is co-constructed through negotiation and discursive interaction. This collaborative culture encourages students

AI TECHNIQUE	PEDAGOGICAL APPLICATION	EXPECTED OUTCOME
■ Machine Learning	→ Dropout and retention prediction	→ Early identification of at-risk learners
■ Natural Language Processing	→ Sentiment analysis of feedback	→ Understanding engagement & emotions
■ Knowledge Graphs	→ Personalized learning paths	→ Tailored content for individual pace
■ Generative AI	→ Automated formative feedback	→ Instant, high-quality progress guidance
■ Intelligent Tutors	→ Real-time tutoring and support	→ Enhanced efficiency and accessibility

Figure 2. Strategies for AI implementation in modern education and their benefits

to openly share knowledge, ideas, and experiences, fostering a sense of community within the educational environment.

The pedagogical activity also encompasses the systematic representation and decomposition of instructional practice. Educators may use videos, live models, or written descriptions to build teacher knowledge and analyze the constituent parts of effective teaching. Approximations of practice, such as technology-enhanced teaching simulations, offer opportunities for deliberate practice of new instructional strategies in a controlled environment. These reflective activities help the pedagogical staff gain insight into their own practice and improve in-the-moment instructional decision-making. By analyzing student work and assessment data, educators can further refine their teaching to better meet student needs and enhance learning outcomes.

Furthermore, the implementation of curriculum materials is a critical component that requires careful planning and internalization by the pedagogical staff. Educators must analyze and master high-quality curriculum lessons, often completing the materials as if they were students to familiarize themselves with the disciplinary content and instructional activities. This explicit focus on curriculum implementation ensures that the knowledge gained through professional development is efficiently translated into classroom practice. The inclusion of field trips and experiential learning methods also adds a valuable dimension to pedagogical activity, promoting student engagement and interest while achieving both cognitive and affective goals.

Under the conditions of war, the pedagogical activity in Ukraine has shifted to include an emphasis on psychological resilience and conflict resolution. Scientific and pedagogical staff must possess the competence to manage stress, prevent professional burnout, and navigate pedagogical conflicts effectively. This includes the ability to categorize conflicts, understand their causes, and apply appropriate behavioral strategies. The development of gender competence and an understanding of diversity, equity, and inclusion are also recognized as vital components of professional proficiency in a modern, democratic society. These elements ensure that the pedagogical staff can provide a safe and supportive learning environment even in times of extreme social stress.

Finally, the professional activity is bound by a strict legal and organizational framework. Scientific and pedagogical staff must understand the various levels of higher education, the forms of organizing the educational process, and the specific licensing conditions for educational activities. This knowledge is necessary for the effective management of the educational institution and for ensuring that all academic programs meet the required standards of quality and integrity. The integration of these various components—rhetorical, technological, reflective, psychological, and legal – creates a comprehensive model of pedagogical activity that allows the scientific and pedagogical staff to fulfill their vital mission in contemporary society.

1.3. The role of the teacher in forming a culture of academic integrity

The formation of a culture of academic integrity is a central responsibility of the scientific and pedagogical staff, serving as the cornerstone for the credibility of the educational and scientific enterprise. This role involves more than the mere enforcement of rules; it requires a proactive commitment to fostering a community where values such as honesty, trust, fairness, respect, responsibility, and courage are deeply internalized. In Ukraine, the 2025 Law on Academic Integrity has codified these requirements, tasking pedagogical and scientific staff with the development of internal systems to ensure ethical standards and the training of students in the foundations of academic writing and research ethics.

A primary aspect of the teacher's role is to act as a mentor and guide, moving away from a traditional punishment-deterrence model toward one that emphasizes the development of individual responsibility and autonomous choice. This cultural approach involves training students at the early stages of their education to work correctly with sources and understand the ethical dimensions of intellectual work. By focusing on skill development rather than just deterring breaches, the pedagogical staff helps students realize the value of their own original work and the importance of academic honesty for their future professional reputation. The goal is to ensure that

integrity becomes a natural norm of academic life rather than a burdensome requirement.

The teacher also serves as a role model for ethical behavior. According to the legal framework, the professional reputation of the scientific and pedagogical staff is the result of their daily labor and adherence to the principles of integrity. This includes avoiding conflicts of interest, respecting authorship, and maintaining zero tolerance for any manifestation of misconduct, such as plagiarism, collusion, or contract cheating. Furthermore, the staff must be vigilant against the promotion or mediation of paid academic work, as involvement in such activities is considered a severe violation of professional standards. By demonstrating a consistent commitment to honesty in their own research and publishing endeavors, educators provide a powerful example for their students to emulate.

In the current era of rapid technological advancement, the role of the teacher in guiding the ethical use of artificial intelligence has become increasingly important. The proliferation of generative AI tools presents both opportunities and significant threats to academic integrity. Pedagogical staff must establish clear and transparent frameworks for the use of these technologies, helping students distinguish between ethical assistance and unethical shortcuts. This involves updating assessment designs to ensure that they are resistant to AI-driven cheating and that they truly evaluate the student's independent understanding. The challenge for the modern educator is to combine innovative teaching methods with a firm commitment to the principles of academic honesty (Table 1).

The teacher's role also includes addressing the systemic and psychological factors that contribute to moral injury among the staff. Under the conditions of war, resource shortages, administrative overload, and the lack of funding can create ethical and emotional burdens that impact the educator's ability to maintain high standards of integrity. Professional development programs focusing on ethical decision-making and resilience-building are essential for equipping teachers to navigate these challenges. By embedding restorative practices and trauma-informed pedagogy within the institution, the pedagogical staff can reduce the relational and ethical conflicts that contribute to professional distress.

Table 1. Factors contributing to academic misconduct and strategic approaches to fostering a culture of integrity

Determinant of misconduct	Teacher's strategy for mitigation	Key theoretical framework
<i>Emotional stress and pressure</i>	Creating a supportive climate and manageable workloads	Reducing systemic barriers alleviates ethical burdens.
<i>Poor institutional support</i>	Building internal systems and clear ethical guidelines	Institutional responsibility is shared with the staff.
<i>Unclear academic standards</i>	Explicit training in academic writing and citation	Reframing misconduct as a literacy issue rather than a moral failure.
<i>Peer influence and norms</i>	Fostering a community of practice and peer support	Peer disapproval is a strong deterrent for cheating behaviors.
<i>Technological temptation</i>	Guiding the ethical use of AI and revising assessment design	Transparency and explicit frameworks for AI use are required.

Furthermore, the scientific and pedagogical staff are responsible for promoting an environment of transparency and accountability. This involves the impartial and thorough investigation of suspected instances of misconduct, following established guidelines to ensure fairness and validity. The educator must also encourage students to become change agents who value viable and creative solutions to complex problems, rather than seeking shortcuts. By cultivating a sense of agency and ethical commitment, the teacher helps students develop the 21st-century skills needed for a successful career grounded in excellence.

The teacher's contribution to the culture of integrity is also reflected in the collaborative approach between staff and students. Shared responsibility for maintaining academic standards is essential for the long-term health of the academic community. This involves campaigns to increase student awareness, improved assessment design, and the use of detection technologies when necessary. However,

the most effective strategy remains the cultivation of a meaningful learning environment where students are deeply engaged in their studies and feel a sense of interest and self-efficacy in the subject matter. When students value the learning process, they are less likely to seek unethical advantages.

Ultimately, the role of the teacher in forming a culture of academic integrity is a manifestation of their pedagogical proficiency. It requires a combination of deep subject knowledge, interactional competence, and a firm commitment to humanistic values. By actively promoting these standards, the scientific and pedagogical staff not only protect the integrity of the scholarly record but also prepare students to become ethical professionals and responsible citizens. The educator's role is thus a vital component of the social significance of the profession, ensuring that education remains a trustworthy foundation for human progress.

1.4. The structure of pedagogical proficiency

Pedagogical proficiency is an integrated personal and professional state that ensures the effective achievement of educational goals and represents the highest level of professional activity for the scientific and pedagogical staff. The structure of this proficiency is complex, encompassing a synergy of humanistic values, professional knowledge, specialized abilities, and refined pedagogical techniques. In the Ukrainian scientific discourse, four primary components are traditionally highlighted: humanistic orientation, professional competence, pedagogical abilities, and pedagogical technique. These elements are dynamic and evolve through continuous self-education and the implementation of progressive educational ideas.

Humanistic orientation forms the moral and ethical foundation of pedagogical proficiency. It involves a commitment to the principles of partnership pedagogy and the realization of personality-oriented learning. The proficient educator demonstrates a deep respect for the student, utilizing empathy and emotional intelligence to create a supportive learning environment. This orientation requires pedagogical

tact and a sense of social responsibility, ensuring that the teacher’s interactions are grounded in the values of compassion, transparency, and professionalism. Under the conditions of war, this humanistic stance is essential for maintaining the emotional well-being of both the staff and the students.

Professional competence is a core component that integrates psycho-pedagogical knowledge with deep subject expertise. The scientific and pedagogical staff must possess a thorough understanding of the academic discipline they teach, alongside knowledge of didactics, psychology, and modern educational technologies. In the contemporary digital age, this competence has expanded to include digital intelligence and the ability to operate effectively in online environments. The educator must be proficient in the use of various digital tools, including artificial intelligence, and must understand how to integrate these technologies within pedagogical and didactic frameworks to enhance learning.

Pedagogical abilities refer to the specific cognitive and communicative traits that allow the educator to perform their duties with creativity and effectiveness. These include the ability to make complex material accessible, the capacity to organize and lead a collec-

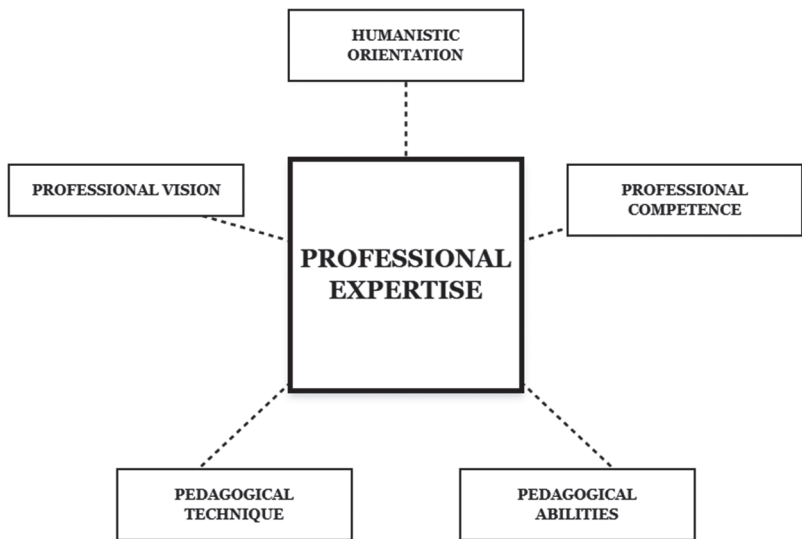


Figure 3. Structural components of pedagogical expertise

tive of learners, and the skill of pedagogical influence. Creativity is an obligatory condition for pedagogical proficiency, as it allows the educator to move beyond standard routines to develop innovative educational projects. This creative potential is essential for adapting to rapid changes in the educational space and for finding original solutions to the challenges of modern teaching. The structural components of pedagogical proficiency as identified in the modern research and Ukrainian pedagogical tradition are presented (Figure 3).

Pedagogical technique encompasses the refined skills of professional behavior, including speech culture, non-verbal communication, and self-regulation. The proficient educator must adhere to the high standards of linguistic culture, demonstrating clarity, persuasiveness, and a proficiency of the scientific style of speech. Furthermore, self-regulation is a vital skill that allows the staff to manage their own emotional states and maintain professional quality even under stressful conditions. This is particularly relevant under the conditions of war, where stress resistance is a necessary condition for the effective performance of pedagogical duties.

The development of professional vision is another critical element in the structure of pedagogical proficiency. This competence involves the ability of the educator to perceive and analyze classroom interactions, allowing for more effective classroom management and student support. Research indicates that professional vision and knowledge about classroom management are interrelated and develop throughout an educator's career, although they may fluctuate during specific periods of induction. This ongoing development highlights the dynamic nature of pedagogical proficiency, which requires a proactive drive for self-improvement and the utilization of feedback to refine one's practice.

Furthermore, modern pedagogical proficiency includes intercultural competence and a commitment to diversity, equity, and inclusion. Educators must possess the mindset and skillset to teach effectively in diverse environments, promoting the values of intercultural education and supporting the adjustment and well-being of all students. This involves using culturally responsive and student-centered approaches that confront students' potential strengths and weak-

nesses while alleviating emerging social and behavioral tensions. The whole-school approach, which involves parental and community engagement, is also recognized as a key element of effective pedagogical practice in a diverse society.

In conclusion, the structure of pedagogical proficiency is an integrative state that combines deep expertise with humanistic values and a modern worldview. The scientific and pedagogical staff must act as agents of change, characterized by high professional and personal culture, creative potential, and a courageous pedagogical position. This proficiency is not a static achievement but is formed through the interaction of external institutional support and the internal drive for lifelong learning. By maintaining these high standards of professional proficiency, the educator can successfully navigate the complexities of contemporary higher education and fulfill their mission of shaping the future of the nation.

1.5. The interconnection of academic integrity with the criteria and levels of pedagogical proficiency

The interconnection of academic integrity with the criteria and levels of pedagogical proficiency is a fundamental aspect of the maturity of the scientific and pedagogical staff. Ethical conduct is not merely an external requirement but is a central indicator of an educator's professional excellence and status as a person-statesman. Academic integrity is increasingly integrated into the criteria for assessing the quality of educational activity, where adherence to ethical principles is viewed as a prerequisite for institutional credibility and social trust. At the highest levels of pedagogical proficiency, the values of honesty, trust, and responsibility are seamlessly woven into the educator's professional identity, informing every instructional and research-related decision.

One of the primary levels of this interconnection is found in the role of the teacher as a model of ethical conduct. In the Ukrainian context, the 2025 Law on Academic Integrity explicitly links the teacher's professional reputation to their daily adherence to the principles of honesty and transparency. A teacher who achieves a high level of proficiency is expected to demonstrate zero tolerance for any manifestation of academic misconduct, acting as a guardian of intellectual prop-

erty rights and an advocate for the authenticity of the scholarly record. This ethical stance is a key criterion for professional advancement, where violations can lead to severe sanctions, including the deprivation of academic titles and dismissal.

Furthermore, the competence-based framework of pedagogical proficiency highlights the relationship between integrity and academic literacy. While traditional models often moralized plagiarism as a character failing, modern research emphasizes that academic misconduct is frequently a result of poor academic practice or a lack of understanding of complex citation styles. Therefore, a highly proficient educator demonstrates their proficiency by providing students with the practical skills and knowledge needed to work ethically. This involve reframing integrity as a set of academic literacy skills rather than just a moral attribute, allowing for supportive responses that prioritize human dignity and skill development.

The level of an educator’s proficiency is also reflected in their ability to guide the ethical use of emerging technologies. The rapid integration of generative artificial intelligence has created new challenges for academic integrity, requiring the pedagogical staff to develop clear frameworks for the appropriate use of these tools. A proficient teacher is one who can effectively integrate AI within their didactic methods while ensuring that it does not undermine the validity of learning evidence. This requires a high degree of digital intelligence and a commitment to transparency, as the staff must help students navigate the ethical dilemmas associated with AI-generated content (Table 2).

Table 2. The relationship between levels of professional competence and the integration of academic integrity standards

<i>PERSON-STATESMAN STATUS</i>	[National security, resilience, cultural identity]
<i>LEADERSHIP AND INNOVATION</i>	[Culture of integrity, ethical AI frameworks]
<i>PEDAGOGICAL MASTERY</i>	[Ethical behavior modeling, social trust]
<i>ADVANCED COMPETENCE</i>	[Academic writing literacy, student empowerment]
<i>BASIC PROFESSIONALISM</i>	[Compliance with standards, rule awareness]

The interconnection is also evident in the systemic and psychological well-being of the pedagogical staff. Under the conditions of war, the ethical and emotional burdens on teachers can lead to moral injury, particularly when institutional support is lacking or when resource shortages create dilemmas for fair instruction. A high level of pedagogical proficiency includes the resilience and ethical decision-making skills needed to navigate these systemic constraints. Professional development programs that focus on these areas are essential for maintaining the integrity of the educational process even in highly volatile environments. By fostering a sense of community and providing spaces for reflective practice, the pedagogical staff can resolve moral conflicts and maintain their commitment to excellence.

Moreover, the proactive role of the educator in building an academic integrity network is a clear indicator of a high level of proficiency. Mastering the ability to create cultures of integrity through peer influence and institutional collaboration is a hallmark of advanced professional maturity. This involves engaging in a community of practice where faculty, staff, and students work together to review integrity policies and increase student agency. By encouraging students to become change agents who develop creative solutions to complex problems, the proficient teacher ensures that education remains a driver of innovation rather than a cycle of shortcuts.

Finally, the interconnection of academic integrity with pedagogical proficiency is manifest in the teacher's commitment to the social significance of the profession. Drawing on the relational condition, the educator recognizes that their influence is directed toward the student's actual learning and their future contribution to a humane and democratic society. Maintaining high ethical standards is therefore not just a professional requirement but an existential necessity for the educator whose mission is to foster human progress through knowledge. By upholding the principles of integrity, the scientific and pedagogical staff ensure that the knowledge they cultivate is trustworthy and serves the best interests of society.

Ultimately, the personality of the scientific and pedagogical staff is defined by this synthesis of proficiency and morality. High professional culture, linguistic competence, creative potential, and ethical

rigor are all essential elements of the proficient educator. Under the conditions of war, the maintenance of these standards is a matter of national importance, ensuring that the higher education system remains a stable and prestigious foundation for the state. The interconnection of integrity with the criteria of proficiency thus guarantees that the academic profession continues to fulfill its vital role in the preservation and advancement of human civilization.

Theme 2

PEDAGOGICAL TECHNIQUE AS A COMPONENT OF THE PROFICIENCY OF SCIENTIFIC AND PEDAGOGICAL STAFF

2.1. The essence and significance of pedagogical technique in the professional activity of scientific and pedagogical staff.

2.2. The concept of «pedagogical technique»: content, internal and external components.

2.3. Pedagogical psychotechnics: principles of self-regulation.

2.4. The role of the teacher in supporting the mental health of students in conditions of prolonged stress.

2.1. The essence and significance of pedagogical technique in the professional activity of scientific and pedagogical staff

The professional activity of scientific and pedagogical staff in the modern higher education environment is an intricate synthesis of specialized research expertise and sophisticated instructional proficiency. The pedagogical technique serves as the operational mechanism that translates theoretical knowledge and internal professional intentions into effective educational outcomes. The proficiency of these techniques distinguishes the professional educator from the subject matter expert, as it encompasses the expressive, communicative, and psychological instruments necessary to manage the learning environment and foster student development. This analysis explores the multifaceted nature of pedagogical technique, moving from its theoretical essence and structural components to the principles of self-regulation and the teacher's vital role in supporting student well-being during the war.

The essence of pedagogical proficiency resides in the highest level of professional activity, established upon deep knowledge of the subject, pedagogy, and psychology, along with the ability to effectively apply this knowledge in the educational process. It represents an integrative unity of professional knowledge, practical skills, peda-

gogical thinking, communicative culture, and reflective abilities. The functional approach to the development of this proficiency suggests that pedagogical activity is not merely a set of isolated qualities, but a process of successfully performing specific functions. Scientific and pedagogical staff who master these functions are better prepared to design and manage the educational process while taking into account students' individual and age-related characteristics.

The significance of pedagogical technique within the broader proficiency of scientific and pedagogical staff is evidenced by its role as a foundational factor shaping the quality of the educational process. Proficiency in these techniques extends beyond content knowledge to encompass student-centered instruction and strategies for enhancing student motivation. The effectiveness of instruction depends on the teacher's ability to select educational content and apply instructional tools appropriately, which are core elements of the didactic function. Furthermore, the professional preparedness of future teachers is significantly enhanced when proficiency is developed through a functional approach, enabling them to consciously plan pedagogical activities and effectively organize instruction.

In the context of the modernization of higher education, the requirement for educators to possess high professional competence and organizational skills has become a priority. Pedagogical thinking is a defining component of this competence, facilitating qualified reasoning, decision-making, and the resolution of professional tasks. A teacher with developed thinking is capable of interacting with students effectively and creating an interesting educational environment, which is essential for successful professional activity. This requires a constant reflexive re-thinking of theoretical fundamentals and their application to practical pedagogical tasks, allowing the teacher to become truly competent.

The significance of these techniques is further amplified by the increasing complexity of educational environments, which places a greater emphasis on the teacher's ability to integrate curriculum understanding with pedagogical planning. Curriculum literacy, once considered a niche area, is now a core skill expected of all pedagogical staff who aim to deliver standards-aligned and learner-centered

instruction. Teachers must not simply follow pre-designed plans; they must interpret and adapt curricular objectives to meet diverse student needs, which requires a high level of pedagogical proficiency. This proficiency reflects the level of maturity of the teacher as both a specialist and an individual, serving as a dynamic professional formation developed through continuous self-education. The development of professional proficiency through these functions facilitates the integration of theoretical knowledge with practical activity, supporting the independent resolution of professional challenges (Figure 4).

DIDACTIC	ORGANIZATIONAL	COMMUNICATIVE	DIAGNOSTIC	REFLECTIVE
Selection and application of instructional methods.	Management of the learning environment.	Establishing teacher-student cooperation.	Analysis of student development levels.	Systematic evaluation of own practice.

STANDARDIZED FUNCTION MATRIX

EDUCATIONAL QUALITY IMPACT

Figure 4. Structural and functional analysis of teaching activities and their impact on the quality of education

This functional approach positively influences the formation of professional responsibility, creative thinking, and independent decision-making. For scientific and pedagogical staff, this proficiency is the foundation of progress, as science and education constitute the force that makes a country strong and a nation great. Consequently, the task of preparing teachers with high pedagogical proficiency and intellectual capability remains a priority for the contemporary education system.

**2.2. The concept of «pedagogical technique»:
content, internal and external components**

The concept of pedagogical technique refers to the specialized set of skills and instruments used by pedagogical staff to exert a purposeful influence on students and manage the educational environment. It is traditionally understood as being composed of two major categories: external techniques related to communication and behavior, and internal techniques related to the teacher’s psychological and emo-

tional state. Proficiency of these components ensures that the teacher can effectively organize the teaching and learning process while maintaining a favorable psychological climate. The external component of pedagogical technique is manifested through the use of speech, facial expressions, gestures, and intonation, as well as the organization of time and space during instructional sessions (Figure 5).

