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PROFESSIONAL DEVELOPMENT OF TEACHERS OF HIGHER EDUCATION INSTITUTIONS IN THE FIELD OF "TRANSPORT LOGISTICS" AND "OCCUPATIONAL SAFETY"

ПРОФЕСІЙНИЙ РОЗВИТОК ВИКЛАДАЧІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ У ГАЛУЗІ «ТРАНСПОРТНА ЛОГІСТИКА» І «ОХОРОНА ПРАЦІ»

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ABSTRACT

Purpose. The article is devoted to the problem of professional development of teachers in higher professional education institutions in the fields of "Transport logistics" and "Occupational safety". The relevance and necessity of developing professional competence among teachers, focused on specific requirements and challenges, is substantiated.

Methodology. In the process of research, general scientific and pedagogical research methods were used: theoretical analysis (comparative, systemic, analytical-synthetic, inductive, deductive) to substantiate the above-mentioned problem. The basis for the implementation of the research goal is the use of such research methods as analysis (the main opportunities for professional development of teachers of labour protection and transport logistics in higher

Мета. Стаття присвячена проблемі професійного розвитку педагогів в закладах вищої професійної освіти у галузях «Транспортна логістика» і «Охорона праці». Обґрунтовано актуальність і необхідність розвивати у викладачів професійну компетентність, орієнтовану на специфічні вимоги та виклики.

Методологія. У процесі дослідження було використано загальнонаукові й педагогічні методи дослідження: теоретичні: аналіз (порівняльний, системний, аналітико-синтетичний, індуктивний, дедуктивний) для обґрунтування вищезазваної проблеми. Основою реалізації дослідницької мети є використання таких методів дослідження як аналіз (проаналізовано основні можливості професійного розвитку педагогів з охорони праці та транспортної

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vocational education institutions are analyzed), the comparison method (ways of achieving professional development of teachers of the specified specialities in Ukraine and abroad, in particular in the European Union (EU)), generalization (it is determined how to overcome the shortcomings of advanced training for teachers of the two specialities in higher vocational education institutions).

Results. The ways of achieving professional development of teachers in the fields of "Transport logistics" and "Occupational safety" in Ukraine and abroad, in particular in the countries of the European Union, are substantiated. The main shortcomings of the advanced training system of teachers of the specified specialities in Ukraine are identified and proposals are made to overcome them. The results obtained can be used to form the professional development of teachers in the specialities of "Transport logistics" and "Occupational safety" in higher educational institutions.

Conclusions. As a result of this study, the main differences and common features between the two specialities. The main focus, format of the platforms and features of their study for teachers are determined. Recommendations are made on the choice of advanced training courses for the specified specialities. Different internship models are determined with consideration of the main characteristics that are relevant for each speciality taking into account their features. It is analyzed how the professional development of higher education teachers in the field of "transport logistics" and "occupational safety" is carried out, what are the features of the professional development of teachers in these specialities in Ukraine and abroad, in particular in the countries of the European Union. Interdisciplinary connections and techniques in teaching disciplines in these specialities of "Transport logistics" and "Occupational safety" are substantiated, which will increase the effectiveness of their teaching.

Keywords: higher education institution, occupational safety, professional development, professional education, teacher, transport logistics.

логістики в закладах вищої професійної освіти), метод порівняння (шляхи досягнення професійного розвитку педагогів з означених спеціальностей в Україні та закордоном, зокрема у Європейському Союзі), узагальнення (визначення подолання недоліків підвищення кваліфікації у викладачів двох спеціальностей в закладах вищої професійної освіти).

Результати. Обґрунтовано шляхи досягнення професійного розвитку педагогів у галузях «Транспортна логістика» і «Охорона праці» в Україні й закордоном, зокрема в країнах Європейського Союзу. Визначено основні недоліки системи підвищення кваліфікації педагогів з означених спеціальностей в Україні та запропоновано пропозиції щодо їх подолання. Отримані результати можуть бути використані для формування професійного розвитку педагогів зі спеціальностей «Транспортна логістика» та «Охорона праці» в закладах вищої освіти.

