University Academic Staff Professional Development: Didactic Aspect

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Abstract

The key issue in higher education is ensuring quality which is regarded as a means of sustainable and successful development. A multidimensional concept of quality embraces teaching and academic programmes, staffing, students, facilities, equipment and academic environment. The focus of the article is raising the quality level of the university academic staff in the aspect of promotion of the effectiveness of their teaching. The purpose of the research is to develop a collaborative professional development programme for university academic staff and experimentally verify its effectiveness with the focus on their didactic professional competence development. The methods of theoretical analysis and systematization of scientific sources and the method of pedagogical experiment realised through testing, collective interaction and discussions, trainings, consultations and monitoring the work of study group members were applied. The study has proved the appropriateness of the worked out collaborative programme of professional development for university academic staff as it ensures identifying professional development didactic needs and addressing them, increases motivation for professional development, facilitates creation of positive learning environment allowing for collective professional learning, experience sharing, joint decision-making on the teaching process improvement. The research results suggest that collaborative professional development programmes can serve as an effective tool for didactic professional competence development in university academic staff due to the focus on specific didactic needs and favourable productive collaborative learning atmosphere.

Keywords: higher education, quality, university academic staff, professional development, teaching competence, collaborative professional development programme, experimental verification.

1. Introduction

The key issue in higher education is ensuring quality which is regarded as a means of sustainable and successful development. A multifaceted concept of quality in higher education covers teaching and academic programmes, staffing, students, facilities, equipment and academic setting. The World Declaration on Higher Education for the XXI century adopted in 1998 (Article 11) defines quality in higher education as «a multidimensional concept, which should embrace all its functions, and activities: teaching and academic programmes,

research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment» and points out that «certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development» (World Declaration on Higher Education for the Twenty-First Century: Vision and Action, 1998). The existing data show that most of the research on the proficiency in teaching is addressed to those teaching in schools. However, the focus of this article is raising the quality level of the university academic staff in the aspect of promotion of the effectiveness of their teaching as the quality of higher education of young people, as well as their readiness to live in the globalized information and technological society largely depends on the level of didactic professional competence of the university academic staff. The didactic professional development of university academic staff is worth special consideration and its scientific study helps to decide on perspective models and forms of teaching in higher education, facilitates raising the level of didactic professional competence of the academic staff and encourages modernization of the academic staff professional development at universities.

The issues of professional development of university academic staff are considered at different levels. In our case, in Ukraine, they are regulated at various levels, in particular at the state level and at the college or university level. At the state level, the Cabinet of Ministers of Ukraine adopted a resolution defining the key requirements for professional development of lecturers of higher education institutions of all forms of ownership and management (procedure, types, forms, duration, frequency, conditions of professional development, payment mechanism, conditions and procedure for recognition of results of professional development (Cabinet of Ministers, 2019).

On the basis of the normative documents – Law on Education, Law on Higher Education, Law on Scientific and Scientific-Technical Activity, Resolution of the Cabinet of Ministers of Ukraine «On the Procedure for Professional Development of Academic Staff» – higher education institutions develop their own regulations on professional development of their academic staff (Law of Ukraine «On Education», 2017). The regulations on professional development of pedagogical and scientific-pedagogical workers at the university level usually define the purpose, procedure, forms,

types, scope, frequency, conditions of professional development of the university academic staff.

The types of professional development are subdivided into basic (taking part in the programmes of professional development and internship) and additional (participation in academic mobility programmes, research internship, self-education, obtaining a scientific degree as well as participation in seminars, workshops, trainings, webinars, master classes, etc.). The forms of professional development comprise institutional (full-time, distance, network) and dual (in the workplace) ones. However, the importance of the issues of education quality which to a great extent depend on the didactic professional competence level of academic staff highlights the importance of further research on effective professional development forms and types.