ELEMENT	MECHANISM	PEDAGOGICAL IMPLICATION
VERBAL COMMUNICATION	<i>Intonation, rhythm, clarity</i>	Increases persuasiveness and pedagogical influence
NON-VERBAL EXPRESSION	<i>Facial expressions, gestures</i>	Enhances interaction and classroom engagement
SPATIAL ORGANIZATION	<i>Use of physical/virtual space</i>	Supports diverse learning activities and dynamics
BEHAVIORAL MODELING	<i>Demonstrating professional conduct</i>	Establishes behavior standards and identity
EXPRESSIVE DYNAMICS	<i>Managing energy and pacing</i>	Maintains attention and regulates learning flow

Figure 5. Characteristics of the teacher’s nonverbal communication elements and their role in pedagogical interaction

Effective pedagogical communication is an essential skill, as it directly influences children’s and students’ cognitive, emotional, and social development. This includes the ability to model communicative situations, use problem-solving activities, and employ case-based learning to support the development of future teachers’ communicative skills.⁸ Furthermore, non-verbal techniques such as gesture communication and behavior skills are utilized to enhance interactivity and engagement in learning.

The internal component of pedagogical technique involves the teacher’s psychological state and personal qualities, such as humanism, empathy, responsibility, and pedagogical tact (Figure 6). These qualities play a crucial role in establishing trusting relationships between

teachers and students, often becoming a decisive factor in motivating learners. Within the structure of pedagogical proficiency, pedagogical tact serves as a measure of the appropriateness and ethical boundaries of the teacher’s actions, defining the limits of influence employed to achieve purposeful outcomes. The internal component also includes the teacher’s reflective abilities, allowing them to evaluate their own practice and continuously improve professional performance.

EMOTIONAL REGULATION	PERCEPTIVE ABILITIES	PEDAGOGICAL CREATIVITY	REFLECTIVE THINKING	PEDAGOGICAL TACT
<i>Stress management</i>	<i>Identifying needs</i>	<i>Innovation capacity</i>	<i>Self-analysis</i>	<i>Ethical boundaries</i>
BURNOUT PROTECTION	INDIVIDUALIZED SUPPORT	ADVANCED TECH USE	KNOWLEDGE RENEWAL	HUMANIZED RELATIONS

Figure 6. Characteristics of the teacher’s internal techniques and their role in pedagogical interaction

The emergence of digital technologies has introduced new dimensions to the content of pedagogical technique. The technological pedagogical content knowledge model suggests that teachers must develop knowledge across multiple domains, including technology, content, and pedagogy, and the interactions among them. Teachers must be able to purposefully create, redesign, and use digital educational content, considering the needs of learners and the objectives of the subject. Digital creativity is essential for adapting digital tools and platforms to enhance teaching and learning. However, the integration of these technologies also leads to platform bureaucratization, where standardized pathways for assignment management and attendance tracking can limit the flexibility of teachers and students, shifting attention from content proficiency to formatting compliance.

The integration of internal and external components is further explored through specialized methods like the thin-slicing technique, which helps pedagogical staff develop the skill of correctly recognizing group behaviors in real-time and responding to them immediately. This ability to recognize emerging group behavior rests on identifying behaviors based on a brief slice of interaction, which allows leaders to take the necessary actions suggested by group dynamics theories. Such techniques demonstrate the sophisticated nature of pedagogical proficiency, which requires the teacher to apply a variety of theories

quickly and accurately in a real-time setting. Ultimately, the harmonious development of these components enables teachers to effectively organize the educational process and make optimal instructional decisions.

2.3. Pedagogical psychotechnics: principles of self-regulation

Pedagogical psychotechnics involves the application of psychological strategies by scientific and pedagogical staff to regulate their own mental states, manage stress, and maintain professional efficacy. Self-regulation is defined as the process of regulating behaviors, thoughts, and emotions to achieve personally relevant goals (Figure 7). In the professional context, this involves the ability to plan and control one’s actions to pursue self-set learning and instructional ob-

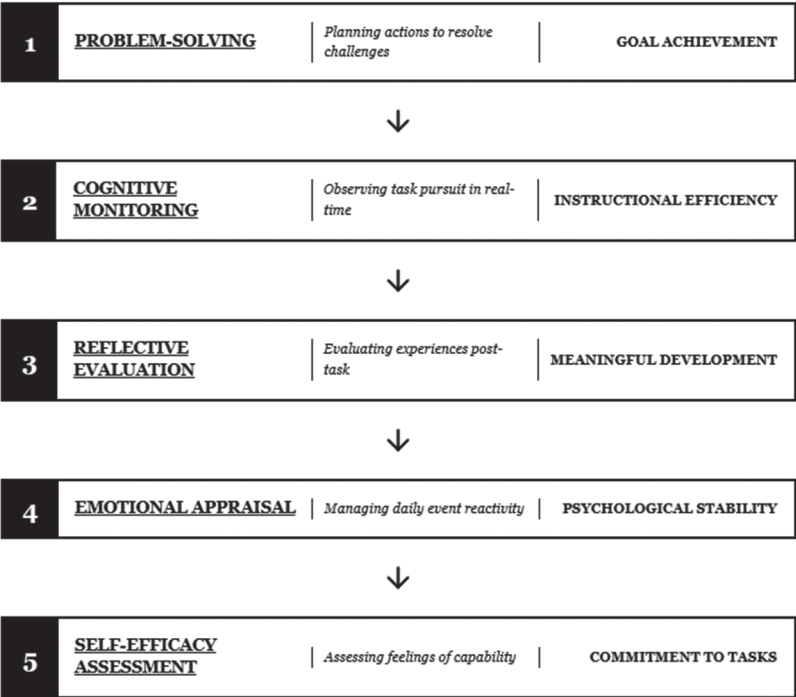


Figure 7. The System of teachers’ self-regulation strategies: psychophysiological mechanisms and professional effects

jectives. Teachers’ self-regulation can be examined from both health and learning perspectives, representing an important resource for coping with stressful situations and adapting to challenging conditions.

The principles of self-regulation are often described through cybernetic control models, which involve monitoring a discrepancy between a current state and a desired state and using specific actions or strategies to move closer to the goal. Scientific and pedagogical staff who exhibit high levels of self-regulation are less susceptible to suffering from stress experiences. Previous evidence suggests that behavioral self-regulation is positively associated with greater resilience, a higher level of positive emotionality, and the use of problem-focused strategies for coping with stress. Conversely, a low level of self-regulation acts as a risk factor, leading to a higher perception of stress factors and the use of emotion-focused strategies.

A central influence on self-regulation is the teacher’s sense of purposefulness, which reflects the extent to which one feels they have personally meaningful goals and directions guiding them. Purposeful individuals tend to be less reactive to daily stressors and are more willing to approach emotional experiences to make relevant behavioral adaptations. In the academic environment, self-regulation strategies are likely to shift as pedagogical staff learn more productive ways to manage relationship fluctuations and scholastic challenges (Figure 8). This adaptive capacity is crucial for professionals who are increasing-

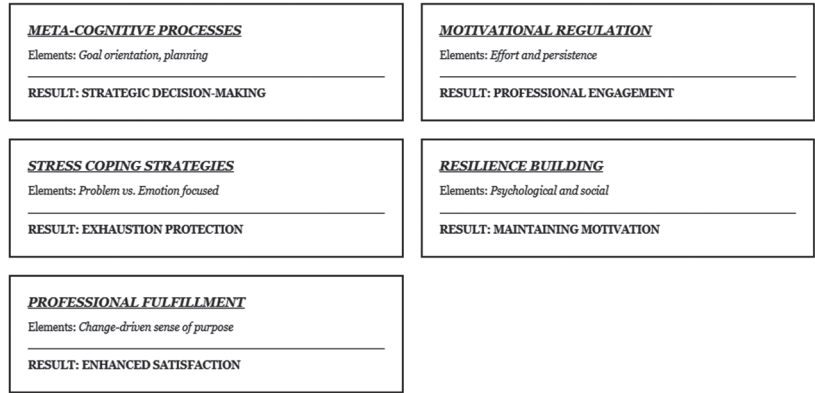


Figure 8. Structural-functional analysis of theoretical constructs of self-regulation in pedagogical practice

ly expected to take responsibility for their own professional learning within the workplace.

Professional development programs often focus on self-regulation and well-being to retain pedagogical staff, especially those in the early stages of their careers. These programs encourage meaning-directed patterns characterized by efforts to understand underlying principles and extend one's theory of practice. The ability to ask colleagues and trainers relevant questions on how to deal with challenging situations is a hallmark of high regulatory behavior. Furthermore, the model of teacher competencies emphasizes that prosperous and resilient teachers are better able to manage work pressure and maintain optimal performance in the long term. Resilience, alongside social-emotional skills like self-awareness and empathy, significantly increases emotional well-being.

The organizational environment also plays a role in facilitating self-regulation. External conditions, such as organizational support and opportunities for creativity and autonomy, are essential for fostering professional self-fulfillment. Supportive supervision and validation from staff and stakeholders strengthen the teacher's sense of purpose and purposefulness. However, systemic barriers such as administrative overload, resource shortages, and moral injury – resulting from the tension between institutional mandates and personal values – can undermine these regulatory processes. Therefore, professional development must include resilience-building and ethical decision-making strategies to equip pedagogical staff to navigate these systemic challenges.

2.4. The role of the teacher in supporting the mental health of students in conditions of prolonged stress

The role of the teacher in supporting the mental health of students is significantly heightened during the war, as military conflict subjects students to profound psychological challenges and high levels of stress, anxiety, and depression. Monitoring the health conditions of students during the war provides important data for developing effective support measures, as younger students and women are found to be

particularly vulnerable. In these conditions, scientific and pedagogical staff must adopt trauma-informed pedagogies that recognize the humanity of students and aim to minimize the possibilities for inadvertent retraumatization (Figure 9).

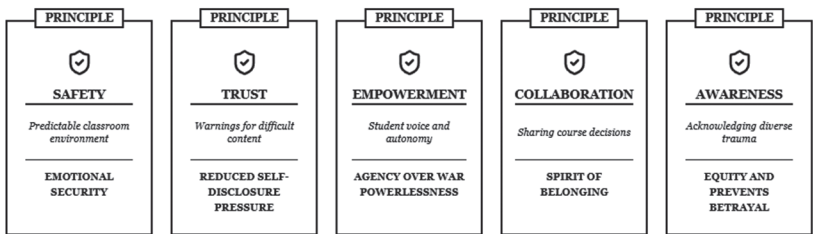


**Figure 9. Trauma-informed teaching strategies:
from principles to practice**

Trauma-informed pedagogy is rooted in the principles of compassion and responsibility, acknowledging how traumatic experiences may have figured in the lives of individuals. This approach involves identifying and implementing practices that align with the principles of safety, trustworthiness, and transparency. For example, providing clear warnings about potentially distressing content is a pedagogical practice that minimizes harm and prevents the reactivation of past trauma. Teachers should also tune into how students are responding to course content and offer support such as active listening and referrals to counseling services when needed.

During the war, pedagogical staff must also recognize the impact of displacement and societal crises on student learning and well-being (Table 3). The impact of traumatic events increases the risk of developing various mental health disorders, which can also negatively affect physical health and the ability to concentrate on studies. In response, teachers should provide highly visible and easily accessible pastoral support, such as regular contact through personal tutors who recognize that trauma could lead to student unresponsiveness. Promoting a sense of belonging within the academic community is essential, as this helps students recover their sense of purpose and motivation.

**Table 3. Implementation of strategies
to support student health during a crisis**

WELLNESS ENCOURAGEMENT	<i>Self-care in course materials</i>	NORMALIZES HELP-SEEKING
STUDENT VOICE	<i>Diminishing hierarchy</i>	INCREASED ENGAGEMENT
COMMUNICATION	<i>Regular contact & listening</i>	SOCIAL CONNECTION RECOVERY
CURRICULAR ADAPTATION	<i>Hope-based content</i>	FRAMING FUTURE POSSIBILITY
ADVOCACY	<i>Institutional support promotion</i>	PROFESSIONAL HEALTHCARE ACCESS

When higher education institutions fail to adequately address students' trauma, they may be seen as engaging in institutional betrayal, mirroring and reinforcing past experiences of betrayal for students who have survived war. By implicitly upholding the ideal student as one who is unaffected by trauma, institutions inadvertently exclude those who are most in need of support. To combat this, pedagogical staff should deploy trauma-informed practices that include embedding restorative justice and dignity-infused pedagogy, which emphasize relational and ethical well-being. Such practices help reduce the conflicts that contribute to moral injury for both students and staff.

Ultimately, the teacher's role is one of societal leadership, helping to heal the nation by deploying culturally responsive and informed practices. This involves establishing culturally safe learning environments and embedding First Nations or other relevant community practices in policy and content to build identity and resilience. Scientific and pedagogical staff who are themselves resilient and flourishing are better equipped to support their students through these journeys. By emphasizing the science of learning as it relates to trauma, higher education can become a conduit for empowerment, healing, and reconfiguration after the disruptive events of war.

The analysis of pedagogical technique as a component of the proficiency of scientific and pedagogical staff reveals a complex integration of technical, psychological, and social competencies. Pedagogical technique is not merely a set of external instructional maneuvers but an essential expressive realization of the teacher's professional proficiency and internal state. The functional approach demonstrates that proficiency is built through the systematic performance of didactic,

organizational, and reflective functions, which allow teachers to adapt to the evolving demands of higher education. The internal and external components of these techniques must be developed in harmony to ensure both instructional effectiveness and the maintenance of a supportive psychological climate.

The role of self-regulation and psychotechnics is foundational for the professional longevity of pedagogical staff, providing the meta-behavioral protective factors necessary to manage academic stress and achieve meaningful goals. Scientific and pedagogical staff who possess a high sense of purposefulness and resilience are better equipped to navigate the systemic challenges of the modern academic landscape. This internal stability is particularly critical during the war, as teachers assume a primary role in supporting the mental health of vulnerable students. By adopting trauma-informed pedagogies, scientific and pedagogical staff act as facilitators of resilience and belonging, ensuring that the educational process remains a humanizing and empowering experience even under the conditions of war. The continuous development of these multifaceted techniques remains a central requirement for the professional excellence of Doctors of Philosophy in the pedagogical sciences.

Theme 3

PROFESSIONAL-PEDAGOGICAL COMMUNICATION IN HIGHER EDUCATION INSTITUTIONS: THEORETICAL FOUNDATIONS AND EMPIRICAL IMPLEMENTATIONS

- 3.1. Main varieties of pedagogical communication.*
- 3.2. Factors influencing the effectiveness of pedagogical communication.*
- 3.3. Features of gender communication in the educational process.*
- 3.4. Barrier-free communication: practical tools for the teacher.*
- 3.5. Recognition and response to cases of bullying/mobbing.*

3.1. Main varieties of pedagogical communication

The nature of pedagogical interaction in higher education institutions has undergone a significant shift, moving away from unidirectional transmission models toward a more nuanced relational framework. This evolution suggests that teaching is an inherently relational practice where the experiences of students are shaped and enriched by the bonds they form with peers and pedagogical staff. These relationships are critical to effective learning, and for teachers, the capacity to build relational bonds with students is vital to the development of a pedagogical attitude. Within this framework, learning emerges from the intersubjective relationship between teacher and student, where the focus moves away from a binary view of teacher-centered versus student-centered approaches. Instead, learning is understood as a contextual, dialogic, and intersubjective process that emerges from non-hierarchical exchanges in shared educational contexts.

A primary variety of pedagogical interaction is found in the relational dimensions that define the university experience. These dimensions include student-teacher relationships, student-student rela-

tionships, and teacher-teacher relationships. Each dimension involves unique responsive changes in practice. For instance, student-student relationships are critical to student engagement, retention, well-being, and success. Simultaneously, teacher-teacher relationships facilitate curriculum development as a relational practice. Collaborative methodologies and a cooperative ethos are essential for institutional renewal. This shift toward curriculum making as relational practice reflects a wider turn in professional work and learning, where co-design serves as a collaborative approach that breaks through the constraints of individual imagination and assumptions.

In the context of the hybrid learning model, communication varieties are further differentiated by the integration of technology. Hybrid learning integrates traditional in-person learning with online flexibility, combining the benefits of face-to-face interaction with digital tools. This variety of interaction faces challenges such as passive student engagement and limited interaction in online environments. Effective hybrid pedagogy requires the implementation of active learning strategies, multimedia integration, and clear instructional strategies to optimize student engagement and learning outcomes. The flipped classroom model is a specific manifestation of this hybrid variety, where students engage with content prior to synchronous sessions, allowing for more interactive and practical applications during class time.

Another significant classification involves foundational versus advanced teaching behaviors. Foundational communicative behaviors include the creation of a safe and stimulating learning climate, efficient organization of the lesson, and clarity of instruction. Without these foundational skills, it is difficult for pedagogical staff to implement advanced strategies such as intensive and activating teaching or the differentiation of instruction. While many lecturers demonstrate proficiency in foundational organization and climate-setting, advanced behaviors like activating teaching and teaching learning strategies are observed less frequently. This suggests a hierarchical structure in pedagogical communication skills where the proficiency of basic organizational clarity is a prerequisite for more complex dialogic engagement (Table 4).

The concept of circular pedagogy represents a novel variety of interaction that disrupts traditional roles. This model proposes a dynamic and proactive approach where students, teachers, and researchers interchange their roles throughout the learning process. This variety of interaction is designed to navigate cultural conflicts and detachment by putting humans first. Circular pedagogy emphasizes the co-creation of knowledge through active and dynamic collaboration, moving beyond traditional active learning toward a transdisciplinary environment. In this model, the teacher takes on multiple roles, acting as a mentor, coach, and instructor, as well as a learner, which facilitates a more inclusive and creative learning environment.

Table 4. Theoretical and methodological analysis of communicative interaction in the educational process

Variety of Interaction	Primary Communicative Mechanism	Theoretical Alignment
<i>Relational Pedagogy</i>	Intersubjective dialogue and pedagogical care	Social Constructivism
<i>Co-Design Collaboration</i>	Knowledge sharing and affective resource pooling	Participatory Design
<i>Hybrid/Flipped Learning</i>	Mediated synchronous and asynchronous exchange	Technology Acceptance Model
<i>Foundational Behavior</i>	Organizational clarity and climate management	Instructional Design Theory
<i>Dialogic Feedback</i>	Reciprocal peer review and agentic response	Socio-constructivist Alignment

Relationality also extends into the realm of feedback processes. Recent pedagogic thinking emphasizes a move away from the traditional tutor feedback transmission model, which often does not allow for a response. Instead, dialogic feedback and peer review are positioned as significant strategies for enhancing learning through discursive interaction and negotiation. These processes foster student agency and engagement in shared dialogue. Peer learning includes reciprocal and mutually beneficial activities where students collaborate and share knowledge, ideas, and experiences. For creative disciplines,

these interactions often occur in studio environments, though tutor guidance remains essential for ensuring that these processes benefit students of all abilities.

The influence of class size on communication variety is also documented. Research shows that the quality of teaching and the use of verbal and nonverbal immediacy behaviors are coincidentally enhanced as class size increases, as teachers must be more intentional in their engagement strategies. At the same time, students in smaller classes often perceive a higher level of referential skill and ego support from their teachers. Effective teaching involves a combination of verbal immediacy, such as using inclusive language and sharing personal anecdotes, and nonverbal immediacy, such as smiling and movement about the classroom. These behaviors lead to increased cognitive and affective learning by modifying student motivation and creating a more favorable classroom climate.

In research-intensive settings, particularly in the humanities, pedagogical interaction sometimes manifests in more complex and power-laden varieties. These include exploitative supervision relations or master-slave dialogues, where the power imbalance between the supervisor and the doctoral student is pronounced. Conversely, positive supervision experiences are characterized by referential skill, ego support, and conflict management. The quality of these interactions is a predictor of student satisfaction and their intention to remain in the program. Students who perceive a high level of caring from their teachers report better affective and cognitive learning outcomes, suggesting that the relational bond is a primary mediator of educational success.

Finally, the use of simulation-based education represents a highly specialized variety of pedagogical communication. High-fidelity patient simulators allow trainees to interact with programmed physiological responses and communicate with instructors through voice commands. This variety of interaction offers a safe and structured environment that mimics real-world scenarios. As trainees develop adaptability and practical skills, the interaction is mediated by the technological capabilities of the simulator. Participants in such programs often highlight the need for realistic responses and diverse scenarios to enhance

educational effectiveness. Collaboration between educators, clinical professionals, and technology manufacturers is necessary to develop richer and more dynamic simulations that reflect the complexity of professional reality.

3.2. Factors influencing the effectiveness of pedagogical communication

The effectiveness of pedagogical communication is governed by a complex interplay of individual, contextual, and technological factors. At the center of this efficacy is the pedagogical competence of the teacher, which encompasses professional knowledge, teaching skills, and the capacity to create activities that stimulate student interest (Figure 10). University teachers’ pedagogical proficiency has a direct impact on students’ learning experiences and satisfaction. Strong professional knowledge allows teachers to better arrange and convey material, which facilitates student comprehension. Simultaneously, the attitude and conduct of the instructor are fundamental components that students assess when evaluating the quality of instruction.

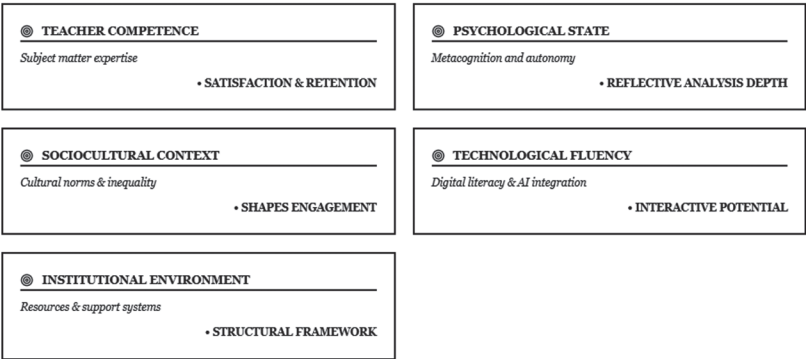


Figure 10. Classification of determinants and their role in ensuring operational effectiveness

Individual variables such as motivation, metacognitive skills, and cognitive autonomy significantly influence the development of critical thinking through communication. Traditional methodologies often lack attention to metacognitive skills, which limits students’ reflective

potential. Furthermore, physiological factors like memory, attention, and even physical activity can impact the communicative process. Psychological factors, including cognitive biases and a fear of ambiguity, can hinder the ability to deeply analyze information. Consequently, a willingness to collaborate and a high level of motivation are key elements that enhance the acquisition of critical skills through pedagogical exchange.

