

Marketing of educational services for continuous professional development of modern educator

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Abstract. The reform of the continuing teachers' training system in Ukraine is meant to provide teachers with the opportunities for professional development and lifelong learning according to the requirements set by the State education policy, employers and key stakeholders. This implies creation of flexible competitive educational environment using mobile advanced training programs and modernization of content, forms, methods techniques of teaching. The authors present a set of andragogic and psychological assessment instruments to use for continuing teachers' training, including feedback questionnaires, complex questionnaires, blitz polls, tests, selection of monitoring methods on teachers' professional and lifelong development.

Keywords: lifelong education, lifelong development.

1 Introduction

Modernization of Ukrainian education, and realization of the “New Ukrainian School” Conception is a long-term and one of the most large-scale reforms in the history of independent Ukraine. This does not concern just a single output but is rather based on the connection of Ukrainian school with a family, community, child's personality, sustainable learning from the early pre-school age to adult life. Reforming of Ukrainian education provides at least three components: 1) embodiment of new State Standard, curricula and handbooks; 2) preparation of a motivated, competent and

competitive teacher; 3) creation of new educational environment. Therefore, the main goal of education system and particularly continuing teachers' training is to build a new model of pedagogic profession in the context of social expectations, national economy development perspectives and global technological changes; to modernize higher education and pre-university pedagogical education; to identify the ways for professional development and further training of teachers; to train competitive professionals adapted to the current social and cultural situation, used to lifelong learning and mastering new professional functions and roles [1].

Building the flexible and forwarding system of scholarly and methodological support for lifelong learning and professional development of teachers by means of advanced training should be based on:

- Quality education service for self-development and self-realization of teachers on the principles of benchmark activity that includes creation of the competitive educational environment with preference to flexible advanced training curricula; modernization of content, forms, methods and learning techniques depending on social and individual educational requirements of customers, on information out- and update dynamics, etc;

- Working out and incorporation of multiple-path, multilevel and disaggregated according to the education program profile techniques which consider social, individual and professional requests of experts;

- ICT support to professional development of teachers due to incorporation of single information and technological infrastructure, knowledge exchange platforms, education portals, informational databases, personal web resources, etc.

The professional development of a modern specialist involves their continuous self-development and self-realization as important socio-cultural priorities and meanings. Specialists' professional development is a complex, long and step-by-step process of development of specialists' profession-important personal and professional qualities through their individual activity-related and socio-cultural transformations and which is based on the use of proper models and forms of vocational training.

In the context of continuing education, the modern educator is given the right to choose the place and method of advanced training and can chose from a wide range of educational services provided by institutions of advanced training (institutes of postgraduate education, methodological offices/centers, informal organizations, etc.). The Law of Ukraine "On Education" has increased the number of models of professional development, which will become a key condition for the implementation of the Concept of state policy in reforming general secondary education called "New Ukrainian

School". The Law provides a wide range of advanced training types, which include postgraduate courses, internships, certification programs, trainings, seminars, webinars, workshops, online courses, and conferences. That is, learning objectives, including key personal and professional competences needed for teachers' proper educational and/or vocational qualifications, can be achieved, besides formal education, in the non-formal and informal education system.

Non-formal education is a type of lifelong learning, which is carried out in the context of educational initiatives, aims at developing students' additional skills and competences. Non-formal education is provided in educational centers, universities, clubs, culture houses, museums, libraries, studios, interest groups as well as at computer and language courses, etc. Non-formal education includes individual instruction led by andragogues, coaches, tutors and instructors as well as trainings and short-term courses that pursue practical short-term goals. Non-formal education institutions or organizations usually do not award qualifications and do not formally evaluate participants' educational achievements. Formal qualifications can be obtained through a set of individual non-formal education programs and appropriate recognition by the competent authority of developed competencies. Therefore, non-formal education has no age, professional, intellectual and time limitations.

Informal teachers' education involves their self-organized acquisition of certain competences, in particular in their daily activities related to their professional, social or family life. Informal education is obtained at the expense of teachers' activities in the cultural and educational environment, while teachers transform the educational potentials of society into effective their own development factors. Like non-formal education, informal education has no age, professional, intellectual or time limits and is not necessarily systematic. The non-formal education results may be calculated in formal education as envisaged by law.