Conclusions. У результаті цього дослідження виокремлено основні відмінності та спільні риси між двома спеціальностями. Проаналізовано шляхи досягнення професійного розвитку педагогів означених спеціальностей на відповідних платформах навчання. Визначено основна спрямованість, формат платформ та особливості їх вивчення для викладачів. Зроблено рекомендації щодо вибору курсів підвищення кваліфікації означених спеціальностей. Визначено різні моделі стажування з розглядом основної характеристики, що актуальні для кожної зі спеціальностей з урахуванням їхніх особливостей. Проаналізовано, як здійснюється професійний розвиток педагогів закладів вищої освіти в галузі «Транспортна логістика» і «Охорона праці», які особливості професійного розвитку викладачів з цих спеціальностей в Україні і закордоном, зокрема в країнах Європейського Союзу. Обґрунтовано міждисциплінарні зв'язки та прийоми при викладанні дисциплін зі спеціальностей «Транспортна логістика» і «Охорона праці», що підвищить ефективність їх викладання.

Ключові слова: заклад вищої освіти, охорона праці, професійний розвиток, професійна освіта, викладач, транспортна логістика.

INTRODUCTION

In wartime conditions, the professional competence of teachers, in particular higher education institutions (HEIs) in the specialities of "Occupational safety" (OS) and "Transport logistics" (TL), is an important factor in ensuring the quality of education, organizing the educational process, training specialists for the domestic economy. The problem of professional development of teachers, taking into account the European integration of vocational education in Ukraine, is relevant.

Taking into account the Decree of the President of Ukraine dated February 24, 2022 No. 64/2022 "On the Introduction of Martial Law in Ukraine", approved by the Law of Ukraine dated February 24, 2022 No. 2102-IX, Decree of the President of Ukraine dated January 12, 2026 No. 40/2026, "On the Extension of the Term of Martial Law in Ukraine", approved by the Law of Ukraine dated January 14, 2026 No. 4757-IX, in accordance with Article 8 of the Law of Ukraine "On the Legal Regime of Martial Law", in order to ensure safe and harmless conditions for training and work, officials, in accordance with the Order of the Ministry of Education and Science of Ukraine dated December 20, 2024 No. 1770 "On Conducting Training, Advanced Training and Testing of Officials' Knowledge on Occupational Health and Safety life for 2026", the order on the main activity dated 01/26/2026 No. 24 "On conducting training, advanced training and testing of knowledge of officials on labour protection and life safety", officials and teachers must undergo advanced training in labour protection and life safety.

It is worth noting that the transport logistics industry is no less important in wartime. Highlighting the decision of the National Security and Defense Council of Ukraine of May 14, 2021 "On the Human Development Strategy" and put into effect by the Decree of the President of Ukraine No. 25/2021 of June 2, 2021, it should be noted that the training of teachers of higher education institutions in such important areas of education as labour protection and transport logistics, "lifelong learning, formal education, non-formal, informal (self-education) education play an increasingly important role in the acquisition of skills and abilities necessary to ensure social and economic activity".

Among the operational objectives of the Human Development Strategy were noted: "building a flexible adult education system; ensuring the development of non-formal education and encouraging lifelong learning; ensuring the organization of distance learning by educational institutions, the use of digital technologies in education". Among the main tasks are ensuring the development of digital skills of education seekers, teachers; launching an educational electronic platform as the basis for organizing distance learning, etc.

In this regard, in my opinion, the professional development of higher education teachers, in particular, in such important areas of activity as occupational safety and transport logistics, will be the basis that will influence the development of human potential in Ukraine during wartime.

METHODOLOGY

In the process of research, general scientific and pedagogical research methods were used: theoretical analysis (comparative, systemic, analytical-synthetic, inductive, deductive) to substantiate the above-mentioned problem. The basis for the implementation of the research goal is the use of such research methods as: analysis (the main opportunities for professional development of teachers of labour protection

and transport logistics in higher vocational education institutions were analyzed, the comparison method (ways of achieving professional development of teachers in the specified specialities in Ukraine and abroad, in particular in the EU), generalization (it was determined how to overcome the shortcomings of advanced training for teachers of two specialities in higher vocational education institutions).

RESULTS

A common trend for both specialities “Transport logistics” (TL) and “Occupational safety” (OS) is the integration of practical skills and digital technologies into curricula. Education is focused on specific industries and labour market needs, providing students with flexibility in choosing educational trajectories. For the TL specialities a single standard of training is important, since the specialty can be included in different fields of knowledge, which leads to a variety of programs. For the OS specialities it is important to balance the pedagogical and engineering components. Some programs train teachers, while others train technogenic safety and audit engineers.