The institutional environment also plays a vital role in determining communication efficacy. University support, institutional stability, and the provision of accessible technology are significant predictors of student engagement. In online and blended courses, teacher input is positively correlated with engagement, while course content that exceeds a certain threshold can have a negative impact. Creating an optimal learning environment involves setting clear goals, providing robust instructor support, and improving students' information and social media literacy.

Technology acceptance models provide a framework for understanding the determinants of efficacy in digital communication. Factors such as performance expectation, effort expectation, and social influence are critical antecedents to the intention to use e-learning platforms. Additionally, hedonic motivation and facilitating conditions like technical support and cost-effective platforms are strongly correlated with effective usage. The rapid adoption of e-learning has fundamentally reconfigured the landscape of higher education, offering advantages such as flexibility and personalized learning paths. However, the efficacy of these tools varies based on demographics, region, and cultural orientation, suggesting that a one-size-fits-all approach is insufficient.

The presence of pedagogical care is another significant factor influencing communicative effectiveness. Students perceive care as a quality of highly effective staff, and building positive relationships is essential to a successful college experience. The use of technology, such as safe texting platforms and electronic feedback, can help build these caring relationships by increasing accessibility and direct contact. These platforms have a positive impact on student-teacher relationships, providing a safe space for interaction that might be absent

in traditional classroom settings. Perceived caring is substantially associated with students' evaluations of their teachers and their affective and cognitive learning outcomes.

Under the conditions of war, the determinants of communication efficacy shift toward resilience and adaptability. The ability of the educational system to respond to external threats and preserve equitable access to high-quality education is paramount. The integration of advanced technological solutions and innovative governance frameworks has reinforced the adaptive capacity of Ukraine's education system. The psychological resilience of both students and educators is a critical determinant of operational continuity. Strategies such as the preservation of language-specific instructional content and the adoption of evidence-based pedagogical methodologies have facilitated systemic stabilization during the war.

In relocated higher education institutions, digital transformation serves as a primary driver of resilience. Learning management systems and AI chatbots are pivotal in maintaining educational quality and offering real-time support even during power outages. These tools not only mitigate immediate disruptions but also foster long-term innovation. The stability of these institutions during the war depends on their ability to manage financial and personnel risks, such as reduced budget allocations and staff attrition. Structured mental health support is also essential for fostering resilience within the academic community and ensuring career stability for academic staff.

Communication efficacy is also influenced by the pedagogical training that staff receive. Research indicates that such training has a significant relation to teachers' conceptions of teaching and their actual practices. Teachers who undergo training in specific frameworks, such as the BOPPPS model, demonstrate a reduction in controlling teaching styles and an improvement in student engagement. Pedagogical training allows peer tutors to refine their instructional methods and develop clearer communication strategies, resulting in higher satisfaction and academic confidence among tutees. There is a clear need for teachers to enhance their awareness of conceptions related to teaching generic skills through ongoing professional development.¹⁹

Finally, the sociocultural dimension, including diversity and cultural norms, can significantly influence the development of critical thinking skills. Variations in technological resources and cultural differences affect the ability of students to question assumptions and analyze information. Participatory and collaborative methodologies, such as problem-based or project-based learning, are effective in encouraging the confrontation of ideas. The objective of pedagogical communication is to analyze the factors that positively or negatively influence the development of skills, considering both individual variables and contextual elements such as the role of the teacher and the social environment.

3.3. Features of gender communication in the educational process

Gender dynamics in the educational process are characterized by a persistent gap that influences the participation and outcomes of both students and pedagogical staff (Table 5). This gap is most evident in the disciplinary segregation between Science, Technology, Engineering, and Mathematics (STEM) fields, where men are predominantly represented, and the Social Sciences and Humanities (SSH), where women often predominate. As the World Economic Forum highlights, society faces the challenge of preventing the loss of talent in these fields. Gender stereotypes play a considerable role in this process, as humans internalize beliefs that associate specific disciplinary areas with gender-coded abilities. These stereotypes often perpetuate the idea that women are less talented than men in certain technical fields, which can hinder the attraction and retention of female talent.

Table 5. Gender determinants of the dynamics of the educational process

FACTOR	MANIFESTATION	EMPIRICAL OUTCOME
Disciplinary Segregation	<i>Gender-coded stereotypes</i>	UNDERREPRESENTATION IN STEM
Self-Efficacy Gap	<i>Bias in psychological dimension</i>	LOWER INTEREST IN TECHNICAL FIELDS
Organizational Power	<i>Neutrality discourses</i>	STRUCTURAL INEQUALITY PERSISTENCE
Academic Service Load	<i>Devaluation of care work</i>	CAREER DISADVANTAGE FOR FEMALES
Virtual Space Agency	<i>Gendered digital participation</i>	VARIED LEARNING OUTCOMES

Research on the gender gap has identified several psychological and contextual factors that influence gender bias. One significant factor is the higher self-efficacy observed in male students compared to their female counterparts. Additionally, attitudes toward STEM are influenced by family background, such as having parents in scientific fields or their educational level. To address these issues, it is necessary to identify and measure the factors influencing the gender gap across multiple dimensions: the cognitive dimension, which includes knowledge and academic skills; the psychological dimension, involving expectations and motivation; and the sociocultural dimension, which addresses social stereotypes and cultural norms.

In the digital landscape, gender spaces shape participation in virtual learning environments. Gender plays a noteworthy role in determining students' experiences, participation, and outcomes in online education. The use of digital media and e-portals is affected by gender, which in turn influences the learning experience. While some studies suggest that perceptions of online education are becoming gender-neutral, thematic analysis indicates that gendered participation patterns still persist. These patterns are particularly relevant for Generation Z, whose motivational levels are affected by their interaction with web-based tools and cell phones.

The persistence of gender inequality is often linked to gendered organizational power within higher education institutions. This power is frequently taken for granted and is reflected at both structural and cultural levels. Legitimizing discourses, such as excellence, choice, and organizational gender neutrality, often explain why gender inequality is not perceived or tackled effectively. Institutional resistance to change provides insights into why these issues remain unresolved. As researchers suggest, metaphors like bonsai-ing can be used to describe attempts to limit the impact of gendered change. Furthermore, the queen bee phenomenon, where women leaders distance themselves from junior women, highlights the complex nature of gendered leadership in neoliberal contexts.

Academic careers are also shaped by gendered expectations around care work, teaching, and service. These roles often disadvantage women and marginalized staff despite formal policy shifts toward

equity and inclusion. Neoliberalism as an explanatory framework has limits, as universities are increasingly shaped by crisis-driven governance labor conditions. The contradiction between institutional commitments to diversity and entrenched inequalities remains a central theme. Gender equity interventions such as Athena Swan have driven institutional commitments, but the effectiveness of these practices is debated, with concerns about performative gender equity and gender-washing becoming more prevalent.

Gender communication also involves the recognition of intersectional factors. Research indicates that gender intersects with race, disability, sexuality, and class to shape educational and professional trajectories. For instance, women's education mobility in certain countries is firmly embedded in patrifocal family systems that associate ethical femininity with the home. Despite growing numbers of girls becoming mobile for education, they are often caught in the contradictions of aspiring within gendered limits. This moment is characterized by an unevenness and ambivalence toward gendered power relations, where educational hierarchies follow divisions between urban and rural residence as well as academic versus vocational tracks.

The global shift in gender disparity has led to a situation where females are dominating male students in enrollment in many higher education institutions. This reversal of the gender gap has prompted a need to study the factors causing less male participation, including personal, social, financial, and educational influences. While higher education strives for equality globally, the changing gap posits new questions about how students make decisions to pursue education. A comprehensive framework is necessary to understand these decisions and to identify the segments of society where gender gaps are most pronounced.

In the classroom, culturally responsive teaching practices can help mitigate gender bias and promote inclusivity. Educators should be aware of their own unconscious biases and the cultural diversity present in educational settings. By incorporating diverse perspectives and voices into the curriculum, pedagogical staff can create environments where all students feel valued and respected. Ongoing professional development and training programs are essential for enhancing edu-

cators’ understanding of cultural competence and for developing communication skills that facilitate effective cross-cultural interactions.

Finally, the representation of gender stereotypes in instructional materials, such as textbooks, remains a concern. Studies have documented gender-based color bias and the underrepresentation of certain genders in specific subject areas. Eliminating these disparities requires a pedagogy of freedom and the implementation of gender-competent education across all disciplines. As legal and medical education evolve to recognize gender-specific issues, it is critical that these changes are integrated into the broader curriculum to ensure equitable access and treatment for all members of the academic community.

3.4. Barrier-free communication: practical tools for the teacher

Creating a barrier-free inclusive education environment in higher education institutions requires a multifaceted approach that addresses physical, digital, and attitudinal barriers. A culture of inclusivity and respect is essential for ensuring that all students, regardless of their abilities or backgrounds, have equal access to educational opportunities. The barrier-free environment is designed to ensure that the unique needs of every student are met. This involves ongoing collaboration between educators, students, and the community to identify and confront barriers as soon as they emerge. Failure to do so can lead to marginalization, isolation, and exclusion (Figure 11).

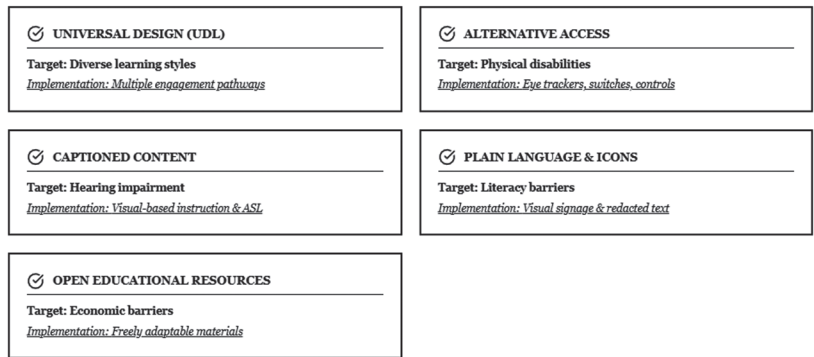


Figure 11. Algorithm for overcoming barriers to learning

Information and communication technologies (ICT) have brought many benefits to students and faculty, but they also create new challenges for individuals with disabilities due to the inaccessibility of digital tools. Faculty members play a crucial role in inclusive education, and their competence in providing accessible and inclusive digital materials is a prerequisite for high-quality instruction. Training activities that focus on increasing staff awareness and skills in digital accessibility are necessary. These activities should emphasize equal opportunities for all, regardless of gender, age, or disability, in line with the goals of organizations like UNESCO and the European Union.

The Universal Design for Learning (UDL) framework is a primary tool for creating inclusive learning environments. UDL promotes flexibility and accommodates the diverse needs of learners by offering multiple means of representation, engagement, and action. The recent emphasis on identity in UDL guidelines is particularly beneficial for students who are Deaf or Hard of Hearing, as it encourages educators to present information in visual and interactive formats. Evidence-based strategies, such as video-based instruction, can support language acquisition and provide access to visual models for those who rely on sign language. Aligning digital content with the Web Content Accessibility Guidelines (WCAG) ensures that it meets the needs of all learners.

For students with specific physical disabilities, alternative access methods are essential for engaging with educational content. These methods adjust the typical keyboard or mouse interface to accommodate the user's needs. Examples include adapted stylus solutions, speech input, head controls, and eye-tracking technology. While these tools allow for efficient use of computing devices, their effectiveness depends on factors such as the user's perceptual and cognitive skills and the amount of support available. Ongoing improvements are needed to make these systems more robust and to reduce the cognitive demands they place on the user.

The adoption of Open Educational Resources (OER) is another practical tool for promoting barrier-free interaction. OER are freely available for use and adaptation, which can reduce the rising cost of

course materials and increase accessibility for all students. However, faculty members often face both intrinsic and extrinsic barriers to using OER. Intrinsic barriers include a lack of motivation or awareness, while extrinsic barriers involve logistical challenges and the complexity of copyright laws. Institutional support, such as copyright training and the provision of centralized repositories, is necessary to help staff navigate the process of finding and using these resources.

In the context of the war, digital transformation has served as a primary tool for maintaining communication and resilience. Learning management systems and AI-driven analytics have reinforced the adaptive capacity of educational institutions. For relocated universities, the use of cloud-based platforms and AI chatbots has ensured operational continuity and provided real-time support during crises. The resilience of the system is determined by its ability to respond to external threats and reconfigure its internal structures. These technological interventions have facilitated systemic stabilization and have preserved access to education for displaced learners.

Assistive technologies for health-related information also demonstrate the importance of visual-based materials. Visual signage, icons, and minimal text are more effective in explaining complex information, especially for individuals with lower health literacy or language barriers. Multilingual sheets and printable resources allow for easy dissemination in various settings. Comprehension testing of these icons shows that supporting text is often helpful where complex messaging is portrayed. These tools highlight the importance of designing resources that are self-explanatory and accessible to a wide range of users.

Accessible e-books represent an opportunity to promote inclusion by integrating accessibility features into electronic formats. These resources are essential for fostering equitable participation and supporting lifelong learning. Aligning e-book development with sustainability goals, such as quality education and reduced inequalities, emphasizes the social responsibility of higher education institutions. Digital technologies have transformed how information is shared, but educators must ensure that these transformations do not create new barriers for students with disabilities.

Finally, the role of pedagogical staff in modeling inclusive behavior is critical. Educators must demonstrate empathy, openness, and respect toward individuals from different backgrounds. Ongoing training and workshops can help staff recognize their own cultural beliefs and biases. By adapting teaching practices and curriculum materials to meet the needs of diverse learners, educators can create a supportive classroom culture where all students feel valued. Building cultural competence is a multifaceted process that involves curriculum development, community engagement, and technological innovation.

3.5. Recognition and response to cases of bullying/mobbing

Bullying and mobbing in higher education are pervasive concerns that require sophisticated recognition and management strategies. Bullying is commonly defined as repeated and intentional aggression directed toward others who have difficulty defending themselves. It is goal-directed and occurs over a period of time, leading to significant negative outcomes for the target, including school dropout, internalizing problems, and low self-esteem. Mobbing is a rigorous form of harassment that involves a group of perpetrators and can be seen as psychological terror within an organization. It is an extreme type of social stressor that stigmatizes the target and violates their civil rights.

Workplace bullying in higher education is often linked to the hierarchical nature of academic organizations and a culture of critique and entitlement (Figure 12). Specific institutional factors, such as the neoliberal agenda and performance pressures, can exacerbate power differentials and silence reports of bullying. Research indicates that large, hierarchical, and public sector organizations are more vulnerable to higher rates of bullying. This behavior is more likely in total organizations where rank and conformity are strongly emphasized. Institutional responses to bullying are often seen as more traumatizing than the bullying itself if they assume a rationality stripped of power dynamics.

The recognition of bullying involves understanding both traditional face-to-face victimization and cyberbullying. Student-to-faculty targeted cyberbullying is a specific manifestation where students use



Figure 12. Teacher's toolkit for preventing and responding to bullying

digital platforms to harass staff, often as a reaction to critical pedagogical content or non-hegemonic identity markers. This behavior impacts the well-being and professional performance of the staff involved. Similarly, bullying among students can take the form of exclusionary acts and hurtful remarks. The psychological and behavioral effects of bullying are especially damaging due to their persistent and escalating nature.

Teachers play a key role in anti-bullying efforts, as their attitudes can influence their intervention responses. A positive association exists between anti-bullying attitudes and the likelihood of intervening in incidents. Teachers who demonstrate disapproval of bullying are more likely to support victims and involve peer bystanders. However, inaction from teachers may be perceived by students as implicit acceptance of the behavior, which can increase its occurrence. Therefore, it is essential that staff are well-prepared to identify and respond to incidents, moving beyond incomplete definitions of bullying to a more nuanced understanding of peer relationships.

Under the conditions of war, the social environment can stimulate aggressive behavior through situational triggers. The General Aggression Model (GAM) suggests that historical tensions and influential endorsements of aggression can mold aggressive knowledge structures. In political conflict situations, the perceived threat can activate ag-

gressive responses among individuals. This disruption impairs mental and physical well-being and can escalate conflicts within families and communities. Anti-bullying programs in this context must consider the implications of migration and displacement on student safety and integration.

The impact of workplace bullying on mental health is profound, often leading to post-traumatic stress disorder (PTSD), depression, anxiety, and burnout. Research shows that bullying is more detrimental than other job stressors like role ambiguity or high job demands. Many victims experience high stress levels comparable to acute traumatic events because bullying is unexpected and persistent. Organizations also face negative effects, such as absenteeism and high job turnover. At the societal level, bullying can even lead to early retirement due to disability health.

Response strategies should focus on fostering a more harmonious and resilient academic society. This involves collaborative efforts between governments, educational institutions, and community organizations. Redressing the traumatic process of bullying requires an organizational culture that does not tolerate victimization. Specific contextual factors, such as splitting loyalties within disciplinary networks, should be addressed. Qualitative methodologies are often better at capturing the nebulous nature of these factors than quantitative measures.

Tackling institutional dysfunction in higher education is vital for preventing bullying and workplace harassment. This type of mismanagement often involves harmful administrative behaviors fueled by narcissistic personality traits or the pressures of corporate-style reforms. Universities that promote bold personalities into leadership roles often find themselves dealing with subsequent arrogance and authoritarianism. To understand why these behaviors persist in modern academia, a multi-layered theoretical framework is required.

Finally, institutional support for student and staff well-being is essential for mitigating the negative effects of aggression. This includes providing structured mental health support and establishing regular feedback mechanisms to identify emerging barriers. By revisiting their underlying purposes and traditions, higher education institutions

can respond more effectively to bullying and mobbing. A commitment to systemic cultural change is required to ensure a safe and supportive academic environment for all members of the university community.⁹

The synthesis of these findings highlights that professional-pedagogical communication is not merely an exchange of information but a complex relational process embedded in power dynamics and sociocultural contexts. Efficacy depends on a combination of teacher competence, technological fluency, and institutional support, particularly under the conditions of war. Addressing gender gaps and creating a barrier-free environment through universal design and assistive tools are critical for achieving educational equity. Simultaneously, managing bullying and mobbing through culture change and sophisticated intervention strategies is essential for preserving the mental health and well-being of the academic community. The evolution of pedagogical interaction continues to be shaped by technological innovation and the need for inclusive, resilient, and caring higher education systems.

Theme 4

PROFESSIONAL ADAPTATION OF A SCIENTIFIC AND PEDAGOGICAL STAFF

4.1. The concept and types of adaptation of scientific and pedagogical staff.

4.2. Stages of adaptation of scientific and pedagogical staff.

4.3. Motivational mechanisms of professional adaptation.

4.4. Pedagogical conditions for the adaptation of a young teacher to scientific and pedagogical activity

4.1. The concept and types of adaptation of scientific and pedagogical staff

The professional landscape of contemporary higher education requires a sophisticated understanding of how scientific and pedagogical staff integrate into the complex structures of academic life. This integration, defined as professional adaptation, encompasses the harmonization of individual professional identities with the evolving demands of the institutional environment. As academia faces significant shifts – ranging from technological advancements to the profound challenges experienced during the war – the process of adaptation becomes an essential area of inquiry for the development of effective educational systems. This lecture explores the fundamental definitions, stages, motivational drivers, and pedagogical conditions that characterize the professional journey of the educator. By synthesizing recent empirical research and theoretical models, the discussion aims to provide a robust framework for understanding how staff members transition from novices to established scholars and leaders within the academic community.

The fundamental nature of professional adaptation resides in the dynamic interaction between the individual and the work environment, a process that extends beyond simple adjustment to encompass the active construction of a professional self. Professional adaptation

involves the systematic execution of increasingly complex activities under novel conditions, where the educator acquires the specific knowledge and skills necessary for the effective selection of methodological techniques. This view is complemented by the career construction theoretical model, which emphasizes the role of adaptability as a psychosocial resource for self-regulation during career-related transitions and tasks. Within this framework, adaptation is viewed as the result of a combination of individual necessities and social expectations, leading to the successful management of work-related obstacles and social changes.

Professional adaptation is categorized into several distinct yet overlapping types that reflect the multifaceted experience of the educator. Physiological adaptation represents the foundational layer, involving the reconfiguration of the individual's daily routines and algorithms of life activity to meet the demands of a new mode of work and rest.⁴ This type is essential for maintaining the physical and mental health necessary for sustained academic engagement, particularly when the educator faces increased academic loads and shifts to online teaching that may lead to psychological distress.⁵ Social-psychological adaptation centers on the formation of a special way of interaction with the social environment, establishing close relations within the academic collective, and active participation in the psychological atmosphere of the team.⁶ This type involves the awareness of professional motives and goals as well as the convergence of individual orientations with the values of the professional group.

The practical or professional dimension of adaptation focuses on the proficiency of vocational knowledge, pedagogical skills, and the ability to anticipate the results of the educational process. It involves the transition from an expert practitioner in a non-academic field to a novice academic within the university setting, a process that requires significant identity negotiation. These individuals navigate different trajectories, such as assimilation into dominant academic norms, integration of prior professional roles with new academic ones, or resistance to institutional expectations. This identity negotiation is foundational and deeply relational, involving both internal dialogue and social positioning within the department.

The current academic environment has also introduced technological adaptation as a critical contemporary type. The rapid advancement of artificial intelligence tools between 2020 and 2025 has significantly influenced pedagogical methods and administrative operations in higher education. Staff must adapt to tools such as ChatGPT, which require a high level of digital literacy as well as an understanding of the ethical implications of data privacy. This technological shift requires educators to serve as co-designers and content creators of adaptive learning programs, necessitating ongoing technical and institutional support. Furthermore, adaptation under the conditions of war presents a unique challenge where teachers must function as emotional caregivers and cultural anchors while managing their own psychological trauma and physical displacement (Table 6).

Table 6. Classification of adaptation types by orientation and success criteria

ADAPTATION TYPE	FOCUS OF ADJUSTMENT	SUCCESS INDICATOR
PHYSIOLOGICAL	Daily routines & work-rest cycles	Physical resilience & reduced stress
PROFESSIONAL	Pedagogical skills & vocational knowledge	Methodological efficiency
SOCIAL-PSYCHOLOGICAL	Team dynamics & institutional values	Sense of belonging
TECHNOLOGICAL	Digital tools and AI	Successful tech integration
IDENTITY-BASED	Self-concept & narratives	Personal-professional alignment

The effectiveness of these adaptation types is also influenced by the specific focus of the academic role. The emergence of teaching-focused faculty as a distinct group highlights a shift in institutional structures where some staff members prioritize pedagogical innovation and student success over traditional research. This differentiation requires a specific type of adaptation where the educator must resolve the tension between different domains of expertise and navigate promotion pathways that may not yet be fully established. These professionals often serve as internal capacity builders, guiding educational change through their deep pedagogical expertise and strong integration within their departments.