Qualification development in informal education is allowed for mentors and certified teaching staff who have a higher educational category, academic degree and/or academic title, and it is based on special self-education programs which describe to-be-gained or to-be-improved competencies as well as the results of advanced training recognized/confirmed during certification.

According to American Marketing Association (further AMA), marketing is the process for creation and realization of ideas, delivering and exchanging offerings that have value for individual customers and organizations. In accordance with marketing approach, the outputs

of any institution for continuing teachers' training at services market combine a set of processes, multiple offerings and individualization of education programs, models, forms, etc. These components provide lifelong learning and professional development of experts by means of formal and non-formal education, a range of scholarly and methodological services and necessary support. In advanced training system, precisely a customer, his/her individuality, requests, professional needs and characteristics directly influence the level of individualization, change and multiple offering of education services. In this case, a trainee is education service customer providing a possibility for experts to learn his/her requests, needs, educational path, cognitive and other individual characteristics and to compile the individual educational curriculum. In this context, L. Shevchenko, education researcher, emphasizes that modern educational institution's marketing activity is much wider than it might seem as it combines education, industrial and supplying marketing each having its own branched system of realization forms and methods [2].

Due to the education marketing tools in teacher's professional activity, one contributes into competitiveness development and personal brand creation, brings positive effect on one's image and can realize personal potential. Thus, this is the way to adjustment of educational institution to the current situation by means of executor's activity coordination with customer's needs. In addition, the use of education marketing requires special teacher's competencies, such as: creativity (ability to creative expression in one's professional activity, ability to adapt modern marketing approaches, tools and techniques to the process of education); marketing (ability to self-marketing that means marketing research of a personality, self-development and potential skills); image (ability to create one's personal professional brand); representativeness (ability to introduce oneself and one's education products in a good, clear and professionally prepared manner), etc. [3].

Detailed analysis of research theory enables us to identify education marketing within the continuing teachers' training system as the process purposed to offer and provide education service to a customer, inform, consult and coordinate him/her, bring scholarly and methodological support and ensure lifelong learning and professional development of teachers at all stages of academic course period, promote one's education service, participate in educational institution's evaluation, accreditation and certification.

Currently, there are several definitions in science such as "service", "education service" "service in the field of education". According to the Law

of Ukraine on Education, education service is understood as the set of activities carried out by an education agent which are legally identified, are based on a curriculum or agreement, are of a particular value and intend to help a trainee to achieve particular results in learning [4]. Having analysed available definitions, we identify two approaches to interpretation of service: 1) activity that offers benefits or assistance to a person; 2) activity output of service entrepreneurship. Education service is a key characteristic for intellectual potentiality of any educational institution's personnel, the level of innovative activity performed by the workmates. Basic features describing the existence of education service market are: asymmetry of information that means different knowledge level among various learners; unequal accessibility of all market participants to available resources; high resilience of demand on education service; immediate market reaction to any demand changes; individual and non-conventional character of provided services and techniques.

2 Methodology of research

2.1 General Background of Research

Demand on quality education service of advanced training participants was learned in the period from 2017–2019 on the basis of prepared by us prognostic functional framework for lifelong learning and professional development of experts that includes three milestones:

1) Expectations and instructions: information on individual needs, expectations, instructions of education service customers by means of psychological and andragogic diagnostics (testing, evaluation questionnaires, feedback questionnaires, consultation hubs and always active sections of the Virtual Andragogy Department (<https://profosvita.org/>), etc.);

2) Information and analysis: information received from education service customers is being processed and, consequently, the corresponding management decision is being taken; a personalized option for choosing the education parameters is being offered to potential trainees;

3) Determination and responding: (considering the requests by teachers, scholars, leading educational staff on the content structuring, selection of techniques and creation of multiple-path education models for advanced training; preparation of legal, socially and professionally valuable information in the form of scholarly and methodological support (education curricula, methodological guidelines, professional self-development projects, acmeological frameworks, etc.); selection of a module, education form, content for advanced training curriculum) [5].

2.2 Sample of Research

We also used the serve-action system framework by L. Eiglier and E. Langedard that includes a visible for education service customer part like environment of teacher's professional development for the course period and staff that provides education service according to the criteria: "meeting one's needs way" and "meeting one's needs toolkit". Professional requests and needs of advanced training participants were realized due to the Bank of psychological and andragogic diagnostics (feedback questionnaires after each module/topic/course, complex questionnaires, blitz polls, tests, self-testing, computer diagnostics, interviews, etc.), selection of relevant monitoring methods on professional lifelong development of experts for the course period [3, 6].

