
**TRAINING, QUALIFICATION AND CAREER DEVELOPMENT OF TEACHERS IN
THE MODERN EDUCATION SYSTEM**

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Abstract: The training and qualification of teaching staff is a permanent process of professional development and improvement. The overall activity related to the qualification and career of pedagogical specialists in our country in the modern stage of development of our educational system is implemented in accordance with the established international trends in adult education. In connection with the issue of professional development and career advancement of professionals in education, actions aimed at exploring and addressing the needs of improvement of professional pedagogical competence have come to be of vital importance. The main objective of the training activity is the continuous adaptation of the professional competence of teaching staff in accordance with the changing educational requirements of society. Enhanced pedagogical skills satisfy the natural desire of educators to develop and grow professionally and in their chosen sphere of human activity. Teachers in modern teaching environment are expected to succeed in designing and modeling the educational processes and in stimulating the development of children's personality in a process of subject - subject cooperation. The research is aimed at the problems of continuing qualification and career development of pedagogical specialist in the Bulgarian education system. The normative legal regulation of the professional qualification and the possibilities of its content, organizational and technological improvement in the modern phase of development of education takes a central place in this report.

Keywords: qualification, career development, pedagogical specialists, professional pedagogical competence, continuing qualification.

1. INTRODUCTION

The preparation of the new type of teacher for the new age in which we live requires a new strategy aimed at a completely new culture of learning and education. The prospective teacher should be prepared to meet all challenges of modern educational system to quickly navigate and adapt to the school environment and skillfully to manage and to comanage, according to new realities.

Remarkably is the opinion of Y. Merdjanova for teacher training in the world, "everywhere teacher training is specifically and explicitly (not a minor as" a teacher's certificate "to the basic diploma); pay is "decent", the authority is enviable; public support and responsiveness - there; qualification - stimulated and provided by the state (institution or employer).²¹⁶

In our educational environment for the specialties of the directions Education and Pedagogy of ... the students' teachers is oriented towards mastering the competencies to pursue the teaching profession.

2. UPGRADING THE TRAINING AND QUALIFICATION OF TEACHERS IN TERMS OF CREATING A EUROPEAN HIGHER EDUCATION AREA

With grounds P. Balkan states that "the quality of education is determined by the quality of teachers," and they are "most valuable asset and the main human resource education." The author stresses that new challenges require the current approach to teachers to review ... must be modernized parameters for recruitment, training and remuneration of teachers and the conditions in which they work (Balkan 2003: 114).²¹⁷

It is important in the modern system of teacher training changes in it to be proactive in terms of changes in the education system.

²¹⁶ Мерджанова, Я. (2007) Науките за духа в училище. р.31-32 София.

²¹⁷ Балкански, П. (2003) 1. Балкански, П. (2003). Модернизацията на образованието и предизвикателствата пред учителската професия. В Сб. "Общество на знанието и образование за всички". С., р.114.

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Given responsiveness to important educational trend of the role of the interaction of subject-subjective basis is appropriate to apply for teacher training interactive training methods. Creation of interactive educational environment is reliable lever for improving training and ensuring a better quality of university education.

Interactive methods rely for example, in building competencies and skills for the identification and development of gifted children. Technology model is developed with two main modules for training of future teachers: theoretical and practical.

The module for practical training of students includes structural components represented in cycles and meetings. Each of the cycles and relevant meetings include exemplary embodiments of individual and group trainings.

Within the group trainings the use of a variety is provided of interactive learning methods where there is interaction at the "teacher-student" and "student-student" of subject-subjective basis.

Provided out of training exercises are varied, with varying complexity, variability and allow for the inclusion of students as in imaginary situations and in real (from pedagogical practice) provide activity partial and fully research. In training sessions, the use of a variety of interactive teaching methods, different combinations of frontal, group and individual training. In each of the exercises offered variants of problems and tasks, business games, case studies and tests, creating toolkits - questionnaires, projects, intermodal individual development programs for gifted children and others²¹⁸.