Research areas in professional education for these two specialities are focused on training practical specialists taking into account modern trends and legislation. The goals are to create flexible programs that will combine fundamental knowledge with current technologies and labour market needs. Below is a comparison of key development areas for both specialities. For TL, we will consider three main areas: modernization of educational programs, organization of the educational process and creation of educational materials.

Modernization of educational programs involves an emphasis on the integration of modern technologies (geoinformation systems, information systems), development of model programs for specialized secondary education and integration with university courses.

Organization of the educational process includes the implementation of a practice-oriented approach through cooperation with employers, business games, academic mobility and the formation of an individual educational trajectory. Creation of educational resources is characterized by the development of digital and interactive educational resources for new programs. For OP, modernization of educational programs involves an emphasis on the development of audit and consulting competencies, the integration of digital security management systems and risk management into educational programs.

Organization of the educational process includes a combination of pedagogical and engineering training, with an emphasis on scientific research and experiments that prepare students for both teaching and practical work. The creation of educational resources is characterized by the specialization of programs for the needs of specific industries (housing and communal services, security (civil, educational, industrial, etc.) and their updating.

In this regard, the main opportunities for advanced training for teachers should be noted:

- certified programs in institutions of professional (vocational) higher education (HEI) in the format of developing and implementing model educational programs for professional higher education (in order to improve the quality of training of specialists in HEIs in relevant specialities and for teachers to obtain certificates of advanced training);

- participation in international academic mobility programs in the format of internships, joint projects, teaching at foreign universities (in order to exchange experience and integrate European educational standards with the implementation of curricula consistent with European requirements (as noted in the context of transport logistics or occupational safety);
- development of modern educational materials in the format of creating digital and interactive resources, adapting programs to needs of the considered industries (in order to update educational content in accordance with the requirements of the labour market, which is especially relevant for the specialities «Transport Logistics» and «Occupational Safety»).

I emphasize that there are many other formats for improving the professional development of teachers of higher education institutions in the field of «transport logistics» and «occupational safety». Among such formats, I note: short-term courses and trainings (online and offline) in pedagogy, the use of ICT, educational management; internships at production facilities or in specialized companies to update practical skills; participation in scientific and practical conferences, seminars, webinars; scientific internships and postdoctoral programs (for example, the Marie Skłodowska-Curie (MSCA) programs within Horizon Europe, which offer grants for researchers). It should be noted that for the professional development of teachers, there are many opportunities to master courses in the specified specialities.

Thus, for TL there is an opportunity to master courses:

- «International forwarding cargo» (key skills and content related to sea (air (road)) transportation, multimodal transportation, document management, etc.);
- «Organization of international cargo transportation» (key skills and content related to digital logistics solutions, transportation of special/dangerous cargo, etc.);
- «Organization of international cargo transportation» (key skills and content related to digital logistics solutions, transportation of special/dangerous cargo, etc.);
- «Transport logistics courses (various specializations)» (key skills and content related to dispatching, documents, route planning, etc.);
- «Advanced training courses for logisticians» (key skills and content related to deepening knowledge, updating legislative norms, safety, cost optimization, etc.)
- For OPs, there is an opportunity to master the courses:
 - «Training and testing of knowledge in labour protection» (key skills and content of which are related to primary and recurrent training);
 - «Advanced training in fire safety» (key skills and content of which are related to preparation for inspections by the State Emergency Service, development of documents, briefing system);
 - «Advanced training for pedagogical workers in labour protection» (key skills and content of which are related to labour protection requirements in educational institutions, actions in emergency situations), etc.

In my opinion, the content and program of these courses for the above specialities differ legally and in terms of target nature. For OP, some courses are mandatory by law (in particular, related officials must periodically (at least once every three years) undergo training and knowledge testing. Workers in high-risk jobs undergo such training every year).

For TL, courses are mainly recommended or profile-based in nature to expand knowledge, master new tools or international standards. It is worth emphasizing that during advanced training, teachers who study logistics of special cargoes and occupational safety audits usually have questions that can be combined into several groups: training methodology, program content and professional challenges.

For the methodology of training and provision of practice, it is important to consider the following questions: «How to effectively model real logistics processes with dangerous, oversized or collapsible cargo in the classroom?», «What simulators, training equipment or software exist for training?», etc.