A prepared set of such monitoring procedures enables to measure, trace and diagnose the acmeological dynamics of teachers' professional development according to the following dimensions: 1) learning the needs of education service customers, that is the needs in the key competence development which are provided by the prognostic functional framework and which are important for successful fulfilment of professional goals, innovative roles and functions; 2) identifying the physiological and psychological characteristics of trainees (energy level, physical activity, performance of excitatory system, motivation and creativity, temperament type, etc.); 3) identifying the cognitive and learning style, etc.

2.3 Instrument and Procedures

On the basis of comparative procedures, analysis of diagnostic data received with particular parameters of prognostic framework for professional development of experts, we defined those education needs, positive and negative tendencies, gaps which required compensatory actions in the short- and long-term perspectives [7, 8]. Active response to professional needs and requests of advanced training participants enables to identify pedagogical staff according to the following aspects: understanding of a teacher's goal (professional goals, preferences, plans, etc.), a teacher's abilities (skills, talents, opportunities, aptitude, etc.), personal or other's expectations from functioning within the system. If knowledge about education service customers improves productive relations with them, knowledge received due to the partnership relations with a customer open the way to higher number of educational innovations, professional products and education services of the best quality.

2.4 Data Analysis

In March 2017, two marketing plans on providing our education service to customers were worked out and introduced at the meeting of Department of Philosophy and Adult Education under the Central Institute for Continuing Teachers' Training: strategic plan (long-term, valid for several years) and operational plan (annual) that is realized by milestones of the Department's activity. The introduced conception of education service marketing can boost forwarding professional strategy and tactics implementing to meet all requests, needs and interests expressed by customers, consumers and key stakeholders. Due to the conducted SWOT analysis, strong and weak positions (internal environment) of education service provided by our Department, opportunities and challenges (external environment) have been identified. We have defined the target market, in particular, the primary target market is covering the most of education service customers (Department trainees), the secondary market where indirect customers belong, who still use education service (e.g. event participants, in particular, conferences, seminars, panel discussions, webinars, forums, etc.), the tertiary market including the potential education service customers that in future should be paid attention to (category of people who can become Department trainees).

The way of organizing the marketing activity is based on a specific idea, efficient marketing strategy and a clear toolkit for realization of goals as well as social effect concerning the realization of a particular education service. At the same time, we understand education marketing requests as a cycle process following all the stages of the academic course period that consists of planning, conditions for lifelong learning by means of formal and non-formal education, learning, assessment, correction and response [6].

Methodological and organization toolkit for public opinion learning on education services was elaborated in online and offline formats and implemented in the education process; prognostic analysis on working out and distribution of innovative education technologies for professional development of experts was conducted.

3 Results of Research

The research was conducted in 2017–2019 and had three stages (assessing, developing, and controlling). The program of experimental work included a gradual, complex organizational, motivational, psychological, educational, methodological, assessing, and managerial influences. Their effectiveness was established in accordance with the levels of students' professional development (high, medium, low) by the selected criteria

(motivational-value, professional, creative, and effective) and indicators (humanism, human (child) centrism, professional competence, systemic professional activity, innovation, and creativity) [9].

The experiment was conducted as a comprehensive study on a sample of 428 students, who were distributed on the basis of the principle of relative identity based on their length of service, qualification, and professionalism level (CG – 210, EG – 218). The sample consisted of 428 teachers from all regions of Ukraine (sampling time: April 2017 – June, 2018) who took part in advanced training courses of the Central Institute for Continuing Teachers' Training at the University of Educational Management.

The purpose of the assessing stage of the experiment was to obtain information about the status of and main trends in teachers' professional development in the system of postgraduate education as well as the individual scientific and methodological support during the course and inter-course periods.

At the developing stage of the experiment, the control group students developed their professionalism using traditional training forms and models, training and methodological support for advanced training (programs, plans, technologies, etc.) without proper coordination of the inter-course period, thus, the control group did not receive purposeful influence. The experimental group (EG – 218) was influenced by an experimental factor, which included a prognostic functional model of teachers' continuous professional development, innovative technology of scientific and methodological support for continuous professional development through formal, non-formal and informal education, and authors' educational-methodical complex.