The process of professional adaptation is also influenced by the socio-ecological higher education ecosystem, where interactions be-

tween the individual and their environment are bidirectional. This means that while the institution shapes the educator, the educator also has the potential to influence the institutional culture through their agency and innovation. In the context of subjects like medicine or engineering, the transition from professional practice to academia – the pracademic transition – is particularly complex, as these individuals must navigate the shift from being an expert in their field to being a novice in the pedagogical domain. This transition involves adjusting to different administrative processes, authorities, and rhythms of work that characterize the university environment.

The adaptation of pedagogical staff under the conditions of war requires a profound reconfiguration of professional duties. Educators in Ukraine have demonstrated remarkable resilience, redefining their roles to provide psychosocial support to students while continuing formal instruction in bomb shelters or through nightly storytelling sessions. In these circumstances, the social-psychological dimension of adaptation becomes paramount, as the educator functions as a mediator of meaning and a source of social cohesion amidst displacement and loss. This reflects a decentered understanding of resilience, where the ability to adapt is not just an individual trait but a property of the socio-ecological system as a whole.

4.2. Stages of adaptation of scientific and pedagogical staff

The process of professional adaptation unfolds through a series of stages that reflect the evolution of the individual from an outsider to a fully integrated and influential member of the academic community. While traditional models often present adaptation as a linear progression, contemporary research suggests a more complex, non-linear trajectory influenced by personal agency, institutional support, and environmental shifts. A foundational framework for understanding these stages is provided by the career construction adaptation model, which delineates a sequence involving adaptive readiness, adaptability resources, adaptation responses, and adaptation results. This model posits that individuals begin with a state of readiness, characterized by an awareness of the need to adjust, which then drives the mobiliza-

tion of psychosocial resources such as concern, control, curiosity, and confidence.

The initial stage, often referred to as the career initiation or entry phase, is marked by the sudden shift in status from student or practitioner to educator (Table 7). This phase is frequently characterized by role inversion, where the young teacher feels they have moved to the other side of the barrier, leading to potential identity confusion or the rejection of prior professional preparation. During this time, the individual faces acute stressors related to classroom management, workload, and the need to establish authority in a new setting. The success of this stage depends heavily on the availability of support structures and the individual’s ability to maintain a positive self-perception despite initial methodological difficulties.

Table 7. Stages and content-related tasks of adaptation

Stage of Adaptation	Core Developmental Task	Dominant Psychological State
<i>Career initiation</i>	Navigating role inversion and status shift	Anxiety, role ambiguity, and focus on survival
<i>Dilemma adaptation</i>	Negotiating dual identities and institutional norms	Tension between practitioner and academic selves
<i>Theoretical consciousness</i>	Integrating personal values with pedagogical practice	Reflective inquiry and development of practical sense
<i>Leadership expansion</i>	Influencing institutional capacity and mentoring others	Agency, role clarity, and systematic influence
<i>Stage of adaptation</i>	Core Developmental Task	Dominant Psychological State

As the educator moves into the stage of dilemma adaptation, they encounter the inherent tensions between their expectations and the realities of the academic workplace. This phase involves the intensive negotiation of dual identities, especially for those who enter academia with established professional expertise in other fields. The teacher must learn to navigate administrative processes, varying levels of authority, and different communication styles that may conflict with their prior experiences. This stage is critical for the formation of a pro-

fessional self-image and involves a continuous dialogue between the individual's subjective educational theory and the institutional norms they encounter.

The third stage is characterized by theoretical consciousness and the refinement of pedagogical practice. During this period, the teacher moves beyond mere survival to a state of reflective practice, where they begin to align their personal values with their instructional methods. This stage involves the development of a practical sense, an embodied identity that allows the teacher to read the classroom environment and adjust their teaching in real-time based on non-verbal feedback and reciprocal visual contact. The teacher begins to achieve a sense of competence and appreciation from their students and colleagues, leading to a higher degree of professional satisfaction.

The final stage of leadership expansion and integration represents the pinnacle of professional adaptation, where the educator becomes a catalyst for change within the institution. This phase is characterized by a growing sense of agency and the ability to influence departmental policy and mentor early-career colleagues. The teacher's developmental trajectory manifests as a problem-solving continuum where they take on administrative or leadership roles while maintaining their commitment to pedagogical excellence. At this stage, professional development remains vibrant and even deepens with experience, as teaching materials and strategies are continuously refined through ongoing reflection.

It is important to recognize that these stages are influenced by the broader socio-ecological higher education ecosystem, which includes the microsystem of the classroom, the mesosystem of the department, and the macrosystem of national policy. Resilience plays a vital role throughout these stages, acting as the capacity to learn from and adapt to stress rather than merely returning to a previous state. Under the conditions of war, these stages may be compressed or disrupted, requiring teachers to find new ways to preserve educational values through flexible delivery methods and psychosocial initiatives even while their own lives are in turmoil. The adaptation process is thus seen as a relational and emotional practice that connects individuals in a shared struggle for continuity.

The role of professional development programs is crucial during these stages, as they provide the proficiency experiences necessary for building self-efficacy. For example, the use of work-based learning models helps bridge the gap between academia and employment, fostering the development of practical skills and leadership early in the educator’s career. These programs allow staff members to transition through the stages of adaptation more smoothly by providing structured opportunities for learning and reflection. Furthermore, as the educator progresses, their level of career awareness and adaptability tends to increase, allowing them to better manage future transitions and obstacles.

4.3. Motivational mechanisms of professional adaptation

The propulsion of the professional adaptation process is fundamentally driven by a complex interplay of motivational mechanisms that determine how educators engage with their roles and persist through professional challenges (Table 8). These mechanisms can be understood through the lenses of self-determination theory and social cognitive theory, which highlight the importance of basic psychological needs and self-beliefs in shaping professional behavior. Intrinsic motivation, characterized by the pursuit of activity for its inherent satisfaction and a sense of purpose, is a primary driver of innovative teaching and sustained professional growth. When faculty members feel competent, autonomous, and related to their peers, they are more likely to experiment with new pedagogical approaches and maintain a positive outlook toward institutional change.

Table 8. Motivational mechanisms and their impact on the adaptation process

MECHANISM	CORE COMPONENTS	IMPACT ON ADAPTATION
INTRINSIC MOTIVATION	Autonomy, competence, relatedness	→ Sustained engagement & innovation
SELF-EFFICACY	Mastery, vicarious experiences, persuasion	→ Confidence to implement new methods
SUPPORTIVE LEADERSHIP	Empathy and resource provision	→ Increased satisfaction & resilience
ACHIEVEMENT ORIENTATION	Goal setting and performance feedback	→ Career progression & skill refinement
EXTRINSIC INCENTIVES	Recognition and institutional rewards	→ Initial uptake of changes

Self-efficacy, defined as the belief in one's ability to execute the tasks required to produce specific results, serves as a crucial mediating mechanism between motivation and successful adaptation. As demonstrated by various studies, higher levels of self-efficacy in teaching are associated with greater engagement in relationship-building behaviors with students and a higher propensity for adopting innovative instructional strategies. This sense of efficacy is nurtured through proficiency experiences, successful past teaching; vicarious experiences, observing colleagues; and verbal persuasion, involving feedback and encouragement from leadership.

Extrinsic motivation also plays a significant role, particularly in the form of institutional recognition, evaluation systems, and leadership practices. Leadership styles significantly impact job satisfaction and the willingness of staff to adapt to change. Supportive leadership, which prioritizes the well-being of subordinates and fosters a positive work environment, has been shown to be a strong predictor of job satisfaction and resilience. Similarly, servant leadership, with its emphasis on empathy and people-centered philosophy, can transform institutional goals into individual commitment through the mediation of both intrinsic and extrinsic motivations.

The job demands-resources model provides another framework for understanding these mechanisms, suggesting that job resources such as feedback, autonomy, and social support are intrinsically motivating because they fulfill needs for relatedness and competence. These resources also act as buffers against high job demands, which can lead to negative health outcomes and low motivation if not properly managed. In times of crisis, such as during the pandemic or under the conditions of war, the importance of strong team relationships and supportive leaders as job resources becomes even more pronounced in mitigating the psychological costs of rapid change.

Furthermore, the role of professional passion and external validation creates a virtuous cycle of instructional engagement. For expert teachers in research universities, developmental trajectories are often fueled by a deep commitment to their discipline and the positive feedback received from students and peers. However, when evaluation systems disproportionately favor research productivity over teaching

excellence, this motivation can be undermined, leading to a state of dilemma where the educator feels forced to choose between competing professional demands. Therefore, reforming evaluation mechanisms and facilitating interdisciplinary collaboration through teaching development communities are essential for institutionalizing a supportive motivational ecosystem.

In the context of adopting artificial intelligence tools, motivational mechanisms include performance expectancy – the degree to which the individual believes the tool will enhance their job performance – and effort expectancy – the perceived ease of use. Teachers are more likely to adapt to these technologies when they perceive them as a challenge that offers an opportunity for growth rather than a threat to their professional identity. The shift toward digital literacy thus requires a supportive environment that provides accessible resources and fosters positive social norms regarding technological integration.

The psychological processes involved in the perception of contextual factors are also vital. A teacher's sense of appreciation, connectedness, competence, and commitment shapes how they respond to institutional changes. For example, environments that offer high levels of social support, particularly from family and colleagues, have a positive effect on career adaptation by enhancing vocational decision self-efficacy. Conversely, administrative workloads and the lack of funding for professional development act as primary barriers to intrinsic motivation, leading to burnout and decreased engagement in innovative practices.

Control-value theory provides a comprehensive framework for analyzing academic emotions in these learning and teaching contexts. Positive academic emotions, such as enjoyment and hope, promote engagement, whereas negative emotions, such as anxiety and boredom, can hinder the adaptation process. To improve the effectiveness of staff training, programs should focus on fostering positive-high arousal academic emotions and enhancing training self-efficacy. This requires a personalized and precise training approach based on adaptive technologies that address the unique needs of each staff member.

4.4. Pedagogical conditions for the adaptation of a young teacher to scientific and pedagogical activity

The successful transition of a young teacher into the academic profession is contingent upon a specific set of pedagogical conditions that facilitate the development of professional identity and the acquisition of instructional proficiency. One of the most critical conditions is the presence of a supportive and inclusive learning environment within the higher education institution itself. This environment should be characterized by predictable routines, emotional safety, and respect for diversity, which together create a pedagogical space where the novice teacher can thrive without the constant fear of failure. Such a space is not incidental but is deliberately constructed through institutional policies and the modeling of inclusive practices by senior colleagues.

The development of practical sense and an embodied teacher identity serves as a foundational pedagogical condition for young staff. Young teachers need structured opportunities to cultivate their sense of the classroom – a symbolic awareness and gut feeling that guides their interaction with students. This involves learning how to interpret non-verbal cues and maintain reciprocal visual contact, skills that are often challenged in purely digital or remote teaching contexts. Universities should, therefore, provide training that focuses not just on technical skills but on the relational and sensory aspects of teaching, utilizing blended learning formats to balance in-person and digital relations with students.

Mentorship and interinstitutional networking represent another essential condition for successful adaptation. New staff members benefit immensely from participating in professional conversations, lesson studies, and peer reviews, which allow them to exchange expertise and co-construct knowledge with more experienced colleagues. These interactions provide diverse perspectives that are not biased by internal political agendas, offering a refreshing view of the pedagogical challenges the young teacher faces. Collaborative learning environments shift the focus from institutional competition to cooperation, fostering a sense of shared vision and commitment to the academic community.

Institutional support for the use of innovative methodologies, such as flipped classrooms, problem-based learning, and the integration of

artificial intelligence, is a vital condition for professional growth in the 21st century. Young teachers require ongoing technical and institutional support to effectively implement these methods, as well as a curricula that emphasizes active participation and student agency. Differentiation in teaching – adapting instructional approaches to meet diverse student needs – should be presented as a core competency rather than an optional add-on. When teachers are equipped to differentiate their instruction, they create more equitable learning environments that enrich the lives of all classroom members (Table 9).

Table 9. Pedagogical conditions and their corresponding functions for adaptation

Pedagogical Condition	Function for the Young Teacher	Indicators of Success
<i>Inclusive Institutional Climate</i>	Provides psychological safety and belonging	Reduced turnover and increased innovation
<i>Embodied Identity Training</i>	Develops classroom awareness and practical sense	Effective management of classroom dynamics
<i>Structured Mentorship</i>	Facilitates knowledge exchange and integration	Faster transition from novice to expert status
<i>Technological Support</i>	Ensures proficiency of digital tools and AI	Successful integration of technology in teaching
<i>Reflective Communities</i>	Supports alignment of personal values and roles	Strong professional identity and role clarity

In addition to these conditions, the development of soft skills – such as empathy, communication, and stress coping – is increasingly recognized as integral to professional success. Modern educational processes require the teacher to be an all-round individual capable of fulfilling social functions beyond simple knowledge transmission. Young specialists who possess high levels of creative competence and social-emotional skills are better equipped to navigate the difficulties caused by role inversion and status change. Furthermore, under the conditions of war, the pedagogical conditions for adaptation must include psychosocial protection and the ability to organize safe learning environments despite severe disruptions. Training in universities should focus on building individ-

ual resilience that can then be translated into national resistance and community vitality.

The systematic process of teacher professional growth, often referred to as pedagogical systematization, provides a coherent strategy for improving the quality of teaching. This model emphasizes that professional growth should be ongoing, contextualized, and reflexive, highly embedded in the teacher's day-to-day life. By introducing continuous learning, application, feedback, and refinement cycles, institutions can help young teachers internalize new knowledge and iteratively develop their pedagogical competencies. This approach also animates professional responsibility and motivation by giving teachers clear criteria for self-evaluation and growth.

The role of instructional materials also changes as the young teacher gains experience. In the early stages, teacher-created materials provide a necessary structure for the classroom, while in later stages, they serve as a tool for reflection and refinement of practice. Providing teachers with high autonomy in selecting and adapting these materials is closely tied to increased classroom confidence. Furthermore, professional development programs that use models of effective practice and provide coaching and expert support have been found to be most successful in changing teacher practices and improving student outcomes.

Finally, the adaptation of young teachers must address the unique challenges of the digital age. This includes understanding the ethical implications of data privacy and the potential for algorithmic bias in AI-based learning tools. Effective adaptation requires that educators not only acquire digital teaching skills but also understand their role as co-designers of the educational experience. By fostering a culture of collaboration among educators, legislators, and technology developers, universities can support a more balanced and equitable educational landscape where all staff members have access to the latest pedagogical advancements.

The professional adaptation of scientific and pedagogical staff is a multifaceted process that is essential for the vitality and effectiveness of the modern university. By understanding adaptation as a dynamic negotiation between the individual and the socio-ecological envi-

ronment, institutions can develop targeted strategies to support staff throughout their career trajectories. The identification of various types of adaptation – from physiological to technological – emphasizes the breadth of skills and resilience required in the contemporary academic landscape. Furthermore, the progression through stages of initiation, dilemma, and leadership expansion highlights the importance of sustained institutional support and the need for structured developmental pathways.

Motivational mechanisms, particularly self-efficacy and intrinsic motivation, serve as the internal engines of adaptation, while supportive leadership and institutional resources provide the external fuel. Creating the appropriate pedagogical conditions, such as inclusive climates, structured mentorship, and reflective communities, is vital for the growth of young teachers and their successful integration into the academic community. Under the conditions of war, these processes become even more critical, as the educator's ability to adapt and maintain continuity serves as a source of stability and hope for society. Ultimately, the systematic support of professional adaptation ensures that pedagogical staff are equipped to meet the evolving demands of higher education while maintaining their professional identity and well-being.

Theme 5

PROFESSIONAL POSITIONS OF SCIENTIFIC AND PEDAGOGICAL STAFF IN THE PROCESS OF INTERACTION WITH STUDENTS

5.1. Modern roles and functions of the teacher in higher education.

5.2. Functions of the teacher in the conditions of distance learning and their transformation during the period of war.

5.3. The role of digital tools and platforms in ensuring the continuity of the educational process in crisis situations.

5.4. The impact of using artificial intelligence on the pedagogical proficiency of the teacher.

5.1. Modern roles and functions of the teacher in higher education

The contemporary landscape of higher education has undergone a profound remodeling of professional positions, moving away from a uniform academic profile toward a diversified spectrum of specialized functions. This evolution is driven by the increasing complexity of institutional strategies and the diverse needs of the student body, necessitating a differentiation of roles that align more closely with specific educational objectives. The academic workforce is shifting toward models where teaching and research are unbundled, leading to the rise of education-focused roles that prioritize pedagogical excellence and student engagement over traditional research output.¹ This shift reflects a move toward institutional efficiency and a recognition that the professional positions of pedagogical staff must be adapted to meet the demands of a knowledge-driven economy.

In this context, the traditional integrated academic role, which combined teaching, research, and governance, is increasingly supplemented by specialists who focus on the scholarship of learning and teaching. This differentiation is a response to the pressures of mas-

sification and the need for higher education institutions to preserve their competitive edge. The development of these specialized roles allows pedagogical staff to develop a deeper expertise in student-centered pedagogies and the evaluation of educational innovations. This transition is not merely administrative; it represents a foundational change in the interaction between the educator and the learner, where the teacher’s primary function is to facilitate academic and personal growth rather than acting as a simple transmitter of information.

The historical evolution of these roles can be understood through several distinct models of instruction. In the managers-of-learning approach, the educator assumes the position of a designer and overseer of the learning environment, guiding students toward specific goals through the orchestration of diverse resources and activities. This model emphasizes the teacher’s role as a facilitator for learners, helping them develop both subject-specific knowledge and broader professional competencies. The shift toward this model is supported by the growing emphasis on student-centered strategies, which prioritize what the learner does to achieve outcomes rather than what the teacher does to deliver content (Figure 13).

INFORMATION PROVIDER	FACILITATOR & MENTOR	MANAGER OF LEARNING
FOCUS Knowledge Transmission INTERACTION One to Many GOAL Content Mastery	FOCUS Student Development INTERACTION Individualized Support GOAL Personal Growth	FOCUS Environment Orchestration INTERACTION Goal Oriented Guidance GOAL Competency Acquisition

Figure 13. Characteristics of contemporary models of academic roles for instructors

The modern teacher must also serve as a bridge between academic theory and workplace practice. Soft skills such as communication, problem-solving, and adaptability have become the main predictors of job advancement, yet many graduates find themselves unprepared for the realities of professional environments. Consequently, pedagogical staff are increasingly expected to incorporate the development of these transferable skills into their daily interactions with students. This

can be achieved through the use of challenge questions and real-life problem scenarios, which require students to engage in deep analysis and evaluation. This approach changes the professional position of the teacher from an authority figure to a coach who facilitates productive conversations and peer collaboration.

Furthermore, the professional identity of pedagogical staff in the modern university is increasingly defined by the necessity for continuous professional development. Becoming a skilled teacher requires ongoing engagement with contemporary pedagogies, reflective practice, and peer review. This is particularly crucial for educators who may have extensive disciplinary expertise but limited formal training in education. The move toward specialized teaching roles provides a framework for pedagogical staff to focus on the development of effective instructional strategies and the integration of educational technologies. This ongoing development is essential for maintaining the quality of higher education and ensuring that the interaction between staff and students remains relevant in a rapidly changing social and economic context.

The interaction between pedagogical staff and students is also influenced by the growing importance of relational pedagogy. The social aspect of educational relationships is a foundational underpinning to educational practice rather than a secondary addition. The relationship is a dynamic process where attitudes and rituals are subject to change over time, shaped by the expectations and experiences of both parties. In this framework, the teacher's ability to create an atmosphere of belonging and mutual respect is as important as their subject matter expertise. This relational approach helps students develop a sense of self and community, which are vital for successful learning outcomes and long-term academic success.

5.2. Functions of the teacher in the conditions of distance learning and their transformation during the period of war

The move to distance learning, while initially a response to the pandemic, has been profoundly remodeled and intensified during the war, particularly in the Ukrainian context. Under the conditions of

war, distance education has become a critical mechanism for ensuring the continuity of the educational process and the preservation of national scientific potential. Online instruction has played a vital role in strengthening the resilience of academic pursuits in the face of widespread disaster.⁸ The functions of pedagogical staff during the war have expanded to include the management of compounded adversity, where the typical pressures of teaching are combined with the stress of insecurity, air raids, and frequent infrastructure failures (Table 10).

Table 10. The transformation of the roles of academic and teaching staff during wartime

PEDAGOGICAL FUNCTION	TRADITIONAL MODE	WARTIME MODE
INSTRUCTIONAL MODE	<i>Planned Synchronous</i>	Adaptive Multi-Synchronous
INTERACTION FOCUS	<i>Academic Progress</i>	Resilience & Support
ASSESSMENT	<i>Standard Evaluation</i>	Flexible Competency-Based
COMMUNICATION	<i>Content Delivery</i>	Safety & Information Flow
TECHNICAL ADAPTATION	<i>LMS Management</i>	Disruption Resilience

One of the most significant changes in the functions of the teacher during the war is the shift toward a care-based pedagogy that prioritizes the psychological well-being of students. Pedagogical staff are often the first point of contact for students experiencing trauma, and their role as a mentor has taken on a new dimension of psychological stewardship. Educators have had to master diverse psychological methods to help students avoid panic attacks during air alarms that occur during live classes. This involvement in student well-being is not just a secondary task but a foundational part of the teacher’s professional position, as maintaining a safe and supportive learning environment is a prerequisite for any academic progress.

The role of the teacher as a facilitator of learning has also been reconfigured to accommodate the displacement of students and staff. The expansion of digital platforms has allowed for the continuity of education even when millions are forced to move. For pedagogical staff, this means managing highly fragmented student groups and developing asynchronous resources that can be accessed whenever con-

ditions allow. The ability to differentiate instruction for individuals who may have no internet access or are in occupied territories is a vital function that requires a high level of pedagogical proficiency and flexibility. Teachers must provide online studying not only to supply educational services but also to save the university structure and maintain scientific potential in the face of ongoing conflict.

Furthermore, pedagogical staff under the conditions of war act as agents of change and symbols of institutional stability. By continuing to hold classes and engage with students, educators provide a sense of routine and a vision for the future that are essential for national resilience. The study of relocated universities shows that digital transformation has been essential for maintaining institutional integrity amidst physical displacement. Pedagogical staff in these institutions have had to navigate the dual role of being victims of the conflict while simultaneously providing leadership and support for their academic community. This multifaceted role requires a high degree of adaptability and a commitment to the ethical principles of education.

The interaction between teachers and students during the war is also characterized by an increased focus on critical digital literacy and the management of information. Educators are tasked with helping students navigate the complex information environment of the war, battling disinformation and ensuring the security of communication networks. This function is essential for protecting students from psychological manipulation and for fostering the critical thinking skills necessary for informed citizenship. The teacher's position as a source of verified knowledge and a guide for navigating complex social realities is more important than ever, highlighting the profound shift in the educator's functions from academic instructor to a comprehensive social and psychological supporter.