The relevance of knowledge and the legislative framework has the ability to reveal the questions: «Where to look for relevant international and national regulatory documents (for example, ADR, IATA)?», «How to integrate real cases of logistics during wartime into the program?», etc. Interdisciplinary communication will help to solve the question: «How to link the technical aspects of transportation with economic (insurance cost, optimization) and environmental issues?», etc.

I emphasize that among the questions of the OP courses, one of the important ones is the question of occupational safety auditing, which can also be presented in the form of three groups: the structure and content of the program, the effectiveness of training, psychological and ethical aspects.

The structure and content of the program considers what is the optimal balance between the theoretical regulatory framework and practical skills for conducting inspections, how to teach to formulate conclusions and recommendations.

The effectiveness of training makes it clear which modern methods of knowledge assessment (case studies, analysis of real accidents) are best used, how to teach effective communication with employers during an audit. Psychological and ethical aspects highlight the questions: «How to prepare students for possible conflict situations at the enterprise during an audit?», «Where is the line between audit and inspection control?», etc.

In my opinion, all these and other issues related to the specialities of TL and OP, in addition to the courses considered, can be mastered if: take an active part in specialized forums, webinars and conferences (for example, from the Professional Association of Occupational Safety Experts, logistics associations); take part in internships at production facilities, in logistics companies or audit firms to update practical experience; have cooperation with colleagues from other universities and practicing experts to develop joint cases and methods, etc.

It is worth noting that for the professional development of vocational education teachers, specialized platforms have appeared that offer certified courses in logistics: Continent Logic, FULA, School of Logistics (Anastasi), Training Centre «Business World Personnel», etc. Continent Logic has a main focus on practical online training with consideration of courses on the basics of logistics, dispatching, international transportation and transport management.

FULA has a focus on the accelerated course «Logist in a Month» (text and video lessons, tests, tools for work). School of Logistics (Anastasi) focuses on the in-depth course «Director of Logistics», covering warehouse and transport logistics. Training Centre «Business World Personnel» focuses on individual online training in logistics from the very beginning (with an emphasis on practice and career growth). Specialized platforms

offering certified courses are recommended for OP: Training and Consulting Centre «PROFITECH», Training Centre «EXPERT», Training Centre «Professional Safety», etc.

Training and Consulting Centre «PROFITECH» is mainly focused on distance learning courses with a wide range of programs: general course, fire safety, work at height, transport safety, etc. Training Centre «EXPERT» is focused on distance learning with dozens of areas, which helps in deepening industry knowledge. Training Centre «Professional Safety» focuses on distance learning on its own platform or via Zoom. Main courses: labour protection, electrical safety, fire safety.

In the process of studying courses in the above formats, and platforms are established: logistics courses are often focused on practice, and occupational safety courses are often focused on legislation and regulations; for the occupational safety direction, preference is given to those centres that issue state-standard certificates, which are official confirmation of qualifications; preference is given to courses that have feedback (individual consultations), access to materials, and the opportunity to study at a convenient time.

I emphasize that platforms can become a useful resource not only for personal learning, but also for searching for relevant cases, webinars, articles, examples, and contacts with practitioners for classes. In addition to the above factors regarding the professional development of teachers in both specialities, internships should be noted. Among the various internship models, the most significant are: scientific and pedagogical (pedagogical) and scientific and industrial (industrial). The scientific and pedagogical internship model is conducted in other higher education institutions or scientific institutions in order to improve pedagogical skills and learn new experience. Scientific and production (production) is carried out at enterprises, organizations, state institutions in order to deepen practical knowledge, master new technologies.

First of all, I note that since transport logistics and labor protection are practice-oriented industries, internships have their own nuances. For TL, large transport and logistics companies, ports, railway (road) transportation operators, manufacturing enterprises with a developed logistics department are preferred among internship bases. At these bases, real logistics schemes, software complexes, document management, warehouse and transport logistics management are studied. For OP, industrial enterprises (metallurgy, chemistry, construction), state labor inspectorate, security services of large corporations, auditing companies for certification of security systems prevail among internship bases.

The above-mentioned bases consider the analysis of occupational safety management systems (OSMS), safety audits, accident investigations, study of new regulatory requirements (NPAOP, DSTU) in practice, etc. Professional development of teachers in the field of transport logistics and occupational safety (OS) combines fundamental knowledge with constant updating of skills. It can be divided into basic training and continuous professional development.