Indicators for educational innovations define the level of teaching and research staff awareness of a particular educational innovation, coverage of target audience and the level of innovation support by experts. In order to provide professional lifelong development of teachers, the open poll on education service marketing topic "Learning the educational requests and needs of education service customers" was placed at web page of the Virtual Andragogy Department (<https://profosvita.org/>). Respondents were offered to give the answers to online poll consisting of 10 questions of different complexity that is structured in such a way that each question is subsequently and logically concerned with the main research goal.

"Learning the educational requests and needs of education service customers" poll questions were analysed and introduced in charts. According to the first poll question, the disaggregation of advanced training course learners by position was identified (see Fig. 1).

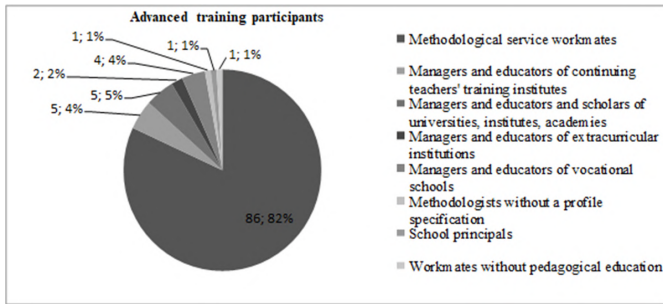


Fig. 1. Disaggregation of advanced training participants by position

Fig. 2 shows in detail what factors were considered by advanced training learners while choosing the academic course form, framework and topics.

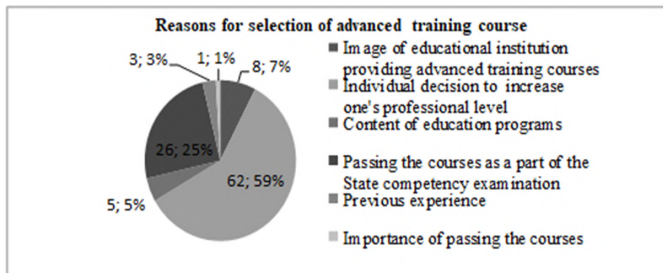


Fig. 2. Reasons for selection of advanced training course

The next step was the study of professional training curriculum modules, level of knowledge, skills and competencies required by trainees for realization of the modern education policy goals and taking up social challenges (see Fig. 3).

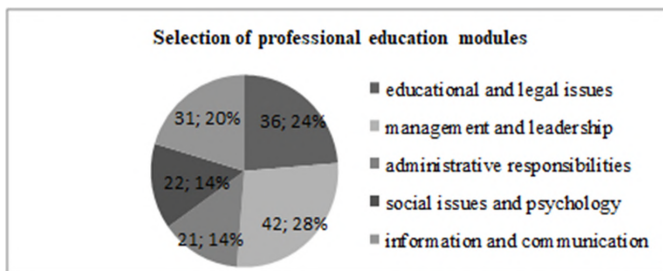


Fig. 3. Professional advanced training curriculum modules

Figure 4 illustrates what advanced training form is currently the most acceptable among education service customers for direct professional development and lifelong learning.

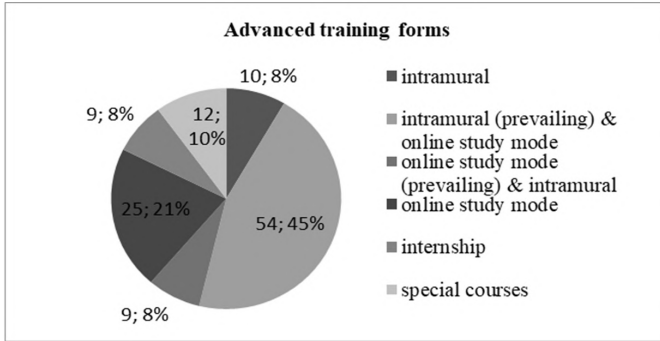


Fig. 4. Advanced training forms

The level of realized needs and requests of advanced training participants are presented in figure 5.