The study of scientific and pedagogical sources and normative materials shows that in the global and European educational environment the issues of professional development of teachers of different educational levels are given considerable attention. Most scholars argue that today professional development serves primarily the improvement of the quality of education and emphasize a direct link between the level of teachers' qualification and students' achievements in learning (Darling-Hammond et al., 2005; Ingvarson et al., 2005; Yoon et al., 2007; Desimone, 2009; Creemers et al., 2013; Bicaj et al., 2014; Whitworth et al., 2015; Parkash et al., 2017).

Scholarly studies analyse theoretical approaches to the organization of professional development programmes (Knapp, 2003; Ingvarson et al., 2005), examine the issues of planning such programmes and their priorities (Guskey, 2014), study the assessment of academic achievements of students and teachers' professional competence (Armeiska, 2019), focus on the most relevant for professional development aspects, in particular analyse the skills allowing for ICT use for educational purposes, effective teaching and learning models, deepening knowledge of the subject taught (OECD, 2009).

The study of research on teachers' professional development indicates the multifaceted nature of the problem, covering the variety of approaches to professional development, the state of provision and participation in various forms of professional development, planning and conditions providing for the effectiveness of professional development, issues of knowledge of teaching and learning theories, competence in the subject taught, in the use of relevant teaching

methods and the context in which training takes place (Borko, 2004; Darling-Hammond et al., 2005; Desimone, 2009; OECD, 2009; Creemers et al., 2013; Guskey, 2014).

Researchers have proved that participation in professional development programmes influences changes in teachers' thinking and perception of their professional activity (teaching, research, pedagogical cooperation) and facilitates creation of a positive learning environment which allows for open, collegial but critical discussion and the generation of learning activities (Lunenberg et al., 2017; Bergmark, 2020).

The European Union documents support the idea that to be fully effective in teaching, and capable of adjusting to the evolving needs of learners in the world of rapid social, cultural, economic and technological shifts, teachers themselves need to reflect on their own learning requirements in the context of their particular school environment, and to take greater responsibility for their own lifelong learning as a means of updating and developing their own knowledge and skills (Council Resolution 2007/C 300/07 of 15.11.07; European Commission, 2013).

The European Union considers high-level teaching to be a key prerequisite for high-quality education and training, setting out the task of improving the quality of teaching, developing the professional competence of teachers and their professional collaboration (Council Resolution 2007/C 300/07 of 15.11.07; Creemers et al., 2013; European Commission, 2013).

However, our study shows that most of the research on effective teaching concerns those who are engaged in school teaching and much less attention is given to didactic competence of university academic staff. These studies are less systematic and numerous. The scholars investigate transformation of postgraduate education (Tatarynov, 2020), mechanisms and forms of advanced training of the academic staff and future teachers (Moroz, 2014). They get engaged in research projects and surveys on the development of educational and professional skills and competences (Armeiska, 2019; Kostikova et al., 2019), examine the aspects of self-directed and self-educated professional growth, explore foreign experience of professional development and in-service training, scrutinize academic staff in-service training in sector-specific universities (Zhabenko, 2018).

The situation in education is changing rapidly. To help students master the complex analytical skills essential in the 21st century teachers need to be adequately prepared which can

be provided through appropriate professional development programmes (Borko, 2004; Shulman et al., 2004). Scholars stress that such programmes have to be an integral systematic component of the professional activity of those in pedagogical profession and have to provide the teaching staff with advanced teaching experience and data, and teachers have to be aware of the impact they are likely to make on the quality indicators of their teaching activity and academic achievements of their students (Garet et al., 2001; Desimone, 2009; Guskey, 2014; Whitworth et al., 2015).

Our study has shown that a lot of researchers point to the importance of collective participation of teachers in various types of in-service training, stressing that professional development is most effective on condition of: collective participation and discussion, participation in pedagogical study groups, participation in long-term and intensive training programmes, professional development programmes being the part of a coherent comprehensive programme of professional development of an educational institution, and insist that the educational programme of an educational institution, standards and professional development programmes have to be interrelated (Supovitz, 2002; Knapp, 2003; Borko, 2004; Stoll et al., 2005; Yoon et al., 2007; Lunenberg et al., 2017).