In line with European values is the realization of three inter-university project with funding from the Ministry of Education (under the Laboratory of didactics, psychology and management of higher education at SWU "N. Rilski"): "Preconditions for the effectiveness of interactive methods in Higher Education" (head prof. D.Sc. Dobrinka Todorina).²¹⁹

The main scientific results of this project relate to:

1. Analysis of the problem in the context of European best practices and Bulgarian traditions.
2. Create a structural model of the main prerequisites for effective implementation of interactive methods in higher school.
3. Development of problematic issues and tasks in various disciplines from different scientific fields provided with various interactive methods and techniques.
4. The creation and approbation of models for implementation of various interactive methods on different subjects in high school.
5. Develop a system of criteria and indicators for assessing the effectiveness of interactive methods in higher education.
6. Promote the experience of the research team by conducting workshops, participation in scientific conferences in Bulgaria and abroad, team members, creating virtual research area, round tables, the development of monographs and textbooks.
7. Proposal team inclusion criterion: "The use of interactive methods of teachers in the educational process of the university" a) the system for assessing and maintaining the quality of higher education at SWU "N. Rilski" in the survey the students to evaluate the work of teachers; b) the new rules for the appraisal of the faculty of SWU "N. Rilski".

Not accidentally, one of the training courses to enhance the competence of lecturers from universities is precisely the application of interactive methods in the training of students who achieved under the project (head prof. D.Sc. Dobrinka Todorina; Trainers Course prof. D.Sc. Dobrinka Todorina and Assoc. Prof. Dr. Krasimira Marulevska) co-financed by the European Social Fund: "Increasing the professional competence of the faculty of SWU" Neophyte Rilski "(Blagoevgrad) - an investment for the future."

Given the improvement of the conditions for qualification of teachers, it occupies a place of self-development and self-improvement of the teacher.

An integral part of professional self-development is self-learning work of the future teacher.

Greater objectivity of the results achieved when it is established empirical level, the role of training, retraining and self-education of teachers. In our study scientific instruments were oriented: the need for updated training and retraining, according to new social and educational realities; reasons for updating the training and retraining of teachers today; concepts used in the system of teacher training; types of orientations in teacher education; opportunities for professional and educational self-improvement and self-education teacher; forms of postgraduate studies; Acquired by teachers professional degree; pedagogical experience of teachers.

²¹⁸ Тодорина, Д. (2009). Технологичен модел за подготовка на бъдещите учители за работа с надарените деца (Изграждане и измерване на компетентности), Благоевград.

²¹⁹ Тодорина, Д. и др. (2012). Интерактивни методи в средното и висшето училище. Благоевград

From the survey can be drawn two main conclusions that point to changes in the training, retraining and self-education of teachers.²²⁰

1. Trend of an aging teacher staff is worrying. It is appropriate to seek opportunities to counter negative processes (demographic decline, low social status of the teaching profession, insufficient wages teacher) that prevent young teachers to seek fulfillment in teaching specialty.

2. The basics of good qualifications of the modern teacher placed while studying in the high school. Therefore it should be improved and modernized system of teacher training. It is appropriate to change it to take place before the changes in the educational system to be teacher ready for the challenges of modern times.

In modern education system prepare future teachers takes place in a European Higher Education Area.

Implementation of ideas in practical and applied plan is implemented at levels: levels of education - curricula - curricula - textbooks - learning process - modern technologies and techniques. In general terms this is done by:

- strengthening the European dimension in higher education in curriculum development, inter-institutional cooperation, integrated training programs;
- development of modules, courses and new curricula with European content and orientation;
- enhance the attractiveness of the subjects through proper selection and balance between compulsory and optional subjects;
- institutional cooperation at national and international level to ensure the necessary European dimensions in higher education;
- Development of national and international projects involving more faculty, graduate students and students;
- Wider use of modern information technologies and components of distance learning;
- ensuring student and staff mobility through the program "Erasmus" and others.

3. IMPROVEMENT OF THE QUALIFICATION SYSTEM AND CAREER DEVELOPMENT OF THEACHERS AND OTHER PEDAGOGICAL SPECIALISTS – STATUTORY AND LEGAL ASPECTS

The qualification and career development of teachers in Bulgaria is in compliance with a number of important documents, in force in the European Union. An important place among them is occupied by: European Union Strategy for smart, sustainable and inclusive growth 'Europe 2020'; The strategic framework for European cooperation in education and training "Education and Training 2020"; Cohesion Policy of the European Union for the period 2014-2020; Program support for sustainable and quality employment and labor mobility. Each of the mentioned documents in a certain way influences the objectives and activities related to the development of teaching staff, as well as to the evaluation indicators of the achieved results.