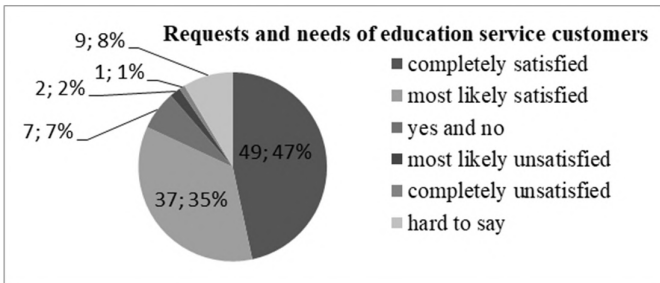


Fig. 5. Meeting requests and needs of education service customers

Figure 6 describes what external factors can disturb professional development and lifelong learning of advanced training participants.

The last poll question intended to define the age of advanced training participants (see Fig. 7).

Analysis of the results of the respondents' survey ("Study of Educational Requirements and Needs of Customers of Educational Services" questionnaire) led to the development and implementation of an experimental factor, which included a prognostic functional model of teachers' continuous professional development, innovative teachers scientific and methodological support, and authors' training and methodological

complex. The experimental group respondents' professional development was carried out according to motivational-value (indicators: value system, human (child) centrist, acmeology), professional (indicators: humanism, professional competence, productivity, systemic professionalism (indicators: teaching abilities, professionally important qualities), and effective criteria. At this stage, a system of practice-oriented inter-course activities was used, which included regular seminars, methodological studies, round tables, forums, conferences, chats, webinars, Internet conferences, educational conferences, as well as information and methodological consultations, creative groups, regional creative workshops, etc. The base cities (districts) had experimental cycle methodological boards of experts and experimental general education establishments, which implemented the program of the experiment. Analysis of the results of complex monitoring allowed improving the content, forms and technology of teachers' professional development to meet teachers' individual needs, requests, and opportunities.

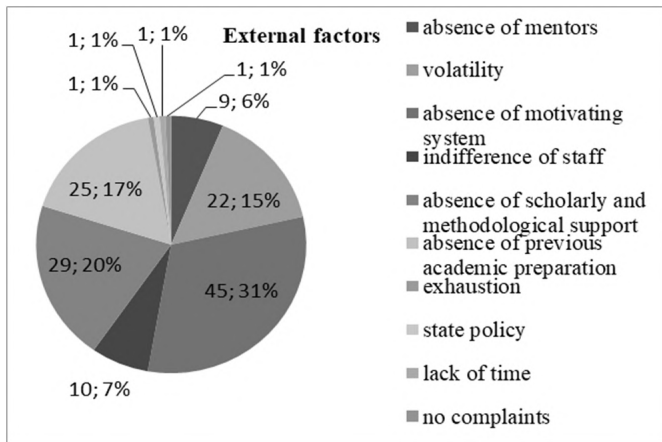


Fig. 6. External factors disturbing their professional lifelong development

The analysis of the results obtained at the assessing, developing, and control stages of the experiment using a prognostic functional model of teachers' continuous professional development and individual educational services, showed productive changes by the respondents' motivational-value, professional, personal, and effective criteria. The results of the dynamics of teachers' professional development in the control and experimental groups are presented in Table 1.

Table 1. Dynamics of teachers' professional development

Indicators	Levels of professional development	Number of respondents, %					
		Experimental group (218 respondents)			Control group (210 respondents)		
		Before experiment	After experiment	Δ	Before experiment	After experiment	Δ
Motivational value	high	22.9	37.1	14.2	20.0	20.0	-
	medium	60.0	62.9	2.9	48.6	54.3	5.7
	low	17.1	-	17.1	31.4	25.7	5.7
Operational	high	42.9	62.9	20.0	42.9	40.0	2.9
	medium	37.1	25.7	11.4	37.1	42.9	5.8
	low	20.0	11.4	8.6	20.0	17.1	2.9
Creative	high	42.9	54.3	11.4	45.7	48.6	2.9
	medium	17.1	25.7	8.6	17.1	20.0	2.9
	low	40.0	20.0	20.0	37.2	31.4	5.8
Effective	high	8.6	77.1	68.5	20.0	25.7	5.7
	medium	45.7	22.9	22.8	34.3	31.4	2.9
	low	45.7	-	45.7	45.7	42.9	2.8
Index of dynamics of teachers' professional development	high	37.1	62.9	25.8	22.9	20.0	2.9
	medium	48.6	37.1	11.5	57.1	65.7	8.6
	low	14.3	-	14.3	20.0	14.3	5.7

The index of the dynamics of teachers' professional development confirmed the effectiveness of scientific and methodological educational services for teachers' continuous professional development. The experimental group showed a 25.8% increase for the high level, 11.5% increase for the medium level 14.3% for the low level of teachers' professional development, while the control group's increase for high level was 2.9%, for the medium level — 8.6% and in for the low level — 5.7% (see Fig. 8).

