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THE IMPACT OF THE MODERN ENVIRONMENT ON THE DEVELOPMENT OF EDUCATION AND PROFESSIONAL FLEXIBILITY OF TEACHERS

The current state of the educational environment renders its existence and development contingent upon a radical modernisation of the content of training. This is due to the introduction of new reforms, the instability of the situation in Ukraine, and changes resulting from Ukraine's entry into the European Union. Additionally, the challenge of the 2019 coronavirus pandemic demonstrated the necessity for educators in educational institutions to rapidly adapt to evolving circumstances within the educational environment, to demonstrate readiness for modernisation processes, and to exhibit professional flexibility.

The contemporary world is undergoing a process of renewal, accompanied by unpredictable changes in both the geopolitical sphere and the scientific and educational space. The advent of new technologies and the introduction of online education have necessitated a corresponding transformation in the training of higher education students. The Ukrainian population anticipates an enhanced standard of educational services, students are seeking novel methodologies for the structuring of the educational process, and educators must address the educational requirements of contemporary youth who are receptive to international collaboration and employment opportunities. This dynamic educational environment is a significant factor that motivates educators to pursue professional mobility in their pedagogical practices, necessitating their responsiveness to educational innovations and adaptation to evolving living conditions and team dynamics.

In the psychological and pedagogical literature, a variety of approaches are employed to define the essence of professional mobility. A review of the literature reveals that the structural components of a teacher's professional mobility can be defined as follows: motivational and actualisation, competence and activity, and reflexive and adaptive. This is the capacity of an educator to respond expeditiously to shifts in the educational landscape, to discern and assess novelties in pedagogical approaches, to dispel preconceptions that impede self-discovery and self-efficacy, to devise original curricula, forms of student guidance. In the modern era, educators

must equip their students with the ability to think critically and independently, to apply their knowledge in practical settings, to comprehend information with discernment, and to cultivate skills in self-development, self-analysis, self-control, and self-assessment. In addition, the teacher must demonstrate proficiency in all aspects of professional competence, including the ability to motivate students effectively. They must also possess the skills to develop the necessary competencies for professional self-improvement within a competence-based approach.

Consequently, the professional flexibility of a teacher in the context of global changes in higher education should be aimed at developing the following competencies: the ability to interact with the external environment on a constant basis; the capacity to anticipate future changes and coordinate their own actions with them; the ability to achieve certain pedagogical results; the ability to strategically manage the educational process in both online and offline modes; the capacity for internal self-organisation and other key skills.

This issue can be addressed by modifying traditional pedagogical approaches and integrating innovative teaching technologies. The success of implementing such innovations at the level of higher education institutions is contingent upon a number of factors, including the innovative potential of the institution itself. This encompasses the institution's capacity to create, perceive and implement innovations. Professional flexibility is a pivotal attribute of an effective teacher, facilitating the success of their activities, labour efficiency and the effectiveness of the educational process. At this juncture, the management of professional mobility for teaching staff is also contingent upon the actions of the institution's head of faculty.

In light of the accelerated global development and unpredictability of the present circumstances in Ukraine, which resulted in the forced transition of educational activities to an online format due to Russian aggression, teachers encountered novel challenges. However, based on the experience of online learning gained during the period of quarantine imposed as a result of the global pandemic of 2019-2021, teachers of educational institutions were able to rapidly establish a comprehensive process of teaching students and conducting scientific and methodological work in an online format. This was an illustration of their considerable professional mobility as teachers. It is therefore recommended that teachers should engage in continuous learning and experimentation as a means of enhancing their professional flexibility in the context of global changes in higher education. In an ever-changing world, teachers are uniquely positioned to influence the knowledge and values of the next generation of Ukrainian leaders.