At the European Union level, it is stated that «effective teacher learning is school-based and collaborative. Collaborative continuous professional development is more effective than individual learning in bringing about positive changes in teachers' practice, attitudes or beliefs, in bringing improvements in pupils' learning, behaviour or attitudes, and in bringing positive changes in teachers' classroom behaviours and attitudes» (GTCE, 2005).

A number of scientific publications emphasize that the collective participation of teachers of the same department is based on common pedagogical objectives, creates conditions for active learning and common understanding of educational tasks, methods, problems and finding ways to solve them and note that the most appropriate methods of professional development are collective review and discussion of pedagogical activities (Stoll et al., 2005; Huijboom et al., 2020).

Besides, the scholars agree that the study of the examples of practical pedagogical activities is the best way to analyse, reflect and improve one's own pedagogical activity and at the same time stimulates interest in researching teaching

practice, insisting that the process of professional development should take place daily (Boyle et al., 2005; Guskey, 2014).

The study of publications has revealed that collective professional development programmes are believed to be rather effective as: they are based on the teamwork, which is the basis for solving problems in the teaching practice; they allow for collective learning, creating the environment that promotes professional development; they enable mutual learning, monitoring and commitment to cooperation (Ingvarson et al., 2005).

The publications on professional development of teachers determine as the key factors that cause changes in teaching activity the following: cooperation and collaboration with other colleagues on specific tasks and problem solving; support of mutual assistance and initiative; monitoring and feedback processes; analysis of one's own pedagogical activity and pedagogical activity of colleagues; analysis and implementation of new teaching methods, encouraging teachers to apply them and creating opportunities for teachers to share their experience (Garet et al., 2001; Darling-Hammond et al., 2009).

Thus, the importance of issues of professional development of teachers at various educational levels, the need to ensure productive training programmes not only for school teachers but also for the academic staff of universities and colleges and the relevance of collaborative in-service training according to the existing research data have become the incentives for us to undertake the given experimental research aimed to develop the effective collaborative programme of didactic professional competence development for those teaching in the institutions of higher education.

Choosing the term «collaborative» for the title of the experimental programme, we meant to stress that the programme focused on involving every participant in joint activities directed at their didactic professional development.

2. Materials and methods

The aim of the study is to present the results of the development and experimental verification of the collaborative professional development programme for university academic staff (CPDPUAS) and to analyse its effectiveness in terms of raising the level of academic staff didactic professional competence aimed at raising the quality of the teaching process.

We used a mixed approach during our study. We used qualitative methods to identify the aspects essential for didactic professional competence development. In turn, the use of quantitative methods made it possible to quantify the research data and identify changes in the didactic professional competence of the experimental group members.

Designing the CPDPUAS we used the methods of theoretical analysis and systematization of domestic and foreign scientific publications, government documents and regulations on professional development of teachers and scientific-pedagogical workers to consider the theoretical approaches to professional development issues, single out the provisions and aspects influencing effectiveness of professional development programmes and teachers' competence to form our concept of experimental CPDPUAS and determine its components.

The methods of data analysis and systematization were also used to specify the requirements of the standard for the specialties provided by the university where the study was undertaken, as well as the university provisions on quality assurance of teaching and learning.

We drew on the research data acquired by the foreign scholars on the factors contributing to the success of professional development training programmes for teachers when determining the criteria of the experimental part of our study (participation in professional development programmes in collaboration with colleagues; motivation to improve professional teaching skills; the relevance of in-service training to certain didactic goals; the didactic value of collective professional development programmes that are characterized by regularity, systemic nature providing for the achievement of specific educational goals).