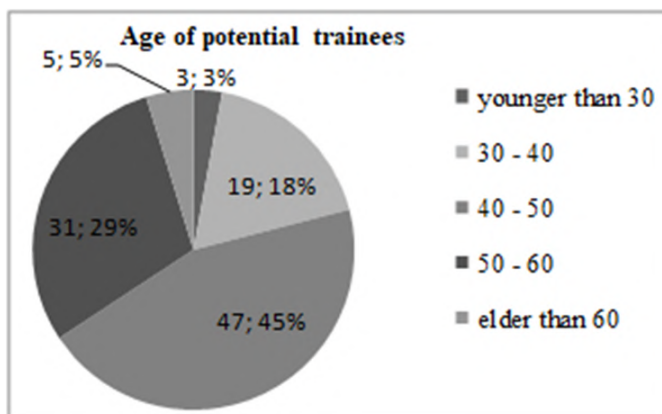


Fig. 7. Age of potential trainees

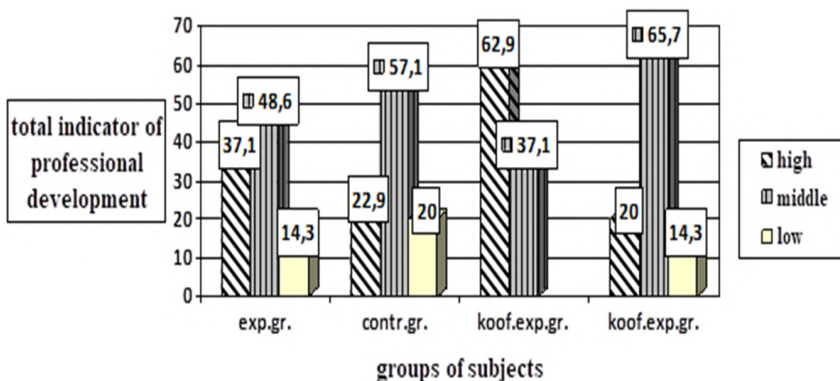


Fig. 8. Dynamics of teachers' professional development indicators

4 Discussion

“Learning the educational requests and needs of education service customers” poll results demonstrated that the biggest part of advanced training course participants are methodological service workmates (82%). According to the respondents, the individual decision to increase one’s professional level is the most important criterion in the selection of the form, framework and topics for these courses (59%). But many respondents (25%) explained their choice by the fact that participation in advanced training courses means passing an important part of the State obligatory competency examination (certification).

This research identified the modules of professional education curricula, level of knowledge, skills and competencies that respondents consider as the most required and relevant for modern education policy tasks realization, in particular: management and leadership (28%), educational and legal issues (24%), information and communication (20%), administrative responsibilities (14%), social and psychology issues (14%). Trainees assessed the combined intramural and online study mode (45%) as well as only online study mode (21%) as the most convenient forms of continuing teachers’ training for professional development, lifelong learning and self-realization. According to the answers provided by respondents, the best location (venue) for advanced training are either the Central Institute for Continuing Teachers’ Training under the State Higher Educational Establishment “University of Educational Management” (80%), or Regional Institutes for Continuing Teachers’ Training (13%).

It was revealed that 51% of respondents have completely realized their educational requests and needs during advanced training courses and other 39% pointed out that they are most likely satisfied.

Educators expressed the opinion that there exist some external factors disturbing their professional lifelong development, for instance: absence of material and moral motivation (31%); absence of quality education services, scholarly and methodological support and targeted assistance (20%); absence of academic preparation in the field of relevant education topics (17%); volatility and temporary character of professional development (15%).

The ageing problem of educational workmates is proved by research results. Respondents indicated their age in range of 30–40 years (18%), 40–50 years (45%), 50–60 years (29%).