The National Strategy for lifelong learning for the period 2014 - 2020 year focuses on the overall approach, with focus on all areas of learning and all levels of acquiring knowledge, skills and competencies in the process of professional and personal development of the modern educated person. The implementation of the national strategy envisages keeping a number of important principles: quality; equality and diversity; decentralization; cooperation; measurability; flexibility.²²¹ Important priorities of the National Strategy for Lifelong Learning are innovation in education with the goal of achieving a high quality of education by providing a favorable environment for equal access to lifelong learning as well as social inclusion and active citizen participation.²²² Extremely valuable is the orientation towards the needs of the economy and changes in the labor market. Special attention deserve the envisaged strategy activities for achieving the abovementioned goals. An important place is given to establishing partner networks between secondary schools and universities, scientific organizations, businesses and local authorities.²²³ Of unquestionable value is the creation of conditions and instruments for financial support of continuing education, and promotion of the idea of lifelong learning.

A comprehensive analysis of the current state of the problem of a functional system for preparation and ongoing training of pedagogical specialists is made in the adopted in May 2014 National Strategy for Development of

²²⁰ Тодорина, Д. (2006). Изследване на квалификацията, преквалификацията и самообразованието на начални учители от гр. Благоевград. В Щрихи към знанията на третокласниците (една ситуация). По проект с ръководител Тр. Попков. Благоевград

²²¹ Национална стратегия за учене през целия живот за периода 2014 – 2020 година, р. 17

²²² supra note 6, р. 19

²²³ Национална стратегия за учене през целия живот за периода 2014 – 2020 година, р. 24

pedagogical staff (2014-2020 year). The analysis of the current training system, qualification and career development of employees in education allows for a number of important conclusions. There are disturbing findings related to aging and strong feminization of the professional teaching community and to the unattractiveness of the teaching profession for the modern young Bulgarian. Not less disturbing are the findings made in connection to the failure to coordinate the actions of various entities involved in the system for qualification of teaching staff and the lagging of the system behind the actual needs of time. With particular alarm sounds the finding regarding a number of parameters of the work environment which define it as being unhealthy (presence of noise, air pollution, etc.). The conclusions regarding the imperfections of the system of career development are also negative - it does not stimulate sufficient professional development of teachers, principals and other educational professionals.²²⁴ The actions envisaged in the National Strategy for the development of teaching staff in the Republic of Bulgaria for the period 2014 - 2020 year are based on a number of important principles: the principle of partnership, coordination principle, the principle of decentralization principle of legality and principle of coherence.²²⁵ As fundamental principles in overall activity of qualification and career development of employees in education, these principles provide the necessary conditions for professional growth of pedagogical specialists.

The European Strategy for smart, sustainable and inclusive growth in the EU "Europe 2020" formulates long-term strategic goals for education: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; unleashing creativity and innovation. Teachers as key players in the reform and development of the educational system are able to influence the establishment of the knowledge-based economy.

4. THE ISSUE OF QUALIFICATION AND CAREER DEVELOPMENT OF PEDAGOGICAL SPECIALISTS – EMPIRICAL DIMENSIONS

In 2016 a team of teachers, PhD students and students from the Faculty of Pedagogy within the scope of the project "Improvement of training, qualification and career development system for pedagogical specialists in the modern education system" focused its efforts on investigating the issue of professional development and career growth of pedagogical specialists in the modern education system. The results from the performed research activities allowed for the possibility of discussing the problems in training, qualification and career growth of teachers in a theoretical and practical manner. The interest in the studied issues is dictated by the need to develop and implement into the educational sphere of certain concepts, programs and models for designing the professional career of the people employed in the field of education.

The goal of the scientific research is related to revealing of the current situation and the ways of improving the training, qualification and career development of teachers in the modern education system in the context of understanding that a career in education is not just a climb in the work hierarchy, but is also a process of validation of high professionalism. An important part of the research project "Improvement of training, qualification and career development system of pedagogical specialists in the modern education system" represents a survey, which included 205 pedagogical specialists working in the secondary education system in two administrative districts in Bulgaria - Blagoevgrad and Kyustendil.

In support of the ideas outlined in this report part of the results from the realized survey will be presented. With respect to the type of training activity in which they had the opportunity to participate, the largest part - 84% of respondents indicate institutional training at school level. A significant place in the ongoing qualification is taken by activities organized at local, regional and national level – outlined by approximately 33% of the respondents. Quite expectedly the data mentioned by respondents in terms of qualifications provided by projects Operational program "Human Resources Development". Undoubtedly the opportunities provided by projects financed by European funds in this decade, gave new impetus to the continuous training of workers in the field of education. It will be as successful and as effective as the level of continuity in the actions, systematization, integrity and consistency in the approach to their implementation will be provided. Of interest is the question of attitudes and expectations of pedagogical experts for inclusion in vocational training. The highest is the percentage of respondents who highlighted as leading their expectations concerning the development of skills for implementation of various modern educational technologies - 76%. It becomes clear from the answers that the modern Bulgarian teacher and other educational professionals recognized as being important these expectations: their qualification activity to be evaluated by the employer and affect the payment of their professional pedagogical work; to improve their theoretical knowledge; to improve their professional skills related to the design and planning of the educational process; contribute to their career development.