To test the effectiveness of the developed CPDPUAS we used the method of pedagogical experiment. Conducting the experimental part of our research we used the following empirical methods: questionnaires and testing – to determine the motivation to participate in CPDPUAS and aspects of the teaching process that lecturers wanted to improve, to identify the attitude of the participants to launching CPDPUAS; collective interaction, discussions (group, pair) and trainings – to conduct discussions and share experience at all stages of the programme implementation, to summarize the acquired professional experience and competencies, to discuss and assess the outcomes of teaching practice modification on the basis of collaborative pedagogical reflection and decision-

making; the methods of consultations and monitoring the work of colleagues were applied to ensure cooperation and experimental modification of the teaching process by all participants of the programme.

The study group consisted of 18 university lecturers, qualified to teach foreign languages (FL). They taught FL as a curriculum discipline to the first- and fourth-year students of law. All of the participants took part in the experiment voluntarily. For the development and implementation of experimental CPDPUAS a coordination group was created. It consisted of two university FL lecturers and two invited experts in Pedagogy and professional development from the pedagogical university.

The experimental study consisted of four stages. We conducted the experimental activities during 2020–2021 academic year (34 weeks). Table 1 shows the mechanism of actions designed for the implementation of the CPDPUAS at each of the indicated stages.

Table 1. Stages of the Research

№	Stage		Actions
1.	Planning (two weeks)		Identifying the tasks of the research. Forming a study group. Drafting the plan of CPDPUAS. Developing a diagnostic questionnaire.
2.	Diagnostic experiment (one week)		Questionnaire. Analysis and generalization of diagnostic survey results. Developing the content and structure of experimental CPDPUAS.
3.	Implementation (30 weeks)		Holding trainings, seminars, collective discussions, and consultations. Monitoring the participants' practice of teaching.
4.	Evaluation (one week)		Control questionnaire survey. Result evaluation. Summarizing the results, defining the conclusions on the application of CPDPUAS.

The process of programme planning took two weeks. During this period, the study group, consisting of 18 university lecturers, was formed. The group of four university lecturers took on the responsibilities of coordinators of the experimental professional development programme. The CPDPUAS coordinators determined the tasks of the study, drafted the plan of the programme and worked out a questionnaire to conduct a diagnostic experiment to clarify the attitude and didactic professional needs of the participants.

The coordinators of the study agreed on the following tasks of experimental CPDPUAS:

– improvement of didactic professional competence taking into account the objectives of the university development strategy (regulatory component);

– improvement of professional competencies for the development of foreign language communicative professionally-oriented competence in students (subject component);

– development of skills and abilities of using online tools to ensure the effectiveness of the teaching process (organizational component);

– updating and expanding knowledge and skills of applying innovative technologies, forms, methods and teaching aids (technological component). The decision on the content of the CPDPUAS was also based on the idea of accumulation, sharing and implementation of professionally valuable experience gained by the participants of the research during their individual participation in various types and forms of professional development training.

The coordinators worked out a diagnostic questionnaire and drafted the plan of experimental CPDPUAS (the programme duration, content priorities and forms).

During the diagnostic stage of the experiment, the participants were asked to fill in the questionnaire. The tasks of the survey were: to identify the motivational component for participation in the collaborative training programme; to identify the didactic professional

development needs of research participants; to determine what professional knowledge and skills of participants required deepening and improvement for raising the quality of the teaching process; to find out participants' professional competence level in the content areas of the experimental programme on the basis of their self-assessment and its evaluation by the coordinators of the programme.

The questionnaire also included the questions that allowed the coordinators to reveal: the attitude of research participants to taking part in the CPDPUAS; organizational and content aspects that were likely to improve the quality of teaching carried out by the participants of the study; problems that, in the opinion of participants, had to be addressed, analysed and discussed collectively; knowledge and skills that needed updating and improvement, in particular in order to improve the quality of teaching and the quality of education provided on the disciplines taught by the experimental group participants.