Finally, the sustainability of the pedagogical staff's methodological competence is a major concern during the war. Monitoring and supporting the professional development of teachers is essential for ensuring the quality of higher education in a turbulent environment. As proposed by models of sustainable development for pedagogical staff, ongoing assessment and the acquisition of new IT competencies

are necessary for teachers to effectively meet the evolving needs of their students. This focus on competence development ensures that pedagogical staff can continue to innovate and adapt their teaching practices, even under the most challenging conditions of war, thereby securing the future of the educational system and the prosperity of forthcoming generations.

5.3. The role of digital tools and platforms in ensuring the continuity of the educational process in crisis situations

The continuity of the educational process during the war is fundamentally dependent on the structure of digital tools and platforms that enable interaction between pedagogical staff and students. In Ukraine, this has been achieved through a mission-oriented innovation system that leverages digitalization as a key element of wartime resilience. This approach involves a systems-wide creation and diffusion of innovative products and processes, such as the Diia platform, which streamline government functions and support access to essential public services, including education. For pedagogical staff, these tools provide the necessary framework for maintaining a stable and safe learning environment despite the physical disruptions caused by the conflict (Figure 14).

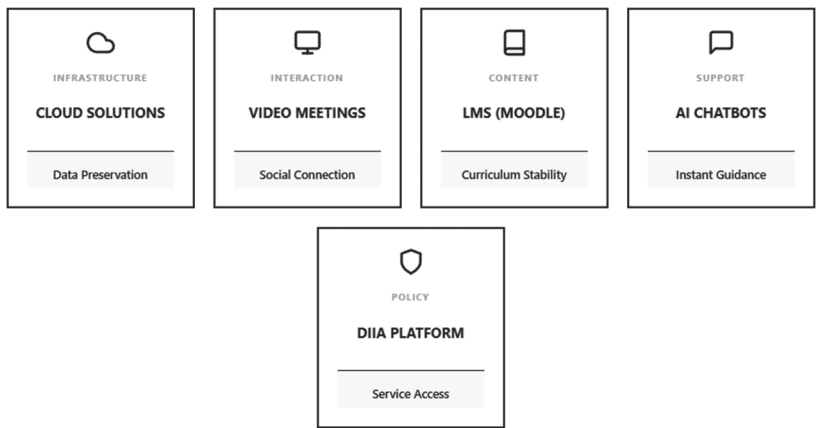


Figure 14. Digital engagement tools to support the continuity of learning

Learning Management Systems (LMS), such as Moodle, have proven to be the most essential tools for instructional continuity. The study of relocated higher education institutions indicates that over 85% of participants identify these platforms as pivotal in maintaining educational quality. Moodle allows pedagogical staff to organize content, manage user activity, and ensure that academic resources remain accessible to students regardless of their physical location. The integration of cloud-based solutions, supported by international partners has further enhanced institutional resilience by preserving critical data and enabling uninterrupted access to educational assets. This digital structure allows for a smoother transition during displacement and ensures that the university can continue to function as a cohesive community.

Video conferencing platforms like Zoom and MS Teams have also played a vital role in maintaining the social and emotional connection between teachers and students. During the war, the demand for these familiar tools has increased because they provide the real-time interaction that is necessary for emotional support and interactive learning. However, the use of these tools is often limited by power outages and internet disruptions, necessitating a multi-synchronous approach where live sessions are supplemented by recorded content and messaging apps like Telegram and Viber. This flexibility is a key attribute of pedagogical staff who must adapt their delivery to the varying technical constraints faced by their students.

The implementation of AI-driven chatbots is another innovative strategy that has supported educational continuity during the war. These tools provide real-time communication and support, which is especially important during crises when pedagogical staff may be unavailable due to power outages or other disruptions. Chatbots can offer guidance on academic requirements, safety protocols, and psychological resources, thereby ensuring that students have constant access to essential information. This automation of support tasks reduces the burden on pedagogical staff, allowing them to focus on more complex instructional and supportive functions. The use of AI in this context demonstrates how technological interventions can be leveraged to build resilience and sustain the quality of higher education in war zones.

Beyond internal institutional tools, national platforms such as the All-Ukrainian Online School have provided a repository of instructional content that has been vital for students displaced within the country and abroad. These platforms have enabled the vast majority of schools and universities to complete their academic years despite the upheaval of war. This centralized digital structure ensures that students have access to high-quality content that is aligned with national standards, thereby preserving the integrity of the educational system. The preservation and dissemination of Ukrainian-language instructional content through these platforms is also a vital act of cultural resilience that helps displaced learners maintain their connection to their national identity.

The role of digital tools also extends to the internationalization of higher education during the war. Virtual exchange models allow Ukrainian students and staff to collaborate with European universities and participate in international research and innovation networks. These platforms provide pathways for youth employability and entrepreneurship, ensuring that the skills developed during the war remain relevant in a global context. For pedagogical staff, virtual exchanges offer opportunities for professional development and international cooperation, which are essential for maintaining the competitiveness of the Ukrainian educational sector. The integration of digital tools into the strategic planning of higher education institutions is therefore a key factor in ensuring long-term academic development and recovery.

5.4. The impact of using artificial intelligence on the pedagogical proficiency of the teacher

The integration of artificial intelligence into higher education has introduced a new dimension to the pedagogical proficiency of staff, characterized by the augmentation of human expertise through data-driven insights. AI systems provide real-time feedback and pattern recognition that allow for more dynamic and continuous assessment methods. This change is not merely technical but deeply pedagogical, as AI does not replace the educator but serves as a partner in the learning process. The effective use of these technologies is closely related

to the teacher’s level of AI literacy – their ability to understand, critically evaluate, and effectively utilize AI within instructional contexts.

A central concept in the impact of AI on pedagogical proficiency is the enhancement of professional vision (Table 11). AI-enhanced systems, such as learning analytics and dashboards, assist teachers in this process by highlighting student engagement levels and pinpointing learning gaps. This allows pedagogical staff to adjust their methods instantly and refine their ability to predict student responses to different instructional strategies. By providing actionable recommendations, AI supports adaptive teaching that can be tailored to the dynamic needs of students in real-time.

Table 11. The transformation of pedagogical competencies in the age of artificial intelligence: mechanisms and outcomes

COMPETENCY DOMAIN	AI ENHANCEMENT MECHANISM	PROFESSIONAL OUTCOME
Assessment	Automated Analytics	Real-time Differentiated Feedback
Planning	Predictive Modeling	Tailored Learning Paths
Interaction	Pattern Recognition	Enhanced Noticing of Student Needs
Management	Chatbot Integration	Reduced Teaching Burden
Ethics	Ethical Algorithmic Design	Fairness & Bias Mitigation

The incorporation of the technological pedagogical content knowledge framework is essential for the successful integration of AI tools like ChatGPT into the classroom. This helps pedagogical staff align advanced AI capabilities with appropriate pedagogical strategies, ensuring that the technology complements the course content and meets the specific needs of students. In academic writing courses, for instance, generative AI can enhance efficiency by providing content ideas and immediate feedback, accelerating the writing process without compromising the individuality of student expression. This collaborative dynamic between the student and the AI fosters critical thinking and empowers learners to develop a distinctive voice, provided they are guided by an expert teacher who understands the ethical and pedagogical implications of the technology.

However, the use of AI also brings new challenges that require a rethinking of teacher training and development. Pedagogical staff must navigate the risks of AI anxiety and ensure that the reliance on technology does not weaken students' independent thinking and problem-solving skills. Professional development programs must therefore encompass not only the technological features of AI but also its pedagogical contributions to instructional processes, such as formative assessment and conceptual visualization. Educators need opportunities to observe how AI can support key instructional goals and must develop the ability to critically evaluate AI-generated content for accuracy and pedagogical appropriateness.

The impact of AI on the professional proficiency of teachers also involves a shift toward a more comprehensive and process-focused evaluation of learning. AI-driven evaluation models allow for a transition from static point-in-time testing to embedded, formative assessment that is more aligned with modern educational objectives. This approach provides students with instantaneous diagnostic insights, allowing them to reflect and self-regulate with greater efficacy. For pedagogical staff, this means a remodeling of their assessment practices to focus on the long-term development of student competencies across the entire curriculum. The synergy between instructors and AI can thus lead to more profound and inclusive learning assessment methodologies.

Finally, the involvement of pedagogical staff in the co-design of AI solutions is crucial for ensuring that these technologies are pedagogically robust and aligned with the needs of the educational community. Professional learning models that involve teachers in the development of AI tools help them learn about complex pedagogical concepts and develop new mental models while refining their knowledge-based reasoning skills. This collaborative approach ensures that AI technologies serve the meaningful goals of education and are integrated into teachers' practice in a way that respects their professional judgment and autonomy. The future of higher education lies in this balanced integration of technological proficiency and pedagogical expertise, where AI serves as a catalyst for innovation and the continuous improvement of student outcomes.

Theme 6

SOFT/HARD SKILLS OF SCIENTIFIC AND PEDAGOGICAL STAFF

- 6.1. Dispositional characteristics of the teacher's personality.*
- 6.2. The significance of soft skills for successful professional activity.*
- 6.3. Techniques and means for developing soft skills in teachers and students.*
- 6.4. The role of the teacher as a facilitator in forming critical thinking in students.*
- 6.5. Volunteering as a tool for implementing Sustainable Development Goals in the educational environment.*

6.1. Dispositional characteristics of the teacher's personality

The investigation into the dispositional characteristics of pedagogical staff necessitates a departure from the reductive models of technical competency that have historically dominated the discourse on teacher education. Instead, a more sophisticated understanding of the teacher's personality is required, one that recognizes the essential interplay of competencies, dispositions, and relational skills within the dynamic complexity of the educational environment. There is an urgent need to reorient teacher evaluation away from easily observed behaviors and toward the critical dispositions that constitute the habits of action and moral commitments essential to effective teaching. This perspective advocates for a redefinition of professionalism, moving from individual technocratic performance toward a collective responsibility centered on trust, moral purpose, and human flourishing.

In this context, the personality of the teacher is viewed not as a static set of traits but as a developing repertoire of insights and capabilities that are built over time. This repertoire reflects a professional identity that is deeply relational and context-sensitive, particularly when operating under the conditions of war, where the demand for

emotional resilience and adaptive expertise is paramount. The pragmatic perspective on these dispositions suggests that habits are embodied dispositions to act and create meaning in the world. When pedagogical staff encounter situations where their habitual actions are interrupted – a phenomenon described as a gap – they must engage in a meaning-making process to develop a new or more nuanced repertoire for functional coordination with their environment.

The importance of internalizing these dispositions is further underscored by the relationship between personality profiles and occupational well-being. Research classifying pedagogical staff into adaptive and maladaptive personality profiles reveals that those with highly adaptive traits exhibit significantly higher levels of learning well-being and professional fulfillment. A sense of calling serves as a vital mediating factor between professional identity and career well-being, reinforcing the teacher's autonomy and competence. Such findings highlight the necessity for school administrators to develop support structures that bolster the intrinsic strengths of pedagogical staff, fostering an environment where teachers can flourish despite the high workload and emotional challenges encountered during the war.

From the perspective of the student, the value of teacher personality is often defined by attributes such as empathy, respect, and enthusiasm. Students consistently express a preference for faculty members who demonstrate clarity of communication and an approachable demeanor, as these factors are essential to growing positive relationships. Such relational dynamics are not merely interpersonal niceties but are predictive factors of student motivation, retention, and performance. However, there are risks associated with the idealization of the teacher-student relationship, including dynamics of dependence or the unconscious projection of unresolved issues, which can lead to unethical use of power or emotional burnout on the part of the pedagogical staff.

The theoretical synthesis of teacher effectiveness must therefore embrace the non-linearity of the teacher's journey. Assessments of teacher performance should recognize the developmental nature of professional capacities rather than judging early career teachers against the standards of seasoned professionals (Table 12). This human-centered approach to professional practice emphasizes the need

Table 12. Analysis of personality dimensions in the context of professional self-actualization and psychological well-being

HIGHLY ADAPTIVE	<i>Resilience, moral purpose, empathy</i>	Sense of calling & well-being
ADAPTIVE EXPERTISE	<i>Reflective capacity, flexibility</i>	Navigation of classroom complexity
RELATIONAL DISPOSITIONS	<i>Respect, supportiveness</i>	Enhanced student motivation
MORAL COMMITMENTS	<i>Ethical discipline, compassion</i>	Human flourishing & professionalism
PROFESSIONAL REPERTOIRE	<i>Habits of action, situational awareness</i>	Coordination in unpredictable settings

for robust school-university partnerships and the professionalization of the role of mentor teachers, ensuring that the next generation of pedagogical staff is prepared for the intricacies of modern practice.

The cultivation of these dispositional characteristics is a lifelong process that requires continuous engagement with one's own practices and the needs of the students. By focusing on the emotional and ethical dimensions of the profession, pedagogical staff can move beyond the constraints of standardized accountability toward a more authentic and impactful mode of teaching. This shift is vital for maintaining the health of the educational system, particularly as global shortages and pressures for standardization continue to challenge the retention and development of qualified teachers.

6.2. The significance of soft skills for successful professional activity

The contemporary labor market has witnessed a significant shift in the valuation of professional competencies, with soft skills emerging as primary predictors of career success and employability. In the context of higher education, soft skills refer to a multidimensional set of interpersonal, communication, and emotional competencies that enable individuals to function effectively and harmoniously in both social and professional environments. While hard skills are essential for technical tasks, the intangible nature of soft skills allows pedagogical staff and students to navigate complex social dynamics, resolve

conflicts, and adapt to the rapid changes associated with the Fourth Industrial Revolution.

The classification of soft skills often distinguishes between personal, social, and methodological competencies. Personal skills encompass qualities such as self-awareness, resilience, creativity, and a commitment to organizational values. Social skills involve effective verbal and written communication, teamwork, leadership, and multicultural adaptability. Methodological skills, which include adaptability to change, analytical thinking, and decision-making, have been identified as particularly significant for students' commitment to their educational institutions. Methodological skills offer a stronger connection to academic success and institutional loyalty because they align closely with the professional goals and expectations of the modern workforce.

For pedagogical staff, soft skills serve as structuring conditions of their professional practice, enabling the articulation of emotional and relational dimensions that are crucial for effective teaching. Empathy, active listening, and emotional self-regulation are essential for building inclusive and motivating classroom environments, particularly in disciplines where bodily and situational interactions are constant. Furthermore, the ability to work collaboratively in teams allows educators to integrate diverse perspectives and generate innovative solutions to pedagogical challenges. This collaborative capacity is also identified as a predictive factor of teacher self-efficacy and the quality of instructional interaction.

The significance of soft skills is amplified under the conditions of war, where the ability to manage stress, cope with trauma, and maintain a positive attitude is vital for both students and pedagogical staff. In such environments, effective communication stands out as a core element that reduces misunderstandings and enhances intra-team cohesion. Moreover, the integration of soft skills into higher education curricula is no longer a luxury but a critical necessity for ensuring that graduates are prepared for the demands of the global economy. Research indicates that employers prioritize the ability to collaborate and navigate complex social dynamics over technical expertise alone, as innovation and teamwork are key drivers of organizational success (Figure 15).



Figure 15. Classification of soft skills for academic and teaching staff in today's educational landscape

The ongoing development of these skills requires pedagogical staff to recognize the limitations of traditional information-based teaching. Instead, they must incorporate opportunities for skill acquisition within classroom tasks and assignments, guiding students to understand the transferability of these competencies to varied environments. Universities that fail to emphasize the development of employability skills risk leaving graduates unprepared for the challenges of the corporate world, where interpersonal dynamics often dictate the pace of career advancement.

6.3. Techniques and means for developing soft skills in teachers and students

The pedagogical shift toward the development of soft skills requires the adoption of active, reflective, and immersive learning methodologies. Research identifies several effective strategies, including project-based learning, collaborative learning, and social and emotional learning programs, which strengthen emotional intelligence and interpersonal relationships. These methodologies are designed to move beyond the acquisition of facts and toward the mobilization of knowledge to achieve specific goals. For pedagogical staff, the use of practical and reflective training, often integrated with emotional reflection, has proven effective in strengthening competencies like empathy and self-regulation.

A revolutionary tool in the development of soft skills is Virtual Reality (VR), which provides immersive and controlled environments for practicing complex social interactions. Studies demonstrate that VR-based training is four times faster than traditional classroom settings and

significantly increases participants’ confidence in applying what they have learned. VR allows for the simulation of realistic managerial conversations, such as conflict resolution or providing feedback, enabling users to regulate their emotions and improve their communication in a safe environment. Furthermore, v-learners report being nearly four times more focused and significantly more emotionally connected to the training content than their classroom or e-learning peers.

In addition to immersive technologies, self-directed learning models contribute to soft skill development by enhancing the ability of students and teachers to plan, implement, and evaluate their own learning processes. Methods such as flipped learning and digital mediation have also been effective in fostering resilience and autonomy. Crucially, the development of these skills does not necessitate the creation of a new syllabus; rather, it can be achieved by incorporating challenge questions and real-life scenarios into existing coursework, encouraging students to engage in research and collaborative problem-solving.

The fulfillment of basic psychological needs – autonomy, competence, and relatedness – is central to the internalization of soft skills. Self-determination theory suggests that when these needs are met during teacher education, the consolidation of socio-emotional competencies is more effective. This process is further supported when pedagogical staff draw connections to students’ prior knowledge and provide constructive feedback, allowing for the practice and revision of work toward growing competence. Assessment for learning, rather than merely for grading, serves as a critical tool in this developmental process, helping students understand their own learning strategies and goals (Table 13).

Table 13. Comparative effectiveness of different learning modalities for developing soft skills

MODALITY	EFFECTIVENESS INDICATOR	KEY ADVANTAGE
Virtual Reality (VR)	400% Speed improvement	<i>Safe practice & high focus</i>
Traditional Classroom	Base Reference	<i>Direct peer interaction</i>
E-Learning	Low focus reference	<i>Scalable & Flexible</i>
Project-Based	High engagement	<i>Real-world application</i>
Service-Learning	Social impact focus	<i>Civic responsibility</i>

The successful implementation of these techniques requires pedagogical staff to possess high levels of feedback literacy and an understanding of how to integrate transferable skills within the curriculum. Challenges such as large lecture groups and a lack of explicit teaching methods must be overcome to ensure that students are not only aware of the importance of soft skills but are also capable of communicating these competencies during professional interviews and workplace tasks.

6.4. The role of the teacher as a facilitator in forming critical thinking in students

The role of the teacher in the modern higher education setting has transitioned from being the primary source of knowledge to acting as a facilitator who guides students toward the independent acquisition and application of information. This role is fundamental to the formation of critical thinking, which involves cognitive development to process knowledge through the consideration of multiple credible and evident sources. The prime goal of critical thinking facilitation is for students to develop the ability to make better decisions, solve problems supported by evidence, and be less receptive to cognitive biases.

Facilitating critical thinking requires a comprehensive pedagogy that moves away from rote memorization and recitation. Teachers are expected to establish the framework for the learning process, guide students in acquiring conceptual understanding, and direct their attention to essential details. This is often achieved through guided facilitation involving reflective exercises, inquiry mind maps, and structured interactions that help students apply theoretical knowledge in practical settings. The use of such tools positively influences students' analytical capabilities and overall academic performance.

However, the effective facilitation of critical thinking is often hindered by significant barriers. In many contexts, including English language classes, teachers may lack a clear understanding of critical thinking concepts or face constraints such as inadequate materials

**Table 14. The functional model of the teacher-facilitator:
from pedagogical practices to educational outcomes**

FRAMEWORK CREATOR	<i>Setting goals & phases</i>	STRUCTURE FOR INQUIRY
FEEDBACK LITERATE	<i>Engaging in dialogues</i>	INDEPENDENT LEARNING
INQUIRY GUIDE	<i>Continuous questioning</i>	PERSPECTIVE-TAKING
MATERIAL ADAPTER	<i>Diverse authentic materials</i>	CULTURAL UNDERSTANDING
EMOTIONAL FACILITATOR	<i>Supportive climate</i>	MOTIVATION FOR INQUIRY

and inappropriate assessment tasks. Furthermore, the transition to the role of a facilitator requires a shift in teacher perceptions and a commitment to professional learning (Table 14). Teachers often prioritize standardisation and conformity due to curriculum-centric pressures, leaving little room for students to engage in deep critical inquiry.

Communicative acts during the learning process also play a decisive role in fostering or impeding critical thinking. Facilitators who use wondering, continuous questioning, and open requests for sharing perspectives are more likely to engender inquiry-oriented talk among students. In contrast, a focus on «telling» or organizing conversational phases without engendering interaction can lead to disconnected talk where participants do not fully understand the expectations of the learning task. This underscores the importance of meta-communication, where facilitators explain the need for and how to engage in critical dialogue.

The importance of the facilitator role is even more pronounced under the conditions of war, where pedagogical staff must help students dissect complex problems and generate innovative solutions to real-world crises. By acting as organizers of the learning environment rather than traditional information transmitters, teachers can help children and young adults develop the cognitive powers necessary to face the rapid changes associated with Artificial Intelligence and the evolving structure of employment.

6.5. Volunteering as a tool for implementing Sustainable Development Goals in the educational environment

The integration of volunteerism into the educational environment has emerged as a vital tool for the implementation of the Sustainable Development Goals (SDGs), particularly those related to quality education, environmental protection, and community resilience. Volunteering is an activity where individuals take responsibility to contribute to community needs, serving as a conduit for achieving long-term sustainable progress. In higher education, volunteerism enriches the learning experience and cultivates a sense of civic duty, preparing students for active societal participation after graduation (Figure 16).

ENVIRONMENTAL	EDUCATIONAL (EIE)	SOCIAL/CIVIC	SKILL-BASED	INTERNATIONAL (IVS)
Clean-ups, planting	Teaching in refugee camps	Advocacy, garden development	Pro-bono consulting, IT support	Cross-border service learning
SDG 13, 15	SDG 4	SDG 10, 11	SDG 17	SDG 4.7

Figure 16. Classification of different types of volunteering and their relationship to sustainable development goals

Volunteerism aligns closely with SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Specifically, sub-goals such as SDG 4.7 focus on the knowledge and skills needed to promote sustainable development, which can be achieved through global citizenship education and appreciation of cultural diversity. Programs that integrate community-engaged teaching and learning allow students to explore non-governmental organizations and engage in activities that address environmental stewardship and social equity. This integration not only advances academic learning but also cultivates essential soft skills like collaboration and social awareness.