²²⁴ Национална стратегия за развитие на педагогическите кадри (2014 – 2020 година), p. 23

²²⁵ supra note 9, p. 32

According to 67% of the respondents, the success of training courses depends at a high degree on professional interests. The more consistent and active are the actions of pedagogical specialists towards satisfying professional interests, the more successful and effective is the training activity. Many of the respondents highlighted as a significant factor - the availability of funds. Financial resources undoubtedly have great importance for the realization of various activities for training of teachers. The possibility of inclusion in training activities for 63% of the respondents according to their personal attitudes, expectations and values is associated with professional and personal communication. The emphasis is on mutual exchange of experience, knowledge and interpersonal interaction as an act of spiritual, emotional and intellectual enrichment.

For the majority of respondent pedagogical specialists - 70%, a major semantic marker for the conduction of training courses is their innovative charge. Innovative ideas and practices constitute an important direction of the training activity and significant influence over the selection of teachers and other educational professionals. The surveyed teachers and other educational professionals differently evaluate the opportunities provided by forms of training implemented in the qualifying courses. A significant part of respondents - 64%, highlight the training as conforming to the highest degree to their interests and motives. Quite a number of respondents reported the importance of the debates, lectures and role-playing games. With the lowest popularity enjoyed by consultations. Data analysis gives grounds to be inferred with respect to legitimate pedagogical orientation of specialists to organizational forms and methods which provide a high degree of interactivity and dialogue. Interesting is the attitude of the respondents towards the issue of evaluation in the training courses. The majority of pedagogical specialists - 81% without hesitation emphasize the need of obtaining a certificate stating their successful participation in the training course. Approximately 67% of the surveyed pedagogical specialists highlighted as indicators in assessing the effectiveness of the training courses - "improvement of the professional culture" and "personal development and improvement".

The critical understanding of current issues related to the conducted training activity in the education sphere gives grounds for the surveyed pedagogical specialists to unravel in the present process separate negative displays and trends. Among them are: lack of precise organization indicated by 40% of respondents; poor qualification of trainers - highlighted by 30% of respondents. Part of the surveyed teachers and specialists share other concerns regarding improper forms and methods of teaching by lecturers discrepancy between school reality and academic vision of what is happening in education; incorrect choice of time for conducting training courses; falling behind of the proposed training topics from the current problems in education.

In the process of the ongoing training the surveyed pedagogical specialists attach greatest importance to professional creativity, which is indicated by 50% of respondents, and professional culture, highlighted by 46% of respondents without neglect to professional success. In terms of specific areas where there is a need for qualification and additional training, 52% of the surveyed pedagogical specialists stated a desire to improve the competencies associated with the use of active and interactive methods and techniques of teaching. A significant number of respondents noted a need for improvement of pedagogical skills to use ICT for educational purposes on specific subjects as well as the development of multimedia didactic tools. The respondents did not overlook the need to improve the professional pedagogical skills and competences with regard to: the special scientific field for the teaching discipline; the method for teaching the certain subject; the design of the learning process, in accordance with legislative training documentation; interdisciplinary subject areas such as civic education, environmental education, education in multiethnic environment; foreign language training.

5. CONCLUSION

The analysis of the data collected in the process of empirical study, allowed for a number of conclusions to be drawn and certain proposals for improvement of the functioning qualification system and professional development of teachers and other pedagogical specialists in the Bulgarian education:

- 1) The need to achieve better continuity in the actions, systematization, integrity and consistency in the approach to the implementation of ongoing training;
- 2) more explicit linking of the qualification activity of pedagogical specialists assessing the quality of their professional work and adequate financial incentives;
- 3) permanent and in-depth study of professional interests and needs of educational professionals to adequate content and organizational improvement of the system for training and career development;
- 4) achieving systematic, consistent and substantiated periodicity in the planning and implementation of training activity carried out at different levels in the education system;
- 5) ensuring professionalism, scientific and methodological training of trainers through the establishment of a reliable mechanism for selection and certification;

- 6) ensuring a high level of interactivity and dialogue in the process of continuing qualification as an important condition for organizational and technological improvement of the educational environment in the implementation of the training activity;
- 7) the system for training and career development of pedagogical specialists priority to the preservation and strengthening of physical and mental health of those working in education in order to guarantee the success of any activity aimed at personal and professional growth.

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