Based on the data obtained at the stage of the diagnostic experiment, the experimental CPDPUAS was developed. Structurally the programme included explanatory and instructional seminars, trainings, presentations, master classes (on-line during the periods of lockdown).

3. Results and Discussion

The content of the CPDPUAS covered: 1) the issues dealing with the general provisions and requirements for professional development of university academic staff; 2) the issues related to the specific tasks of the university strategy for ensuring the quality of education; 3) the questions identified by the study group participants as the most relevant and significant for improving the quality of the teaching process; 4) the development of skills and competencies of using digital educational technologies; 5) the issue of improving the quality of teaching the disciplines taught by the experimental programme participants, based on the study of effective pedagogical experience.

The introduction of the blended learning model in September 2020 prompted the coordinators to add the study of the didactic potential of the Internet platforms selected for online classes and mastering their functions, as well as Internet tools for solving didactic tasks to the content of experimental CPDPUAS.

During the programme implementation stage the coordinators held explanatory seminars and trainings as well as other teaching forms fixed in the developed CPDPUAS. Besides, the coordinators gave individual consultations, answered the participants' questions, provided necessary theoretical and practical information and encouraged the participants to discuss collectively the programme content issues analysing and evaluating the acquired professional experience. The implementation of the programme was carried out in the form of: 1) training sessions providing for collective discussion of the programme content matters; 2) experimental implementation and verification of pedagogical value of the proposed didactic tools; 3) professional communication of the research participants in pairs and groups in order to share the acquired experience, discuss and summarize the results of the implementation of innovations, defined as pedagogically appropriate on the basis of collective decisions.

On completion of the experimental learning course, the control questionnaire survey of the participants of the experiment was held. The results of the control experiment were compared to the results of the diagnostic experiment. The coordinators summarized the results as well as carried out their evaluation.

In this part the results of the research are presented in the order of the experiment procedure.

In the process of conducting the pedagogical experiment at the diagnostic stage, the level of participants' motivation to take part in the CPDPUAS was determined; the opinions of the participants on their needs to improve didactic professional competence were revealed and their opinions on professional knowledge, skills and habits they needed to develop as well as their personal attitude to participation in the programme were identified.

The motivational criterion for the participation in the CPDPUAS was checked through testing, during which the participants were asked to assess the significance of the proposed motives and the appropriateness of the experimental CPDPUAS. The results of the conducted testing are shown in Table 2.

Table 2. Results of the Diagnostic Experiment on Checking the Participants' Motivation Level to Taking Part in CPDPUAS

Indicators	Levels of motivation	%	Absolute data

1	2	3	4
Availability of interest in the programme	High	50	9
	Medium	50	9
	Low	-	-
Understanding the purposes of the programme	High	72.23	13
	Medium	27.77	5
	Low	-	-
Awareness of the need of continuous improvement of professional competence	High	88.88	16
	Medium	11.12	2
	Low	-	-

Note: Before undertaking the survey, we assumed that we would not receive the data on the participants' low motivation level, but this option was included in the questionnaire to allow participants to express any subjective opinion.

The results of the diagnostic experiment on study group members' self-assessment of their level of professional competence referring to the issues that coordinators planned to include in the content of experimental CPDPUAS are presented in Table 3.

Table 3. Results of the Diagnostic Experiment on Study Group Members' Self-Assessment of their Level of Professional Competence Referring to the Issues Covered by the CPDPUAS

Indicators	Level					
	High level		Sufficient level		Low level	
	%	Absolute data	%	Absolute data	%	Absolute data
1	2	3	4	5		
Knowledge of regulations on professional development of scientific and pedagogical staff	66.67	12	33.33	6	-	-
Knowledge of the provisions for ensuring the quality of education in accordance with the university development strategy	55.56	10	44.44	8	-	-
Requirements to law students' foreign language competence (state/university level)	88.88	16	11.12	2	-	-
Competence-development approach in teaching foreign languages to university students	72.22	13	27.78	5	-	-
Technological modernization of FLT in the institutions of higher education	50	9	50	9	-	-
FLT on-line techniques and instruments in the institutions of higher education	66.67	12	33.33	6	-	-
Lexical approach to FLT to university students	66.67	12	33.33	6	-	-
Professionally-oriented foreign language communicative skills development in future lawyers	50	9	50	9	-	-
The use of case study method in FLT of students of Law	33.33	6	66.67	12	-	-
Law students' professionally-oriented FL competence assessment	72.22	13	27.78	5	-	-