Environmental volunteerism represents another significant mode of participation, where individuals engage in activism, species monitoring, and restoration efforts. Studies show that environmental volunteers are often highly educated, with a significant percentage holding advanced degrees, and are motivated by a desire to contribute to public purposes such as solving environmental problems. For secondary school students, participation in such programs has been linked to improved well-being and a greater awareness of their behavior toward

the environment. Furthermore, volunteering helps build community resilience, which is especially critical during the war when social causes and community needs are at their most urgent.

Despite the high level of awareness regarding sustainability and volunteering, many graduates face challenges in putting this knowledge into practice at higher levels of decision-making. Participation is often limited to offering ideas rather than constructing projects or shaping policy. To overcome this, higher education institutions must act as catalysts for change, integrating sustainability across all disciplines and promoting sustainable practices among all stakeholders. This includes facilitating staff meetings that focus on zero-waste approaches and conducting workshops to help students and staff understand their roles in promoting environmental responsibility.

The significance of volunteerism in the educational context is further reinforced by its role as an instrument for global learning and the promotion of justice. During health emergencies or periods under the conditions of war, non-formal community-based volunteering offers hope and serves as a complementary practice to maintain access to education for vulnerable populations. By institutionalizing such practices within an appropriate policy framework, educational systems can ensure that the next generation of leaders is empowered to work collaboratively toward a sustainable future that benefits everyone.

In conclusion, the professional activity of pedagogical staff in modern higher education is defined by a complex synthesis of dispositional characteristics, soft skills, and the ability to facilitate critical inquiry within the context of global sustainability. The evolution of teacher professionalism from a technocratic focus to a relational and moral commitment is a necessary response to the challenges of the 21st century. Through the adoption of immersive technologies, active learning methodologies, and the integration of volunteerism into the curriculum, pedagogical staff can cultivate the high-level competencies required for students to flourish in an increasingly complex and unpredictable professional landscape. This holistic approach ensures that education remains a vital force for individual growth and societal resilience, particularly under the demanding conditions of war and rapid technological change.

Theme 7

SELF-MANAGEMENT AS A TECHNOLOGY FOR THE PROFESSIONAL SELF-DEVELOPMENT OF SCIENTIFIC AND PEDAGOGICAL STAFF

7.1. Features of goal-setting and planning for professional development.

7.2. Tools for managing professional self-development.

7.3. Barriers to managing professional self-development and ways to overcome them.

7.1. Features of goal-setting and planning for professional development

The professional progression of scientific and pedagogical staff within the modern higher education system is no longer a peripheral concern but a central necessity for institutional efficacy and academic excellence. Self-management, viewed as a structured technology, provides a comprehensive framework through which educators and researchers can navigate the complexities of their careers. This technology involves the conscious regulation of one's intellectual and emotional resources to achieve specific professional milestones while maintaining a high level of pedagogical quality. Professional development should be understood as the evolution of a person within their professional role, a process that is constructed through formal education, workplace interactions, and continuous self-projecting. This perspective shifts the focus from institutional mandates to individual agency, where the educator becomes the primary architect of their own growth.

The application of self-management as a technology requires a deep understanding of the motivational drivers that sustain long-term commitment to professional growth. The effectiveness of educational organizations is fundamentally contingent upon the motivation and involvement of their human resources. For scientific and pedagogical

staff, this motivation is often rooted in the pursuit of self-actualization, where the satisfaction of esteem and cognitive needs leads to increased fulfillment and performance. Within the context of higher education, this technology manifests as a systematic approach to identifying developmental needs, setting ambitious yet achievable objectives, and employing specialized tools to monitor progress.

The establishment of clear objectives serves as the foundation for any successful self-management strategy. Goal-setting theory demonstrates that specific and challenging goals consistently lead to higher achievement than vague or easily attainable targets. For scientific and pedagogical staff, the process of defining these goals is not merely an administrative exercise but a cognitive act that focuses attention, mobilizes effort, and encourages the development of complex strategies for problem-solving (Table 15). The process of writing down these goals further enhances commitment and provides a tangible reference point for professional reflection.

Table 15. Functional characteristics of goal-setting types within the structure of professional proficiency

GOAL ORIENTATION	IMPACT ON GROWTH	THEORETICAL BASIS
Mastery Orientation	<i>Deep skill & self-regulation</i>	Elliot & McGregor
Performance Orientation	<i>External competence demonstration</i>	Button et al.
Learning Orientation	<i>Knowledge acquisition</i>	Porter & Latham
Specific Goals	<i>Higher effort & persistence</i>	Locke & Latham

The nature of the goals selected by pedagogical staff is heavily influenced by their underlying motivational orientation. Research identifies two primary categories: proficiency goals and performance goals. Proficiency goals are characterized by an intrinsic desire to enhance abilities, acquire new skills, and master unfamiliar or complex tasks. Individuals with a proficiency orientation tend to view challenges as opportunities for growth and are more likely to engage in self-regulatory processes that foster deep learning. In contrast, performance goals focus on demonstrating competence to others and achieving external validation. While performance goals can drive short-term productivity, they may lead to superfi-

cial learning and a reluctance to engage in training that carries a risk of failure.

For PhD students and early-career researchers, cultivating a proficiency orientation is essential for navigating the uncertainty of scientific inquiry. Learning goal orientation positively influences the investment of effort in acquiring knowledge, which is a prerequisite for long-term career adaptability. This orientation is particularly relevant when dealing with complex subject matters where superficial knowledge attainment is insufficient for the transfer of learning to practical pedagogical or research settings.

The widely recognized SMART framework – Specific, Measurable, Achievable, Relevant, and Time-bound – has long been the gold standard for goal-setting in professional contexts. It provides a structured approach that ensures clarity and accountability, which is vital for meeting institutional deadlines and research milestones. However, recent empirical work suggests that the rigidity of specific goals may be detrimental in the early stages of learning complex or creative tasks. For individuals exploring unfamiliar territories, such as new pedagogical methods or innovative research areas, non-specific or open goals can be more psychologically adaptive.

Open goals are exploratory in nature, focusing on seeing how much can be achieved rather than aiming for a fixed outcome. Open goals foster a sense of flow and intrinsic motivation, leading to higher perceptions of performance and a greater interest in repeating the activity. This flexibility is particularly useful for pedagogical staff who are transitioning into new roles or developing digital competencies, as it allows them to uncover new information without the pressure of an immediate, objectively defined standard. The choice between specific and open goals should therefore be guided by the individual's level of experience and the complexity of the task at hand.

The ability to manage professional development is further enhanced by meta-regulation, which involves seeking optimal contexts for achieving objectives and employing strategies like resource acquisition and skill practice. Meta-regulation ensures that professional goals are appropriate for the individual's career stage and align with available opportunities. This regulatory process is closely linked to

autonomous motivation, where goals are pursued because they are personally meaningful or interesting.

When pedagogical staff are autonomously motivated, they use higher levels of meta-regulation, which leads to more effective goal engagement. Conversely, goals driven by external pressures or controlled motivation often lead to internal conflict and increased stress. Interestingly, autonomous motivation also facilitates adaptive goal disengagement; if a goal becomes unachievable or no longer aligns with long-term outcomes, autonomously motivated individuals can abandon it with fewer inaction crises, thereby avoiding negative psychological consequences. This capacity for adjustment is a hallmark of sophisticated professional self-management.

The planning of professional development often manifests as the creation of an individual educational trajectory (Figure 17). This trajectory is a differentiated road map that is independently projected and implemented by the educator to realize their personal goals and career strategies.



Figure 17. Methodological framework for developing an individual career development path

The process typically involves a phased technology that begins with diagnostics of current competencies, followed by purpose definition, programming of activities, realization, and reflexive assessment. Successful projection of this trajectory requires not only strong self-education motives but also a readiness to use specialized technologies for determining the content and pace of growth.

Scientific and methodological support plays a crucial role in facilitating these trajectories. This support has moved away from traditional top-down models toward a more targeted, vector-based approach that includes tutoring, coaching, and mentoring. This institutional support helps teachers analyze their achievements and compare their current performance with reference images of professional excellence. By

aligning individual needs with institutional goals, scientific and pedagogical staff can ensure that their professional development is both personally fulfilling and organizationally relevant.

7.2. Tools for managing professional self-development

The effective implementation of self-management technology requires a diverse set of tools that allow scientific and pedagogical staff to monitor their progress, assess their competencies, and access necessary resources. These tools range from structured documents like the Personal Development Plan to complex digital platforms and social support systems such as professional learning communities. The selection and use of these tools are determined by the individual’s specific developmental goals and the institutional context in which they operate (Figure 18).

The Personal Development Plan (PDP), or Individual Development Plan, is a fundamental tool for identifying avenues of interest and planning for long-term career growth. A well-crafted PDP serves as a living document that captures developmental goals, required actions, and evidence of completion. It acts as a blueprint for building an ideal career, clarifying the resources needed and enlisting the support of institutional leaders. For pedagogical staff, updating the PDP at least quarterly ensures accountability and helps them stay aligned with their desired career trajectory.

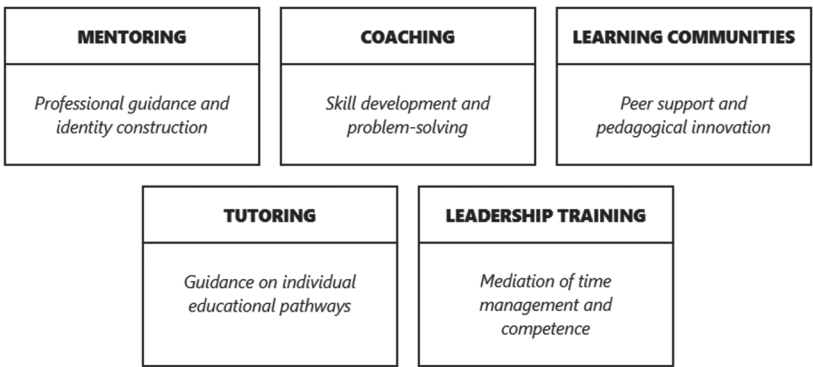


Figure 18. Self-management tools as a factor in a teacher’s professional effectiveness

The utility of the PDP lies in its ability to provide clarity, motivation, and a basis for performance tracking. By setting written goals for both short-term and long-term accomplishments, staff can work backwards to create daily and weekly actionable items. This process not only facilitates productivity but also allows for a more objective self-evaluation during annual reviews. Furthermore, the inclusion of personal goals within the PDP helps leaders see the educator as a whole person, which can improve the overall relationship between the individual and the organization.

Diagnostics represent the initial step in the professional self-development process. Methodologies such as the Org-EIQ and various self-assessment frameworks allow pedagogical staff to evaluate their level of inclusive competence, interpersonal skills, and pedagogical quality. These diagnostic tools help in identifying specific areas where further training or development is required, such as assessment strategies, teaching methods, or communication skills. For example, the use of teacher self-assessment methods can lead to positive changes at the professional, interpersonal, and personal levels.

Self-awareness is another critical component of the self-management toolset. It involves understanding how one sees oneself and the effect one has on the environment. Developing self-awareness through structured reflection exercises and self-assessments helps individuals understand their motivations and behaviors. This understanding is essential for building a meaningful leadership style and managing the complex social dynamics of the academic workplace. Tools that track changes in self-awareness over time can provide valuable insights into an individual's professional growth and help them avoid the pitfalls of excessive introspection.

Digital technologies have become indispensable facilitators of professional growth. These tools provide access to an immense array of peer-reviewed content, scientific databases, and online professional development programs. Digital repositories and learning centers, such as those provided by Springer and Taylor & Francis, offer researchers and educators essential guidance on the publishing process, manuscript preparation, and the latest pedagogical techniques. These platforms also enable pedagogical staff to participate in international

scientific cooperation and access specialized resources like multilingual dictionaries and foreign language learning tools.

The integration of Information Communication Technology (ICT) into the self-management process allows for more personalized and flexible learning. AI-supported assessments and big data analytics can be used to evaluate the comprehensive quality of student learning and, by extension, the effectiveness of pedagogical approaches. Under the conditions of war, the importance of digital tools has increased significantly, as they have become the primary means of conducting the educational process and maintaining professional connections. Messengers and video communication platforms (Zoom, Skype, Meet) are now essential tools for both instruction and collegial interaction, highlighting the need for staff to continuously update their digital competencies.

Beyond static documents and digital platforms, the management of professional self-development is heavily supported by interactive social systems (Figure 19). Mentoring and coaching provide scientific and pedagogical staff with expert insights and a framework upon which to build their practice. Mentors serve as trusted advisors who help individuals navigate the unpredictability and ambiguity of the academic environment. These relationships are particularly valuable for PhD students as they transition into more formal scientific and pedagogical roles.

Tutoring and supervision are also critical components of the methodological support system. They help educators analyze the quality of



Figure 19. Interactive tools as a factor in the restructuring of a teacher's professional activities

their professional activity and the efficiency of their individual developmental trajectories. These interactive tools facilitate a shift from a traditional top-down management model to a more collaborative approach where the teacher's voice and expertise are valued. This reciprocal empowerment fosters a positive school culture, reduces stress, and encourages staff to take proactive steps in their own professional learning.

Professional Learning Communities (PLCs) represent a collective tool for self-management. By participating in small groups where they support and learn from each other, pedagogical staff can integrate new competencies and pedagogical approaches more effectively. These communities provide a space for shared responsibility and the exchange of best practices, which is essential for continuous improvement. The sense of belonging to a supportive professional group acts as a resource that can buffer against the social demands and stresses of the educational environment.

The management of team interaction is also vital for professional development. Programs aimed at increasing team synergy and inclusive competence have shown significant success in improving the effectiveness of interdisciplinary support for students with special needs. By engaging in these collaborative programs, scientific and pedagogical staff can develop the interpersonal skills necessary for effective teamwork and leadership, which are essential dimensions of professional professionalism.

7.3. Barriers to managing professional self-development and ways to overcome them

The journey toward professional excellence is often impeded by a variety of inhibitors that can undermine the motivation and effectiveness of scientific and pedagogical staff. These barriers are multifaceted, involving internal psychological states, institutional and social dynamics, and external systemic pressures (Table 16). Understanding these obstacles is the first step toward developing strategies to mitigate their impact and ensure the continued growth of the academic workforce.

Table 16. Overcoming barriers to development for instructors and students

INHIBITOR CATEGORY	SPECIFIC CHALLENGES	MITIGATION STRATEGY
PERSONAL FACTORS	<i>Burnout, lack of self-awareness, fatigue</i>	Mentoring, self-care, reflection
INSTITUTIONAL FACTORS	<i>Mismanagement, lack of support, rigidity</i>	Empowering leadership, PLC groups
SOCIAL FACTORS	<i>Conflictual relationships, isolation</i>	Team building, collaboration tools
TECHNICAL FACTORS	<i>Digital gap, unreliable infrastructure</i>	Professional training, ICT investment

One of the most significant personal barriers to professional development is emotional exhaustion, a key component of burnout. Research indicates that levels of exhaustion differ significantly between individual teachers, often as a result of prolonged work experience and exposure to demanding social conditions. Professionals who perceive the team climate or relations with stakeholders as tense or conflictual are at a much higher risk of feeling fatigued and unmotivated. This exhaustion acts as a powerful barrier, reducing the cognitive and emotional capacity of the individual to engage in self-management or pursue new developmental goals.

A lack of self-awareness and conflicting personal priorities can also inhibit motivation. If an educator is unable to accurately assess their own needs or if their professional aspirations are at odds with their personal values, the resulting internal conflict can lead to diminished performance and a withdrawal from professional activities. Overcoming these internal barriers requires a focus on psychological resilience and the implementation of self-care strategies. Interventions at the center level, such as hiring external coaches or initiating team discussions about vulnerabilities, can help address these shared burn-out symptoms.

The institutional environment can either facilitate or inhibit professional self-development. A lack of organizational support, misman-

agement, and conflicting priorities within the institution are major inhibitors of motivation. In many cases, pedagogical staff feel that their professional development is a top-down mandate rather than a collaborative process, which can lead to resentment and a lack of genuine engagement. Furthermore, the lack of validated measures for educators to identify and manage their own needs is a significant gap in the current institutional frameworks.

Structural barriers, such as a lack of time for professional growth and inadequate funding for research or training, further complicate the self-management process. To overcome these challenges, it is essential to foster a culture of reciprocal empowerment where teachers feel valued and trusted as experts. Supportive leadership practices that prioritize staff well-being and provide access to necessary resources are critical for sustaining motivation and performance. When educators feel empowered, they are more likely to take the initiative and seek out opportunities for growth, even in high-stress environments.

The professional development of scientific and pedagogical staff in Ukraine is currently facing unprecedented challenges under the conditions of war. The full-scale invasion has necessitated an immediate remodeling of the educational process, making traditional face-to-face instruction impossible in many regions. This shift to distance learning has been hindered by significant technical deficiencies, including unreliable internet connectivity, outdated digital resources, and infrastructure damage. Unlike universities in more stable contexts, Ukrainian institutions often lack centralized management for information technology, leaving individual faculties or even individual teachers responsible for navigating these complex technical challenges.

The war has also introduced social isolation, as the lack of collegial interaction in the physical workspace can diminish the quality of professional learning and increase feelings of loneliness. Furthermore, only a portion of the staff has mastered the necessary digital skills to independently develop high-quality educational content, creating a competency gap that hampers the effectiveness of distance education. Messengers have become the most accessible tool for students under these conditions, but they are often insufficient for complex pedagogical tasks.

Overcoming these structural barriers requires a comprehensive strategy that includes strengthening digital infrastructure and investing in ongoing training to improve digital competence. Under the conditions of war, it is also critical to provide psychological aid to stabilize the psychoemotional state of the staff. Utilizing low-bandwidth tools that can function despite infrastructure damage and promoting international scientific cooperation through digital platforms are other vital strategies for ensuring the continuity of professional development.

Managing professional self-development during the war requires an extraordinary level of psychological resilience. The stress of the conflict, combined with the demands of remodeling pedagogical practices, can lead to significant mental fatigue (Table 17). Scientific and pedagogical staff must find ways to self-manage their mental health while continuing to support their students and colleagues. In some cases, the use of film or other visual technologies has been employed to help individuals monitor and self-manage their mental health in institutional environments where minds must adapt to the circumstances of war.

Coping mechanisms also involve adaptive goal setting. When the environment makes certain objectives unachievable, individuals may need to engage in goal disengagement to avoid further psychological distress. This is not a failure but a strategic regulatory response that allows the staff to preserve their energy for more attainable and essen-

Table 17. The Impact of martial law on professional activities and psychological coping strategies

WAR-RELATED CHALLENGE	IMPACT ON STAFF	COPING MECHANISM
INFRASTRUCTURE DAMAGE	<i>Loss of physical teaching and research space</i>	Distance learning, digital platforms
CONNECTIVITY ISSUES	<i>Reduced productivity and communication</i>	Messengers, low-bandwidth tools
SOCIAL ISOLATION	<i>Diminished collegial interaction</i>	Online communities, video conferencing
PSYCHOLOGICAL STRESS	<i>High risk of trauma and burnout</i>	Medical and psychological support
RESOURCE SCARCITY	<i>Lack of access to specialized software</i>	International cooperation, open resources

tial goals. Promoting common values and fostering a sense of shared mission among the academic community can also provide a buffer against the hardships of the war.

Institutions must play a proactive role in helping scientific and pedagogical staff overcome barriers to self-development. This includes creating a structured framework that supports faculty and student competencies through efficient resource allocation and optimized scheduling. Educational leadership training that emphasizes critical thinking, decision-making, and motivational strategies can transform how foundational skills like time management are applied in practice. Furthermore, institutions must ensure that professional development opportunities are tailored to meet individual instructor needs rather than being one-size-fits-all programs.

By implementing action-based career development plans and utilizing career literacy resources, institutions can help their staff align their motivations and competencies with their desired professional identity. Providing access to specialized scientific departments and credit hour systems can help in tracking academic progress and evaluating educational outcomes systematically. Ultimately, the goal is to cultivate an environment that is conducive to professional development and motivation, even under the most challenging circumstances.

The remodeling of professional development for scientific and pedagogical staff through the technology of self-management is a dynamic and essential process. It requires a sophisticated integration of goal-setting strategies, diagnostic tools, and supportive social systems. While proficiency goals and SMART planning provide a rigorous structure for growth, the use of open goals and exploratory approaches ensures that staff can remain innovative and adaptable in the face of complex challenges. The Personal Development Plan remains a central tool for maintaining accountability, while digital platforms and professional learning communities provide the resources and support necessary for continuous improvement.

The challenges posed by internal stressors like emotional exhaustion and external pressures like those experienced under the conditions of war highlight the need for institutional resilience and supportive leadership. By fostering a culture of reciprocal empowerment and

providing the necessary technical and psychological support, higher education institutions can ensure that their staff remain competitive and fulfilled. The technology of self-management, when properly implemented, allows the educator to transcend traditional reproductive models of education and become a creative, proactive specialist capable of navigating the professional landscape of the twenty-first century.

As scientific and pedagogical staff look toward the future, the ability to independently project and implement individual educational trajectories will become increasingly vital. This requires a lifelong commitment to professional growth, a readiness to adapt to new digital realities, and the proficiency of a diverse set of self-management tools. By aligning personal aspirations with the needs of society and the educational institution, academic professionals can ensure that their career trajectory is not something that simply happens to them, but something they actively and purposefully build.

Theme 8

PROFESSIONAL BURNOUT OF SCIENTIFIC AND PEDAGOGICAL STAFF AND WAYS OF ITS PREVENTION

- 8.1. *The essence of the concept of «professional burnout».*
- 8.2. *Determinants of professional burnout.*
- 8.3. *Features of assistance in case of professional burnout.*
- 8.4. *Ways to prevent professional burnout.*

8.1. The essence of the concept of «professional burnout»

The phenomenon of professional burnout among scientific and pedagogical staff represents a complex psychological state that arises from prolonged exposure to chronic workplace stress that has not been successfully managed. Within the structure of higher education and pedagogical activity, this syndrome is characterized as a multidimensional condition that erodes the emotional, physical, and mental well-being of the professional. Burnout is essentially a state of exhaustion in which an individual becomes cynical about the value of their occupation and doubtful of their capacity to perform at an acceptable level. This state is far from a simple fatigue that can be cured by short-term rest; rather, it represents a deep seated mismatch between what the academic organization requires of the staff and what the staff need to perform their duties effectively.

EMOTIONAL EXHAUSTION	DEPERSONALIZATION	ACADEMIC INEFFECTACY
MANIFESTATION <i>Chronic fatigue and resource depletion</i>	MANIFESTATION <i>Cynical and detached attitudes</i>	MANIFESTATION <i>Feelings of incompetence</i>
PSYCHOLOGICAL EFFECT <i>Inability to engage with professional duties</i>	PSYCHOLOGICAL EFFECT <i>Erosion of student-staff relationships</i>	PSYCHOLOGICAL EFFECT <i>Decline in professional self-worth</i>

**Figure 20. Determination of emotional burnout measures
among academic and teaching staff**

The evolution of the concept highlights three core psychological dimensions that constitute the essence of the syndrome (Figure 20). Emotional exhaustion is the primary symptom, manifesting as a feeling of being emotionally overextended and depleted of one's affective resources.