As a result of conducted monitoring, educational workmates of Philosophy and Adult Education Department in a period from March 2017

to April 2019 worked out a wide range of scholarly and methodological education services that include both non-material services aimed at professional development of experts by means of formal and non-formal education, expanding their educational and cultural views, building their sustainable acmeological position, and material services on paper, electronic and other bases in a form of educational, scholarly and methodological production, in particular, professional education curricula, projects, methodological recommendations, multimedia complex, teachers' handbooks, individual professional teaching experience, etc.

Social Media Marketing (SMM) is the process of drawing the attention of educational services consumers using social platforms. Social networking technology involves the systematic creation and use of internal and external relationships and involves communication, interaction and coordination between educators, groups or organizations to improve productivity, disseminate and implement innovation, and provide educational services.

Social networking is a kind of innovative social media that is used to provide horizontal communication and interaction with the target audience online, to quickly disseminate information about educational services, to influence the perception of and attitudes towards innovation, to facilitate participants' interactive communication in real time, to involve teaching staff, scientists and management personnel in the process of innovation implementation.

The main such platforms for the Department of Philosophy and Adult Education are Facebook page (1138 participants), Virtual Andragogy Department (2440 participants), Department's YouTube Channel.

SMM tools, which were used in the experiment to promote and provide educational services to target audiences:

- Creation and development of information sites: building a partner system in social networks, creating branded backgrounds for designing their communities and blogs;
- Content marketing: a modern, interesting and professionally oriented content of the Virtual Department of Andragogy, Facebook page, initiation and promotion of meetings/conferences/methodological and other events; spreading news using social news services;
- Inbound marketing: the promotion of educational services combined with interesting and useful content for the target audience in search engines using blogs and emails;
- White paper: information about educational services in the form of brochures, calendars, etc., which contains valuable non-promotional content for its target audience;

- Content promotion: creating videos, photos, smart-boards, etc. on the subjects of advanced training courses, introductory materials for students' individual work, video-scribing on issues of professional development of specialists;

- Interactive actions: webinars, surveys related to educational services, professional competitions, exhibitions, as well as making special offers for the users of educational products/services;

- Work with thought leaders: engaging famous people, publication of promo posts, creation of closed communities to communicate with thought leaders;

- Communication: communication with educational service customers in forums, responding to negative comments on communication platforms, promotion in relevant question-answer forums.

In order to shape a favourable public opinion, which involves holding a constructive dialogue for promoting educational services, we used promotions, teaching staff's innovative readiness development technologies (methodological seminars, conferences, forums on innovative readiness development based on organizational culture norms and values, brainstorming, group discussions, role-plays, etc.).

5 Conclusions

Thus, the variety of education services due to the implementation of multiple forms, frameworks, andragogic techniques, innovative ways of scholarly and methodological support to professional development of teachers enables to prepare the competitive experts capable to lifelong learning, self-development and self-realization in constantly learning society. Research findings on educational requests and needs of experts can be used in the process of national advanced training system modernization, in particular, regarding the continuing teachers' training institutions of all accreditation types and municipal methodological service affiliations in such activities as preparation of projects, study plans, professional development curricula, qualification requirements to professional teachers' activity, organization of their individual work, and also become a basis for conducting theoretical as well as experimental research in the field of professional education methodology.

The use of the prognostic-functional model of teachers' continuous professional development resulted in significant positive dynamics of their professional development levels. This was confirmed by the following indicators:

- Increased teachers' motivation for continuous professional development, which became systemic, continuous, and purposeful through teachers' own projects (programs) and individual educational pathways (by 68%);
- increased number of professional initiatives, innovative studies, educational and methodological products in the form of copyright technologies, teaching methods, methodological cases, and technological portfolios (by 39.5%);
- more active teachers' participation in the activities of the inter-course period, including conferences, regular seminars, round tables, webinars, trainings, and project groups, etc. (increased by 94%);
- more active participation in professional competitions, tournaments, festivals, forums (as participants, jury members, coaches, etc.), innovative programs, projects at the regional, all-Ukrainian and international levels (increased by 59%).

6 Acknowledgements

We express our gratitude to the Scientific and Methodological Center for Information and Analytical Support of the Activities of Higher Educational Institutions “Agroosvita” as well as to the organizers of the Austrian-Ukrainian project “New Requirements for the Competencies of School Principals in Ukraine (2017–2018)” (Project Bureau “Culturcontact, Austria”) for the support of the educational initiative.

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