Besides, the coordinators conducted their evaluation of the study group members' level of professional competence referring to the themes that they planned to include in the content of experimental CPDPUAS. These results are presented in Table 4.

Table 4. The results of the Diagnostic Experiment on the Evaluation of the Level of Professional Competence of the Study Group Members Referring to the Issues Covered by the CPDPUAS Carried Out by the Coordinators of the Project

Indicators	Level					
	High level		Sufficient level		Low level	
	%	Absolute data	%	Absolute data	%	Absolute data
1	2	3	4	5		
Knowledge of regulations on professional development of scientific and pedagogical staff	61.16	11	38.84	7	-	-
Knowledge of the provisions for ensuring the quality of education in accordance with the university development strategy	50	9	50	9	-	-
Requirements to law students' foreign language competence (state/university level)	72.28	13	27.72	5	-	-
Competence-development approach in teaching foreign languages to university students	50	9	50	9	-	-
Technological modernization of FLT in the institutions of higher education	50	9	50	9	-	-
FLT on-line techniques and instruments in the institutions of higher education	61.16	11	38.84	7	-	-
Lexical approach to FLT to university students	61.16	11	38.84	7		
Professionally-oriented foreign language communicative skills development in future lawyers	66.67	12	33.33	6		
The use of case study method in FLT of students of Law	50	9	50	9		
Law students' professionally-oriented FL competence assessment	66.67	12	33.33	6		

Besides, during the diagnostic experiment the coordinators decided to clarify the personal attitude of study group members to participation in the programme. They checked it through testing. The results of the survey are presented in Table 5.

Table 5. Results of the Diagnostic Experiment on Determining the Personal Attitude of the Study Group Members to Taking Part in CPDPUAS

Indicators	Options					
	positive		negative		neutral	
	%	Absolute data	%	Absolute data	%	Absolute data
1	2	3	4	5	6	7
The desire to develop professional competencies	94.44	17	-	-	5.56	1
The desire to obtain a document on professional development	50	9	11.12	2	38.88	7
Awareness of the benefits of collective taking part in professional	11.12	2	5.56	1	83.32	15

development models for raising the level of professional competence					
The desire to develop the skills of using on-line tools to ensure the effectiveness of the teaching process	88.88	16	-	-	11.12	2

Based on the results of questionnaires and testing, the experimental CPDPUAS was developed, the implementation of which began with the presentation of the theoretical part of the developed programme. It was prepared by the coordinators and was focused on the normative rules and regulations on professional development of university academic staff (history, terminology, state policy, purpose, tasks, types, forms, generalization of the data obtained by domestic and foreign researchers), levels at which the issues of professional development in higher education are regulated (state, educational institution, department, personal) and information on ensuring high quality education in accordance with the university development strategy.

The content of the programme was determined on the basis of analysis of the results of the diagnostic experiment. It included the themes selected by the coordinators of the programme and the issues of professional activity which in the opinion of research participants were worth being analysed and discussed collectively. Before drafting the programme, the coordinators asked the study group members to identify one or more options worth being included in the content of the programme. Having analysed the obtained results, the coordinators determined the thematic content of the experimental programme and compiled the list of topics to be addressed, analysed and collectively discussed during programme trainings and seminars providing for reaching a decision on whether the data under study were appropriate or inappropriate for implementation.