This dimension is typically the first to emerge, often driven by the heavy workload and the diverse responsibilities inherent in the work of pedagogical staff. The second dimension is depersonalization, or cynicism, which involves a negative and detached approach toward students, colleagues, and the educational mission itself. This detachment serves as a maladaptive coping mechanism to shield the professional from further emotional strain but ultimately results in a loss of irritability and empathy. The third dimension, reduced personal accomplishment or academic inefficacy, reflects a decline in the feeling of competence and successful achievement in one's work with people. This leads to a persistent sense of professional unfitness and a devaluation of one's contributions to the scientific community.

In the specific context of scientific and pedagogical activity, the essence of burnout is further defined by the necessity for constant emotional labor. Pedagogical staff are required to manage their emotions and the emotions of their students as part of the daily teaching process, a task that becomes increasingly difficult as personal resources are drained. This creates a silent crisis in the academic world, where systemic pressures and excessive administrative burdens diminish the sustainability of the education system by hindering the effectiveness of educators. This condition is often viewed as an erosion of engagement, where the positive states of vigor and dedication are replaced by the negative states of exhaustion and cynicism.

Recent research has introduced the concept of moral injury as a vital component of the burnout essence in the pedagogical sphere. Moral injury occurs when there is a significant clash between the deeply held professional values of the staff and the broader systemic constraints under which they must operate. This betrayal of values, often caused by a lack of administrative support or the prioritization of quantifiable outcomes over meaningful learning, leads to feelings of guilt and professional disillusionment. Unlike general stress, moral injury targets

the ethical core of the professional, intensifying the dimensions of burnout and reducing compassion satisfaction.

The essence of the syndrome is further illuminated when examined under the conditions of war. In such environments, the typical stressors of academia are compounded by collective trauma and a loss of safety and stability. Research conducted among Ukrainian academic staff shows a progressive intensification of burnout symptoms over time as the cumulative impact of sustained crisis takes its toll on occupational well-being. This intensification reveals that burnout is not a static state but a dynamic process that follows a specific trajectory of resource depletion. Following the conservation of resources theory, the loss of social support and stability triggers a stress carousel that accelerates the development of all three dimensions of the syndrome.

The cognitive aspect of the burnout essence involves self-regulatory fatigue. As pedagogical staff struggle to meet rising demands, they experience a gradual decline in their ability to monitor and control their behavior, leading to weaknesses in memory, concentration, and creativity. This cognitive decline is a physical manifestation of the syndrome, which can be demonstrated through endocrine dysfunction and altered cognition on neuroimaging. Thus, the concept is understood as a holistic state of exhaustion that affects the physical, mental, and social dimensions of the human being, specifically triggered by the intense and steady stress inherent in the modern academic structure.

Furthermore, the essence of burnout is reflected in the experience of professional loneliness. As the professional becomes alienated from work-related activities and distant from colleagues, they begin to perceive their work as a negative stimulus. This alienation is often accompanied by physical symptoms such as chronic stress, headaches, and digestive problems, which further diminish the capacity for professional activity. The syndrome manifests as a rejection of both professional and domestic activities, leading to a state of devastation and a feeling of futility regarding one's career trajectory.

The essence of professional burnout for scientific and pedagogical staff is a multidimensional deformation of the professional's relationship with their work. It is a condition that evolves from high levels of activity into a period of exhaustion and reduced productivity, eventu-

ally culminating in a complete breakdown of motivation and cognitive function. The syndrome is deeply intertwined with the institutional culture and the level of support provided by leadership, suggesting that its core cannot be understood without considering the systemic environment in which the pedagogical staff operates.

8.2. Determinants of professional burnout

The development of professional burnout among scientific and pedagogical staff is influenced by a diverse array of determinants that can be categorized into organizational, individual, and environmental factors. The primary framework for understanding these drivers is the job demands-resources model, which suggests that burnout emerges when the professional demands exceed the available psychological and physical resources. Systemic determinants are particularly prevalent in the higher education environment, where staff are faced with an intense workload that combines instruction, research, and administrative duties (Table 18).

Table 18. Systemic determinants of professional well-being among academic and teaching staff

Systemic Determinants	Impact on Professional Well-being	Reported Prevalence/Severity
<i>Administrative Overload</i>	Diverts focus from teaching and research	Very High among faculty
<i>High-Stakes Accountability</i>	Erodes autonomy and professional satisfaction	High stress levels reported
<i>Resource Shortages</i>	Frustration due to lack of essential tools	Significant in high-needs areas
<i>Employment Precarity</i>	Increases vulnerability to exhaustion	Notable for substitute staff

Workload and responsibility are consistently identified as the strongest predictors of emotional exhaustion. Pedagogical staff report feeling overwhelmed by the number of contact hours, the pressure to publish in high-impact journals, and the diverse responsibilities

of student management and curriculum preparation. Administrative overload – characterized by excessive paperwork and bureaucratic demands – is another prevalent determinant that consumes valuable time and energy, often feeling disconnected from the core mission of teaching. This burden is exacerbated by high-stakes accountability measures that prioritize quantifiable test scores and performance metrics over meaningful learning, creating a culture of stress and competition that erodes professional autonomy.

Institutional factors such as class size, subject specialization, and the level of administrative support significantly influence burnout levels. Resource shortages, including a lack of essential materials and funding, prevent educators from meeting the complex needs of their students, leading to a sense of powerlessness and frustration. Furthermore, role ambiguity and job insecurity – common in environments where staff face regular contract renewals based on performance metrics – heighten the risk of psychological distress. In specific contexts like Greek primary education, substitute teachers have been found to demonstrate significantly higher levels of emotional exhaustion compared to permanent staff, highlighting employment status as a significant risk factor for compromised mental health.

Individual determinants play a pivotal role in mediating the impact of systemic stressors. Personality traits such as neuroticism are associated with a higher susceptibility to burnout, while resilience, self-efficacy, and emotional intelligence act as significant protective factors. Self-efficacy, in particular, helps individuals reduce the loss of internal resources in the face of external stress, thereby alleviating the dimensions of exhaustion. However, the commitment and dedication of the staff can also be a double-edged sword; highly committed individuals may be more likely to overextend themselves, leading to a state of hyperactivity that precedes the onset of exhaustion.

The socio-demographic profile of the staff also reveals important patterns in burnout determinants. Gender differences have been observed, with some studies indicating that male educators demonstrate higher rates of depersonalization, while female educators often report higher levels of emotional exhaustion. Age and marital status also influence the experience of burnout; married participants often report

better professional quality of life, possibly due to the availability of external social support. Teaching experience shows a complex relationship with burnout, with both novice staff and those with extensive seniority facing unique challenges related to expectation gaps and chronic stress accumulation.

Environmental determinants have become increasingly prominent, particularly following the rapid shift to online and hybrid learning. Technostress – the stress resulting from the need to adapt to new digital tools and technologies – has significantly contributed to the workload of pedagogical staff. Problematic mobile phone use and digital distractions further exacerbate burnout by increasing mental fatigue and impairing sleep quality, creating a cycle of exhaustion that is difficult to break. The loss of authentic social interaction within the professional community during periods of remote work has also removed a vital buffer against stress, leading to a decline in well-being.

Under the conditions of war, the determinants of burnout expand to include extreme environmental factors such as displacement, migration status, and sustained war-related stress. Research among academic staff in conflict zones shows that institutional relocation can actually be associated with lower burnout, as it may provide a renewed sense of purpose or a safer working environment. However, for many, the cumulative impact of power outages, communication disruptions, and the constant threat of violence triggers a stress carousel that depletes personal resources and intensifies burnout symptoms over time. This suggests that the environment of uncertainty created by war significantly lowers the psychological resilience and subjective well-being of the pedagogical staff.

Interpersonal determinants, specifically the quality of the leader-follower relationship and the organizational climate, are fundamental in the development of the syndrome. Staff who feel unsupported by their leadership or who work in a climate of workplace conflict and discrimination are at a much higher risk of burnout. Conversely, a supportive organizational culture that values teaching and fosters a community of practice can sustain motivation and professional fulfillment. Social support from colleagues and peers has been found to

significantly moderate the association between work stress and burnout, acting as a crucial resource for navigating difficult circumstances.

Finally, the conflict between professional and domestic life – work-family conflict – serves as a significant predictor of burnout. When the demands of the teaching process spill over into personal hours, the loss of personal resources is accelerated, and emotional exhaustion is intensified. The pressure to maintain a high level of academic productivity, often referred to as the pressure to publish or perish, further strains the balance between work and life, contributing to the overall development of the burnout syndrome.

8.3. Features of assistance in case of professional burnout

Assistance for professional burnout among scientific and pedagogical staff must be multifaceted, addressing the psychological, social, and structural dimensions of the syndrome. Effective assistance is characterized by its ability to provide both immediate relief and long-term recovery strategies (Table 19). One of the most common features of assistance is the provision of social support, which serves as a crucial resource for coping with burnout by providing emotional, informational, and material assistance. Perceived social support negatively correlates with burnout, functioning as a protective buffer that improves resilience and helps staff manage work-related stress more effectively.

Institutional assistance programs often focus on training and professional development as a means of mitigating exhaustion. Early training – implemented before staff begin their full roles – equips

Table 19. Functional structure of psychological and educational support in the academic environment

TYPE OF ASSISTANCE	TARGET DIMENSION	MECHANISM OF ACTION
PSYCHOLOGICAL COUNSELING	<i>Emotional Exhaustion</i>	<i>Cognitive restructuring and venting</i>
PEER SUPPORT GROUPS	<i>Depersonalization</i>	<i>Fostering empathy and validation</i>
WORKLOAD OPTIMIZATION	<i>Personal Accomplishment</i>	<i>Reducing pressure on efficacy</i>
DIGITAL WELLNESS PROGRAMS	<i>Cognitive Fatigue</i>	<i>Restoring attention and sleep quality</i>

them with coping mechanisms for the initial challenges of the academic environment. Furthermore, activities that connect staff with new colleagues and foster a supportive work culture have been found to be highly effective. Research indicates that targeted, institutional interventions prioritized by leaders are essential for long-term reduction of burnout, as they address the systemic roots of the syndrome rather than just the individual symptoms.

Psychological therapies represent a significant feature of specialized assistance. rational emotive behavior therapy has demonstrated significant positive effects on reducing work-related stress and burnout among lecturers. Similarly, mindfulness-based interventions, sometimes combined with yoga or cognitive-behavioral therapy, have shown high potential for improving psychological outcomes. these therapies help the professional reevaluate major work demands and encourage the utilization of their character strengths, which yields beneficial outcomes for personal growth and emotional balance.

Assistance features also include the use of digital solutions, such as mindfulness mobile applications. These tools have been shown to increase mindfulness scores and significantly lower perceived stress levels over time. Furthermore, interventions that address physical health – such as the use of sunrise alarm clocks and bedtime abstinence from electronics – have been found to improve sleep quality and duration, which are vital components of the recovery process. By addressing the psychosomatic symptoms of burnout, such as insomnia and cognitive impairment, these interventions help restore the professional's capacity for daily tasks.

Under the conditions of war, the features of assistance must be adapted to address the unique needs of displaced and migrant staff. Acculturation training is recommended for displaced faculty to help them adapt to new environments and mitigate the stress associated with migration. For staff who have migrated externally, assistance should focus on social protection and team relations, while for those who have migrated internally, the focus should be on rebuilding professional activities and managing the sense of danger. The rapid deployment of psychosocial resources is essential to help staff adapt to

relocated conditions and reestablish professional networks in new locations.

Leadership competence is another vital feature of assistance, particularly through the use of strategic tools like the Management House method. This method helps scientific leaders strategically and operationally manage the challenges of their roles, thereby unlocking relief potential for their staff. By fostering a culture of psychological safety and preventing workplace discrimination, leaders can create an environment in which staff feel valued and respected. This supportive environment is a primary mediator in reducing burnout, as it helps alleviate the associations between systemic stressors and negative mental health outcomes.

Furthermore, assistance must address the loss of professional identity that often accompanies burnout. Programs that encourage a strong sense of educator identity and high job satisfaction serve as protective buffers, decreasing the likelihood of turnover intentions. Peer support groups and communities of practice are key in sustaining motivation and professional fulfillment, as they allow staff to share their experiences and find collective meaning in their work. By focusing on the utilization of character strengths, assistance programs help staff regain their sense of efficacy and commitment to the educational mission.

Finally, systematic monitoring of burnout levels is a necessary feature of an effective assistance system. By identifying the different profiles of burnout – such as the moderate emotional exhaustion profile or the depersonalization-dominant profile – institutions can provide personalized interventions tailored to the specific needs of the individual. This proactive approach ensures that assistance is provided before the professional reaches a state of total breakdown, thereby safeguarding both the well-being of the staff and the quality of the educational service provided.

8.4. Ways to prevent professional burnout

The prevention of professional burnout among scientific and pedagogical staff requires a comprehensive approach that integrates individual resilience with organizational reform. Prevention is fundamen-

tally more effective than treatment, as only a small percentage of staff fully recover from the syndrome once it has significantly progressed (Figure 21). At the organizational level, the most effective prevention strategy is academic reorganization and optimization. This involves reevaluating the curriculum to ensure a balanced schedule, reducing the volume of study and administrative tasks, and optimizing the quality of course materials to minimize the pressure on both staff and students.

CURRICULUM OPTIMIZATION	EQUITABLE DISTRIBUTION	DIGITAL WELLNESS	LEADERSHIP TRAINING
INSTITUTIONAL LEVEL <i>Reduced work volume and better pacing</i>	ADMINISTRATIVE LEVEL <i>Prevention of emotional exhaustion</i>	FACULTY/UNIT LEVEL <i>Mitigation of technostress and fatigue</i>	MANAGEMENT LEVEL <i>Enhanced psychological safety</i>

Figure 21. Strategies for preventing professional burnout among teachers

Workload management is a primary prevention tool. Institutions must prioritize equitable workload distribution and ensure that staff have sufficient protected time for their educational and research responsibilities. By eliminating low-value work and restructuring teams for greater efficiency, academic organizations can reduce the persistent exposure to chronic stress that leads to burnout. Furthermore, providing on-campus counseling and creating smaller learning communities can foster the social support and group cohesion that are essential for long-term well-being.

Individual prevention strategies focus on the development of personal resources and healthy lifestyle behaviors (Figure 22). Detachment and recreation are highly valued strategies, involving outdoor activities, hobbies, and regular breaks to allow for the regeneration of emotional energy. Maintaining a healthy lifestyle – including optimal sleep, a balanced diet, and regular physical activity – is vital for resisting the negative effects of stress factors. Furthermore, proactive academic actions, such as setting realistic goals and practicing time management, help staff take control of their professional lives and reduce the feeling of powerlessness.

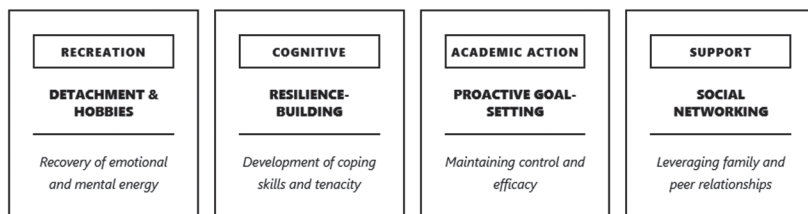


Figure 22. Individual strategies for self-preservation and burnout prevention among teachers

Building resilience is another core path for prevention. Resilience is defined as the ability to withstand or recover from life's adversities, maintaining or bouncing back to normal functionalities after experiencing significant stress. Resilient traits – such as problem-solving skills, social competence, and a positive outlook on the future – act as preventive factors in maintaining mental health. Resilience-building programs, which can be implemented through online technologies, have demonstrated the potential to significantly improve academic resilience traits and lower distress levels among students and staff alike.

The role of professional identity and job satisfaction in burnout prevention is fundamental. A strong educator identity serves as a protective buffer, as staff who find meaning in their work and feel a strong connection to their professional role are more likely to persevere in the face of challenges. Institutions can foster this identity by providing clear career pathways, funding for faculty development, and a culture that values teaching excellence. When staff perceive their work as a spiritual journey or an opportunity to contribute significantly to society, they are better equipped to cultivate workplace mindfulness and make ethical decisions under pressure.

Under the conditions of war, prevention strategies must include institutional contingency planning. Establishing digital continuity protocols and temporary teaching spaces can help mitigate the burnout caused by sudden disruptions to the educational process. Institutions should also focus on creating a supportive work environment in which mental illness is not stigmatized and where staff have access to psycho-educational seminars on burnout symptoms and available solutions. Systematic monitoring of burnout levels and the integration of resilience programs into higher education legislation are recommend-

ed to ensure that prevention is a permanent part of the institutional structure.

Proactive personality traits also act as a shield in the prevention process. Staff who are naturally more proactive and who have high job satisfaction are less likely to leave the profession, even when faced with high demands. For these individuals, high job satisfaction has an even stronger effect in preventing attrition. Therefore, hiring staff based on their competency and ability to handle stress – and then supporting them with robust wellness programs – is a better strategy than attempting to mitigate burnout later through counseling alone.

Finally, the prevention of burnout among pedagogical staff must address the ethical dimensions of the profession. By fostering a climate of trust and fairness and by allowing for professional autonomy, institutions can prevent the moral injury that often leads to deep professional disillusionment. When staff feel supported by their leadership and have a high sense of work meaningfulness, they are more engaged and have lower levels of burnout. This suggests that a holistic approach to prevention – one that combines systemic support with individual growth – is the most effective way to ensure the professional longevity of scientific and pedagogical staff.

The synthesis of these strategies demonstrates that the prevention of burnout is a shared responsibility between the individual and the organization. By prioritizing the health and well-being of the staff, academic institutions not only improve the quality of instruction and research but also ensure their own sustainability in an increasingly demanding professional environment.

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APPENDICES

Appendix A Questions for self-assessment

Theme 1. Professional activity and the personality of scientific and pedagogical staff

1. Within the context of institutional leadership and organizational health, which mechanism is identified as vital for creating a cohesive school community characterized by integrity?

- A. Technical expertise and didactic proficiency
- B. Empathic leadership and empathy
- C. Strict adherence to administrative hierarchy
- D. Implementation of automated surveillance tools

2. In the Ukrainian educational landscape, what is currently considered a matter of national security that places educators in a position of significant ideological responsibility?

- A. The transition to fully digital learning platforms
- B. The protection and promotion of the state language
- C. The integration of international research databases
- D. The reduction of administrative personnel

3. Which «cause» in the pedagogical interaction methodology refers to the previous knowledge and experiences students bring to a subject?

- A. Final cause
- B. Efficient cause
- C. Material cause
- D. Formal cause

4. According to the structural components of pedagogical proficiency, which elements constitute «Pedagogical Technique»? (Select all that apply)

- A. Speech culture
- B. Subject expertise
- C. Self-regulation
- D. Proficiency of professional behavior

5. Which strategies are identified as essential for fostering a student-centered model of learning? (Select all that apply)

- A. Dialogic feedback
- B. Socio-constructivist alignment
- C. Standardized rote memorization
- D. Scaffolding for analytical thinking

6. Match the AI Technique with its corresponding pedagogical application or benefit as outlined in the lecture:

AI Technique

- 1. Machine Learning
- 2. Natural Language Processing
- 3. Knowledge Graphs
- 4. Generative AI

Application/Benefit

- A. Personalized learning paths and content tailoring
- B. Automated formative and high-quality feedback
- C. Dropout and retention prediction
- D. Sentiment analysis of learner engagement

7. True or False: Modern research suggests that academic misconduct should be primarily viewed as a moral character failing rather than a literacy issue.

8. True or False: «Pedagogical proficiency» is a static achievement reached at the end of professional training.

9. True or False: Humanistic orientation is considered the moral and ethical foundation of pedagogical proficiency.

10. Define the concept of «Person-Statesman» within the context of the Ukrainian educator's role during the war.

11. Explain how «Incremental Science Frameworks» contribute to the social significance of the pedagogical profession.

12. Describe the «Leadership and Innovation» level of proficiency regarding academic integrity.

13. Scenario: A teacher notices students are using Generative AI to bypass essay writing. Based on the lecture, what strategy should the teacher adopt?

14. What are the four primary components of the structure of pedagogical proficiency traditionally highlighted in Ukrainian scientific discourse?

15. Analyze the role of «Empathy» in the structure of professional behavior. Why is it considered a retention strategy?

Theme 2.

Pedagogical technique as a component of the proficiency of scientific and pedagogical staff

1. Within the functional approach to pedagogical proficiency, what is the primary role of «pedagogical thinking»?

A. To memorize specialized research expertise and instructional tools.

B. To facilitate qualified reasoning, decision-making, and the resolution of professional tasks.

C. To ensure strict adherence to administrative formatting and attendance tracking.

D. To replace the need for deep knowledge of psychology and subject matter.

2. Which element of «external technique» is specifically identified as increasing the persuasiveness and impact of a teacher's influence?

- A. Spatial organization and classroom layout.
- B. Proficiency of speech intonation, rhythm, and clarity.
- C. The use of digital platforms for assignment management.
- D. Systematic evaluation of one's own practice.

3. From a psychological perspective, a low level of self-regulation in educators acts as a risk factor because it leads to:

- A. An increased reliance on problem-focused coping strategies.
- B. A higher perception of stress factors and the use of emotion-focused strategies.
- C. More efficient time management and resource allocation.
- D. Greater resilience and positive emotionality in the workplace.

4. Which of the following are classified as «Internal Components» of pedagogical technique?

- A. Pedagogical Tact.
- B. Facial Expressions and Gestures.
- C. Emotional Regulation.
- D. Perceptive Abilities.
- E. Management of classroom space.

5. What are the core principles of trauma-informed pedagogy intended to support student mental health during the war?

- A. Safety and Trustworthiness.
- B. Institutional Betrayal.
- C. Empowerment and Choice.
- D. Collaboration and Mutuality.
- E. Platform Bureaucratization.