During the programme trainings, one or several members of the study group made reports, presentations or gave master classes. After that, collective discussions leading to collegial decisions on the aspects to be implemented in the teaching process were held. The coordinators also offered the study group members specific recommendations on the use of new for them teaching methods and techniques and presented examples of their application.

After each training, the participants were involved in informal interaction sharing their personal impressions of the effectiveness of the implemented innovations (collectively, in pairs, in groups). Besides, the participants attended each other's classes for further pedagogical reflection and adaptation of the teaching process. During the periods of blended teaching due to COVID 19 pandemic, trainings and discussions were held on-line.

After implementing the CPDPUAS, the control stage of the experiment was held. The qualitative results of participation in the programme were checked in the same way as at the stage of the diagnostic experiment – through a questionnaire survey.

The results of the control questionnaire survey are shown in Tables 6–9.

Table 6. Results of the Control Experiment on Checking the Participants' Motivation Level to Taking Part in CPDPUAS

Indicators	Levels of motivation	%	Absolute data
1	2	3	4
Availability of interest in the programme	High	88.88	16
	Medium	11.12	2
	Low	-	-
Understanding the purposes of the programme	High	94.44	17
	Medium	5.56	1
	Low	-	-
Awareness of the need of continuous improvement of professional competence	High	100	18
	Medium	-	-
	Low	-	-

Table 7. The results of the Control Experiment on Study Group Members' Self-Assessment of their Level of Professional Competence Referring to the Issues Covered by the CPDPUAS

Indicators	Level					
	High		Sufficient		Low	
	%	Absolute data	%	Absolute data	%	Absolute data
1	2	3	4	5		
Knowledge of regulations on professional development of scientific and pedagogical staff	88.88	16	11.12	2	-	-
Knowledge of the provisions for ensuring the quality of education in accordance with the university development strategy	66.67	12	33.33	6	-	-
Requirements to law students' foreign language competence (state/ university level)	100	18	-	-	-	-
Competence-development approach in teaching foreign languages to university students	88.88	16	11.12	2	-	-
Technological modernization of FLT in the institutions of higher education	83.34	15	16.66	3	-	-
FLT on-line techniques and instruments in the institutions of higher education	77.78	14	22.22	4	-	-
Lexical approach to FLT to university students	83.34	15	16.66	3	-	-
Professionally-oriented foreign language communicative skills development in future lawyers	72.22	13	27.78	5	-	-
The use of case study method in FLT of students of Law	61.11	11	38.89	7	-	-
Law students' professionally-oriented FL competence assessment	88.88	16	11.12	2	-	-

Table 8. The results of the Control Experiment on the Evaluation of the Level of Professional Competence of the Study Group Members Referring to the Issues Covered by the CPDPUAS Carried Out by the Coordinators of the Project

Indicators	Level					
	High		Sufficient		Low	
	%	Absolute data	%	Absolute data	%	Absolute data
1	2	3	4	5		
Knowledge of regulations on professional development of scientific and pedagogical staff	77.78	14	22.22	4	-	-
Knowledge of the provisions for ensuring the quality of education in accordance with the university development strategy	72.22	13	27.78	5	-	-
Requirements to law students' foreign language competence (state/ university level)	88.88	16	11.12	2	-	-
Competence-development approach in teaching foreign languages to university students	61.11	11	38.89	7		
Technological modernization of FLT in the institutions of higher education	72.22	13	27.78	5		
FLT on-line techniques and instruments in the institutions of higher education	77.78	14	22.22	4		

Lexical approach to FLT to university students	83.34	15	16.66	3	
Professionally-oriented foreign language communicative skills development in future lawyers	77.78	14	22.22	4	
The use of case study method in FLT of students of Law	61.11	11	38.89	7	
Law students' professionally-oriented FL competence assessment	72.22	13	27.78	5	

Table 9. Results of the Control Experiment on Checking the Personal Attitude of the Study Group Members to Taking Part in CPDPUAS