6. Match the core pedagogical function with its specific impact on educational quality:

Function

- 1. Didactic Function
- 2. Communicative Function

3. Diagnostic Function

4. Reflective Function

Impact on Quality

A. Fosters trust, motivation, and a supportive social environment.

B. Enhances student engagement and content proficiency.

C. Drives continuous professional growth and self-improvement.

D. Allows for the individualization of instruction and targeted support.

7. *Match the internal technique with its associated psychological skill or outcome:*

Technique

1. Emotional Regulation

2. Pedagogical Creativity

3. Pedagogical Tact

Associated Skill/Outcome

A. Capacity for professional resourcefulness and innovation.

B. Ethical boundary-setting and humanization of relationships.

C. Protection against burnout and promotion of stability.

8. *True or False: Pedagogical proficiency is a static professional state achieved solely through the acquisition of deep theoretical knowledge.*

9. *True or False: The «thin-slicing technique» allows pedagogical staff to recognize group behaviors based on brief intervals of interaction.*

10. *True or False: Curriculum literacy requires teachers to interpret and adapt objectives rather than simply following pre-designed plans.*

11. *True or False: In the cybernetic control model of self-regulation, teachers monitor the discrepancy between their current state and a desired goal.*

12. *Platform Bureaucratization: Explain how standardized management pathways can shift a teacher's attention away from content proficiency.*

13. Pedagogical Tact: Define this concept and explain why it is considered a «measure of appropriateness» in instructional influence.

14. Purposefulness: Describe how a teacher's sense of purpose influences their reactivity to daily stressors and emotional experiences.

15. Case Study: A student affected by the war exhibits «unresponsiveness» in class. Using the principles of trauma-informed pedagogy, describe two specific strategies a teacher should implement to support this student's academic resilience.

Theme 3.

Professional-pedagogical communication in higher education institutions: theoretical foundations and empirical implementations

1. Conceptual Evolution In the context of modern pedagogical interaction, the shift from a «transmission model» to an «intersubjective relationship» primarily implies which of the following?

A. A complete abandonment of teacher-led instruction in favor of student-only discovery.

B. A transition toward a non-hierarchical, dialogic process where learning emerges from shared educational contexts.

C. The prioritization of technological mediation over face-to-face interaction.

D. A focus on standardized curriculum-making as an individual cognitive practice.

2. Determinants of Efficacy Which of the following factors are identified as critical determinants of communication efficacy within the institutional and psychological dimensions? (Select all that apply)

A. Metacognitive skills and cognitive autonomy.

B. Institutional stability and accessibility of technology.

C. The physical stature and non-verbal dominance of the instructor.

D. The teacher's capacity to create activities that stimulate student interest.

3. *Concepts and Manifestations Match the pedagogical concept with its empirical manifestation as described in the lecture.*

Concepts:

1. Circular Pedagogy;
2. Flipped Classroom;
3. Relational Dimension;
4. Bonsai-ing.

Manifestations:

A. Students engage with content before synchronous sessions to allow for interactive class time.

B. Teachers, students, and researchers interchange roles to facilitate inclusive learning.

C. Teacher-teacher relationships facilitating curriculum development.

D. Strategies used to limit the impact of gendered organizational change.

4. *True/False: Relational Bonds Students who perceive a high level of «pedagogical care» from their instructors report better cognitive learning outcomes, but their affective learning remains unaffected.*

A. True

B. False

5. *The Hierarchy of Skills A university is transitioning to a hybrid learning model. Based on the «Hierarchy of Pedagogical Communication Skills,» what specific category of behaviors must faculty master before they can successfully implement «activating teaching» or «differentiation»?*

6. *Multiple-Choice: Organizational Power The «Queen Bee» phenomenon in higher education refers to:*

A. Female students dominating enrollment numbers in modern universities.

B. Female leaders distancing themselves from junior women in neoliberal contexts.

C. The inherent superiority of women in Social Sciences and Humanities (SSH).

D. A successful mentorship program for women in STEM fields.

7. Multiple-Response: Implementation of Universal Design To implement Universal Design for Learning (UDL), which tools or strategies should a teacher utilize to accommodate diverse needs? (Select all that apply)

A. Video-based instruction with captions.

B. Standardized text-heavy lectures to ensure academic rigor.

C. Alternative access methods (e.g., eye-trackers or head controls).

D. Open Educational Resources (OER).

8. Multiple-Choice: Resilience and War During times of war and institutional relocation, what is cited as the primary driver of resilience for Ukrainian higher education institutions?

A. A return to traditional unidirectional transmission models.

B. Digital transformation, including LMS and AI chatbots.

C. Reduction of staff to minimize financial risks.

D. The elimination of language-specific instructional content.

9. Multiple-Choice: Mobbing vs. Bullying How does «mobbing» differ from «bullying» according to the provided theoretical foundations?

A. Mobbing is accidental, while bullying is intentional.

B. Mobbing involves a group of perpetrators and acts as «psychological terror» within an organization.

C. Bullying only occurs online, while mobbing only occurs in person.

D. Mobbing is a less severe form of social stressor than bullying.

10. True/False: Impact of Class Size Research suggests that as class size increases, teachers often become more intentional in using verbal and non-verbal immediacy behaviors.

A. True

B. False

11. *Short Answer: Conflict Theory According to the General Aggression Model (GAM), how do «situational triggers» under the conditions of war affect the internal communication environment of an educational institution?*

12. *Multiple-Choice: Barrier Categorization What is a primary «extrinsic» (external) barrier faculty face when attempting to adopt Open Educational Resources (OER)?*

- A. A personal lack of motivation.
- B. Cognitive biases against digital tools.
- C. Complex copyright laws and logistical challenges.
- D. A fear of ambiguity in student responses.

13. *Multiple-Response: Anti-Bullying Efficacy Which teacher behaviors or attitudes are positively associated with effective intervention in bullying incidents? (Select all that apply)*

- A. Demonstrating explicit disapproval of bullying behavior.
- B. Assuming a position of neutrality to avoid power dynamics.
- C. Involving peer bystanders in the resolution process.
- D. Supporting the victim directly.

14. *Multiple-Choice: Specialized Communication In simulation-based education (e.g., patient simulators), what primarily mediates the interaction between the trainee and the educational content?*

- A. The master-slave power dynamic.
- B. The technological capabilities of the high-fidelity simulator.
- C. The physical movement of the teacher around the room.
- D. The use of personal anecdotes by the instructor.

15. *Multiple-Choice: Feedback Processes Recent pedagogic thinking suggests moving away from the «tutor feedback transmission model» toward which strategy?*

- A. Automated grades without comments.
- B. Dialogic feedback and reciprocal peer review.
- C. Unilateral critical analysis by the supervisor.
- D. Elimination of feedback to reduce student stress.

Theme 4.

Professional adaptation of a scientific and pedagogical staff

1. Within the framework of physiological adaptation, what is the primary objective for an academic professional?

A. Proficiency of complex methodological techniques for classroom engagement.

B. Reconfiguration of daily routines and work-rest cycles to meet new modes of work.

C. Harmonization of individual professional identity with institutional values.

D. Development of digital literacy skills to mitigate the risks of algorithmic bias.

2. According to the career construction adaptation model, what psychological state typically characterizes the «Career Initiation» stage?

A. A sense of agency and systematic influence on departmental policy.

B. Reflective inquiry and the development of a practical sense.

C. Anxiety, role ambiguity, and a primary focus on survival.

D. Negotiation of dual identities and institutional norms.

3. In the context of technological adaptation, what role must educators increasingly adopt according to recent shifts in higher education?

A. Passive consumers of institutional software.

B. Co-designers and content creators of adaptive learning programs.

C. Traditional lecturers who delegate digital tasks to administrative staff.

D. Researchers focused exclusively on non-digital pedagogical methods.

4. Which of the following are identified as primary sources of «Self-Efficacy» that nurture a teacher's professional adaptation?

A. Proficiency experiences through successful past teaching.

B. Vicarious experiences gained by observing colleagues.

C. Verbal persuasion involving feedback and encouragement from leadership.

D. Increased administrative workloads and high academic pressure.

5. *Which pedagogical conditions are essential for facilitating the «Embodied Identity» of a young teacher?*

A. Learning to interpret non-verbal cues in the classroom environment.

B. Maintaining reciprocal visual contact with students.

C. Adherence to rigid, non-adaptive curricula to ensure consistency.

D. Cultivating a «practical sense» or «gut feeling» for classroom dynamics.

6. *Match the following Adaptation Types with their corresponding Success Indicators:*

Adaptation Type

1. Social-Psychological

2. Professional

3. Identity-Based

4. Technological

Success Indicator

a. Efficiency in choosing methodological techniques

b. Sense of belonging and positive self-perception

c. Alignment of personal values with academic roles

d. Ability to integrate emerging technologies into teaching

7. *Professional adaptation is a strictly linear process where an individual moves through stages unaffected by environmental shifts.*

8. *Under the conditions of war, the social-psychological dimension of adaptation becomes paramount as the educator functions as a mediator of meaning.*

9. *«Effort expectancy» refers to the perceived ease of use regarding the adoption of artificial intelligence tools in teaching.*

10. Briefly explain the «Pracademic Transition» and identify one specific challenge these individuals face when entering the university setting.

11. Define the role of «Supportive Leadership» within the context of the Job Demands-Resources model.

12. How does «Role Inversion» specifically impact the psychological state of a young teacher during the initiation phase?

13. What is the significance of «Reflective Communities» in aligning a teacher's personal values with their professional role?

14. Explain why the socio-ecological higher education ecosystem renders professional adaptation a «bidirectional» process.

15. Based on Control-Value Theory, how can training programs be designed to improve staff adaptation effectiveness?

Theme 5.

Professional positions of scientific and pedagogical staff in the process of interaction with students

1. Which shift best characterizes the transition from the «Information Provider» model to the «Manager of Learning» model?

- A. A move from formative feedback to static assessment.
- B. A transition from content delivery to the orchestration of learning environments.
- C. An evolution from individualized support to one-to-many interaction.
- D. A prioritization of research output over pedagogical excellence.

2. In the context of the Ukrainian educational crisis, what is the primary function of «multi-synchronous» learning?

- A. To replace all real-time interactions with automated AI chatbots.

B. To ensure academic progress is the sole metric of institutional success.

C. To adapt to technical disruptions like power outages by combining live and recorded content.

D. To eliminate the need for Learning Management Systems (LMS) like Moodle.

3. What is the «Professional Vision» mechanism in AI-enhanced pedagogy?

A. The ability of AI to replace the teacher's ethical decision-making.

B. A system for automating the grading of standardized tests.

C. The use of pattern recognition to enhance the teacher's noticing of student needs.

D. The development of virtual reality environments for history lectures.

4. According to the lecture materials, which factors are considered foundational to «Relational Pedagogy»? (Select all that apply)

A. Establishing an atmosphere of belonging and mutual respect.

B. Prioritizing subject matter expertise over social interaction.

C. Viewing the teacher-student relationship as a dynamic process.

D. Treating social aspects as a secondary addition to academic practice.

5. Digital transformation in relocated universities during wartime serves which of the following institutional goals? (Select all that apply)

A. Maintaining institutional integrity despite physical displacement.

B. Preserving national scientific potential.

C. Enforcing static point-in-time testing.

D. Providing a sense of routine and national resilience.

6. Match the following Digital Tools with their specific Resilience Contribution as identified in the text:

Tool

Cloud Solutions

2. Video Conferencing

3. AI Chatbots

4. LMS (Moodle)

Contribution

A. Maintains Social Connection

B. Prevents Loss of Academic Assets

C. Ensures Curriculum Stability

D. Provides Instant Guidance

7. In the «Managers-of-Learning» approach, the teacher acts as a simple transmitter of information.

8. AI literacy for educators includes the ability to critically evaluate AI-generated content for accuracy.

9. Soft skills like problem-solving are considered secondary to academic theory in modern job advancement.

10. Define «Care-based Pedagogy» within the context of wartime education and explain why it is considered a «foundational» rather than «secondary» task.

11. How does the «Coach» role differ from a traditional «Authority Figure» when utilizing real-life problem scenarios in the classroom?

12. Briefly explain the «Unbundling» of teaching and research as described in the text.

13. Describe the role of the «Diia» platform in the Ukrainian educational innovation system.

14. What are the potential risks of «AI Anxiety» among pedagogical staff, and how should professional development address it?

15. *What are the three primary components of the «Functional Model of the Teacher-Facilitator;» and how do they impact student outcomes?*

Theme 6.

Soft/hard skills of scientific and pedagogical staff

1. *In the context of dispositional characteristics, how does the «pragmatic perspective» redefine the concept of a teacher's professional identity during a «gap» in habitual action?*

A. As a static set of technical competencies that must be strictly enforced.

B. As a meaning-making process where the teacher develops a more nuanced repertoire for functional coordination.

C. As a reductive model of technical competency dominated by standardized accountability.

D. As an unconscious projection of unresolved issues resulting in an unethical use of power.

2. *Which category of soft skills is identified as having the strongest connection to a student's institutional loyalty and academic success due to its alignment with professional workforce goals?*

A. Personal skills (resilience and self-awareness).

B. Social skills (multicultural adaptability).

C. Methodological skills (analytical thinking and decision-making).

D. Digital skills (virtual collaboration).

3. *Why is Virtual Reality (VR) considered a «revolutionary tool» for the development of soft skills compared to traditional e-learning?*

A. It provides a cheaper, more scalable alternative for large lecture groups.

B. It focuses primarily on the acquisition of facts and historical data.

C. It allows for a 400% improvement in learning speed and significantly higher emotional connection.

D. It eliminates the need for reflective training and emotional self-regulation.

4. According to the provided material, what are the primary risks associated with the over-idealization of the teacher-student relationship? (Select all that apply)

- A. Development of dynamics of dependence.
- B. Enhancement of student retention and motivation.
- C. Unconscious projection of unresolved personal issues.
- D. Potential for emotional burnout of the pedagogical staff.

5. Which pedagogical practices are essential for a teacher acting specifically in the role of a «Facilitator» to foster critical thinking? (Select all that apply)

- A. Utilizing «wondering» and continuous questioning.
- B. Prioritizing «telling» and rote memorization to ensure curriculum coverage.
- C. Explaining the «meta-communication» or the how of engaging in critical dialogue.
- D. Establishing a framework for student-led inquiry rather than acting as a primary knowledge source.

6. Match the following soft skill categories with their respective professional/well-being implications:

Category

- 1. Interpersonal Skills
- 2. Thinking Skills
- 3. Personal Attributes
- 4. Digital/Methodological

Implication

- A. Supports effective decision-making and innovative solutions.
- B. Improves professional relationships and stakeholder satisfaction.
- C. Ensures relevance in technologically driven environments.
- D. Facilitates career growth and emotional stability under stress.

7. Professional self-actualization for teachers is best measured by comparing early-career teachers against the performance standards of seasoned professionals.

8. Methodological skills, such as decision-making, are classified as «Hard Skills» because they involve technical tasks.

9. Volunteering serves as a tool for SDG 4 (Quality Education) by providing non-formal community tutoring, especially during emergencies.

10. Describe how the «Flipped Learning» model contributes to the fulfillment of basic psychological needs as defined by Self-Determination Theory.

11. How does the text differentiate the «Technocratic» view of teacher professionalism from the «Relational/Moral» view?

12. Identify two specific Sustainable Development Goals (SDGs) supported by «Environmental Volunteering» and provide examples of activities for each.

13. Why is «Feedback Literacy» critical for pedagogical staff when implementing project-based learning?

14. Explain the role of «Adaptive Expertise» in the context of teaching under the conditions of war.

15. What are the three primary components of the «Functional Model of the Teacher-Facilitator,» and how do they impact student outcomes?

Theme 7.

Self-management as a technology for the professional self-development of scientific and pedagogical staff

1. How does a «Proficiency Orientation» specifically impact the professional growth of pedagogical staff?

A. It prioritizes the demonstration of competence to external stakeholders to secure institutional validation.

B. It fosters an intrinsic desire to acquire new skills and promotes self-regulatory processes for deep learning.

C. It focuses on achieving short-term productivity milestones through rigid administrative goal-setting.

D. It minimizes the investment of effort in knowledge acquisition to prioritize immediate research output.

2. Under what specific conditions does the text suggest that «Open Goals» are more psychologically adaptive than the SMART framework?

A. When meeting strict institutional deadlines and high-stakes research milestones.

B. During the final stages of a long-term, well-established professional trajectory.

C. When individuals are exploring unfamiliar territories or creative tasks like new pedagogical methods.

D. When pedagogical staff are under high pressure to meet objectively defined standards.

3. In the context of self-management, what is the primary function of «Meta-regulation»?

A. To replace autonomous motivation with controlled, external institutional mandates.

B. To provide a static, one-time assessment of professional competencies at the start of a career.

C. To seek optimal contexts for objectives and ensure goals align with one's career stage and available resources.

D. To prevent goal disengagement, even when a target becomes unachievable or irrelevant.

4. According to the text, which of the following are recognized phases in the development of an «Individual Educational Trajectory»? (Select all that apply)

- A. Diagnostics of current professional competencies.
- B. External validation by administrative oversight committees.
- C. Programming of a differentiated educational curriculum.
- D. Reflexive assessment and adjustment of the trajectory.
- E. Immediate abandonment of goals upon the first sign of failure.

5. Identify the interactive social tools described as essential for remodeling professional practice: (Select all that apply)

- A. Mentoring
- B. Personal Development Plans (PDP)
- C. Professional Learning Communities (PLCs)
- D. Digital Repositories
- E. Tutoring

6. Match the following self-management tools/concepts with their primary utility or description as defined in the text.

Concept

- 1. Personal Development Plan (PDP)
- 2. Org-EIQ Methodology
- 3. Reflection Exercises
- 4. Skill Inventory

Primary Utility / Description

- A. Assessment of team interaction and inclusive competence.
- B. Building self-awareness and leadership frameworks.
- C. Living document for career planning and accountability.
- D. Identification of gaps in pedagogical and research skills.

7. Match the Goal Orientation with its associated theoretical basis or impact.

Orientation

1. Learning Orientation
2. Performance Orientation
3. Proficiency Orientation
4. Specific Goals

Theoretical Basis / Impact

- A. Specific goals leading to higher effort/persistence.
- B. Deep skill proficiency and self-regulation.
- C. External competence demonstration.
- D. Knowledge acquisition and departmental performance.

8. *True/False: Autonomous motivation is linked to «inaction crises» when an individual must disengage from an unachievable goal.*

9. *True/False: Under the conditions of war in Ukraine, messengers (e.g., Viber, Telegram) are sufficient for all complex pedagogical tasks.*

10. *True/False: Emotional exhaustion is a static trait that remains consistent across all pedagogical staff regardless of team climate.*

11. *Explain the «vector-based approach» to scientific and methodological support and how it differs from traditional models.*

12. *Based on the material, why is «Self-Awareness» considered a critical component of the academic leadership toolset?*

13. *Analyze the role of «Goal Disengagement» as a strategic regulatory response in high-stress environments like martial law.*

14. *Describe the specific technical barriers faced by Ukrainian higher education institutions during the remodeling of professional development in wartime.*

15. *How can institutions foster «Reciprocal Empowerment» to overcome institutional barriers to self-management?*

Theme 8.
Professional burnout of scientific and pedagogical staff
and ways of its prevention

1. Which dimension of burnout is specifically characterized by a «maladaptive coping mechanism» intended to shield the professional from emotional strain, yet results in a loss of empathy?

- A. Emotional Exhaustion
- B. Depersonalization
- C. Reduced Personal Accomplishment
- D. Self-Regulatory Fatigue

2. Professional burnout is effectively a form of acute fatigue that can be remediated through short-term periods of rest and recuperation.

- A. True
- B. False

3. Match the systemic determinant with its specific impact on the professional well-being of academic staff.

Determinant

- 1. Administrative Overload
- 2. High-Stakes Accountability
- 3. Employment Precarity

Impact/Prevalence

- A. Notable for substitute staff
- B. Diverts focus from core teaching/research
- C. Erodes autonomy and professional satisfaction

4. Based on the provided research, which of the following individual or socio-demographic factors influence the manifestation or severity of burnout? (Select all that apply)

- A. Marital status (specifically being married)
- B. Personality traits such as Neuroticism
- C. Length of teaching experience
- D. Geographical relocation during conflict

5. *Under the conditions of war, what psychological mechanism—following the conservation of resources theory – triggers the acceleration of all three burnout dimensions?*

- A. Moral injury
- B. Loss of social support and stability
- C. Technostress
- D. Professional loneliness

6. *Define «moral injury» in the context of pedagogical staff and explain how it differs from general workplace stress.*

7. *What physical or cognitive evidence of burnout can be observed through neuroimaging and endocrine assessment?*

- A. Enhanced neuroplasticity
- B. Altered cognition and endocrine dysfunction
- C. Increased serotonin production
- D. Improved memory consolidation

8. *According to the «Functional structure of psychological and educational support,» which interventions are correctly paired with their target dimension? (Select all that apply)*

- A. Peer Support Groups – Depersonalization
- B. Workload Optimization – Personal Accomplishment
- C. Digital Wellness Programs – Cognitive Fatigue
- D. Psychological Counseling – Professional Loneliness

9. *How does a strong «educator identity» function as a preventative measure against burnout?*

- A. It increases the volume of contact hours an educator can handle.
- B. It acts as a protective buffer by maintaining a sense of meaning.
- C. It eliminates the need for administrative support.
- D. It prevents the occurrence of technostress.

10. *Clinical recovery rates suggest that treatment after the syndrome has significantly progressed is more effective and resource-efficient than early organizational prevention.*

- A. True
- B. False

11. *The «Management House» method is recommended for scientific leaders primarily to:*

- A. Monitor the digital activity of staff.
- B. Strategically manage roles to unlock relief potential for staff.
- C. Increase the pressure to publish in high-impact journals.
- D. Automate the curriculum optimization process.

12. *Matching: Individual Prevention Strategies Match the individual strategy category with its primary focus area.*

Strategy Category

- 1. Recreation
- 2. Academic Action
- 3. Support

Primary Focus

- A. Leveraging family and peer relationships
- B. Recovery of emotional and mental energy
- C. Maintaining control and professional efficacy

13. *Which specific recovery-focused behavior is cited as a way to improve sleep quality – a vital component of recovering from cognitive impairment?*

- A. Increasing mobile phone use for social networking.
- B. Bedtime abstinence from electronics.
- C. Implementing high-stakes performance metrics.
- D. Transitioning entirely to remote work.

14. *Describe burnout as a «dynamic process» rather than a static state. What is the eventual culmination of this process if left unaddressed?*

15. Which organizational prevention strategy is aimed specifically at reducing the «pressure on both staff and students» by reevaluating the curriculum?

- A. Equitable Workload Distribution
- B. Curriculum Optimization
- C. Supportive Leadership Training
- D. Digital Continuity Protocols

Oresta Karpenko

PEDAGOGICAL PROFICIENCY

Textbook

Макетування та верстка

Василь Герман

Дизайн обкладинки

Олег Лазебний

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Друк ПП «ПОСВІТ»

Адреса: вул. І. Мазепи, 7, м. Дрогобич, 82100 Україна

e-mail: posvitdruk@gmail.com