Indicators	Options					
	positive		negative		neutral	
	%	Absolute data	%	Absolute data	%	Absolute data
1	2	3	4	5	6	7
The desire to develop professional competencies	94.44	17	-	-	5.56	1
The desire to obtain a document on professional development	44.4	8	-	-	55.6	10
Awareness of the benefits of collective taking part in professional development models for raising the level of professional competence	88.88	16	-	-	11.12	2
The desire to develop the skills of using online tools to ensure the effectiveness of the teaching process	94.44	17	-	-	5.56	1

4. Conclusions

The study has determined the relevance of the implementation of the developed CPDPUAS. The appropriateness of the programme for the improvement of the teaching process quality has been proved. Conducting research, we have managed to implement the idea of accumulating professionally-oriented experience of scientific and pedagogical workers - participants of the study, acquired through their individual participation in various types and forms of professional development, for maximizing its sharing and application in the teaching process.

The results of the study have fully confirmed the data of researchers claiming that the collaborative form of professional development creates conditions for common understanding of educational tasks and activates the process of professional development (Garet et al., 2001; Boyle et al., 2005; Desimone, 2009; Huijboom et al., 2020), enables mutual learning, develops teachers' commitment to cooperation (Darling-Hammond et al., 2009; Creemers et al., 2013).

At the stage of the diagnostic experiment, a questionnaire survey was conducted to identify the motivation and personal attitude of the selected study group to taking part in the experimental programme and to determine the thematic content of the CPDPUAS considering the opinion of both coordinators and participants of the programme. The CPDPUAS, based on the results of the diagnostic experiment, was developed and implemented. The programme consisted of the theoretical training part, aimed at ensuring participants' knowledge of regulations on professional development of scientific and pedagogical staff and the provisions for improving the quality of education in accordance with the university development strategy, and a practice-oriented part, focused on the development of professional competencies of research participants.

The practice-oriented component included classes in the form of trainings, seminars and master classes with further discussion and implementation.

On the completion of the CPDPUAS, the re-questioning (control questionnaire survey) of the experiment participants was conducted. The

results of the control experiment were compared with the results of the diagnostic stage and presented in the form of the tables and diagrams.

The comparison and analysis of the research results have proved the effectiveness of implementing the CPDPUAS, as it definitely strengthened the cooperation of lecturers and influenced their more positive attitude to the given form of professional development, broadening the study group members' knowledge of the requirements for professional development of scientific and pedagogical workers, the specifics of university requirements concerning the quality of teaching and learning at university, forms and methods of application of competence-based and lexical approaches in FLT, the peculiarities of using the case method and tools of on-line learning and about the assessment of students' foreign language competence.

It has been revealed that all those who took part in the study expressed a desire and interest in improving their didactic professional competence. Besides, we have managed to establish the participants' unanimity on the importance, appropriateness and effectiveness of the CPDPUAS and their willingness to participate in such programmes in future.

On the basis of the undertaken research, we are certain that planning and implementation of such programmes provide for the continuous nature of professional development, which is fully consistent with the provisions of the concept of lifelong learning, and allow to take into account changes in educational priorities, properly adapt to them and solve new educational tasks. They allow for continuous development of didactic professional competence in the positive professional environment. The institution-based form of collaborative professional training prompts and stimulates speedy implementation of the acquired knowledge and skills in the teaching process, providing a high level of education.

Our conclusion is that the developed type of professional development programme facilitates the didactic professional competence development in university academic staff and will be valuable for training university lecturers of different specialties.

It has been determined that participation of university academic staff in the CPDPUAS changes the perception of the teaching process, helps design and implement new models of teaching, improves awareness of the importance of joint research and cooperation with other members of the academic staff, creating positive learning environment and better opportunities for monitoring, analysing and discussing the teaching process, for mutual assistance and effective experience sharing.

The study has allowed us to recommend the development and implementation of similar collaborative professional development programmes for university academics due to the focus on specific didactic needs and favourable productive collaborative learning atmosphere.

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