The first step is to obtain fundamental education in one or both specialities. If for TL, attention is paid to improving fundamental knowledge in the direction of training related to transport technologies and logistics (with consideration of logistics, transportation organization, fleet and port management, international transportation, information systems, etc.), then for OS this direction is related to occupational safety and life safety (with consideration of the basics of occupational safety in transport and production, environmental safety, risk management, etc.). In our opinion, combined

programs are possible for mastering fundamental knowledge in both directions (to form a comprehensive understanding of the safety of logistics processes).

It is appropriate to add that for teachers, a practice-oriented approach is especially important, which often includes internships in leading companies, work with real cases and simulation software. Further development is built on the constant updating of knowledge and skills. In this case, it is advisable to compare the key aspects of this development in Ukraine and the EU countries.

In Ukraine, the main forms of professional development of teachers in the above specialities include advanced training courses, scientific and practical conferences, internships at enterprises, internal exchange of experience; in the EU countries – international specialized programs (in particular, MOST, SURCO), cooperation networks (for example, ENETOSH), academic mobility programs.

Current content focuses on Ukraine including adaptation to military conditions, cyber security, organization of work in conditions of uncertainty, digitalization of educational processes; in EU countries – digital transformation and the impact of artificial intelligence, green and energy transformation, psychosocial risk management.

In Ukraine, pedagogical methods include trainings, master classes, business games involving practitioners; in EU countries – a widespread constructivist approach: learning through experience (in particular, Port Virtual Lab simulators), project-based learning, the role of a teacher as a facilitator.

International cooperation in Ukraine is considered through bilateral agreements with individual institutions in Europe, Asia, North America on academic exchanges and internships; in EU countries – participation in European networks and initiatives (in particular, PactForSkills), joint projects within the Erasmus+ program are preferred.

It is worth noting that ENETOSH is a key European network for integrating safety and health into education, which is especially relevant for teachers of both specialities; Escolar Europe offers innovative programs for logistics teachers, focusing on simulations and digital skills.

My research has found that in organizing professional development for VET teachers in the specialities of TL and O there are weaknesses in Ukraine that need to be overcome. In my opinion, for the professional development of vocational education teachers in the above specialities in Ukraine, proposals at the state and university levels should be taken into account.

At the state level, I propose to:

- 1) update the regulatory framework and standards. To do this, professional standards for vocational education teachers should be developed taking into account modern requirements for logistics and occupational safety, including digital competencies, knowledge of international standards (ISO, ADR, IMO for logistics; ISO 45001 standards, EU directives for occupational safety); the State Standards of Vocational Education (DSPE) for these specialities should be updated, taking into account a practice-oriented approach, "green" skills and cybersecurity;
- 2) consider funding and support programs: introduce the creation of targeted state grants for teachers for internships in leading Ukrainian and international companies (logistics operators, manufacturing enterprises with an advanced occupational safety system); allocate quotas for free advanced training on the basis of author's courses from industry experts; master the "Exchange of Experience"

programs with financing for trips of teachers to advanced enterprises and educational institutions of the EU;

- 3) develop infrastructure: with the creation or modernization of a network of Regional Professional Development Centres with an emphasis on key industries. Equip them with modern simulators: logistics process simulators (WMS, TMS systems), risk analysis laboratories, samples of modern personal protective equipment and devices for measuring harmful factors; financial support for the creation of "Virtual Laboratories" and simulators (for example, virtual warehouses, modelling of emergency situations for labor protection);
- 4) establish partnerships with business and institutes: introduce legislative incentives for business (tax benefits) that participate in the training and professional development of teachers (organization of internships, lectures, joint projects, etc.); create Sectoral Councils for the Development of Vocational Education with the participation of the Ministry of Education, trade unions, associations of logisticians and occupational health and safety specialists to monitor skills needs.

At the university level, I propose to:

- 5) introduce individual development trajectories for teachers: with the introduction of a system of "personal educational budget" for each teacher, which he can spend on courses, internships or conferences of his own choice;
- 6) focus on practice-orientation and connection with the labor market: by introducing mandatory "professional internships" for teachers at operating enterprises with the mandatory subsequent inclusion of the experience gained in the curricula; by involving practitioners as expert teachers for part of the hours, conducting master classes, workshops; organize joint projects with business for students under the guidance of teachers, which will allow teachers to update their knowledge in the process;
- 7) develop digital and methodological competencies: internal training using modern software (logistics simulators, risk calculation tools), etc.; stimulation of the creation of author's online courses, methodological complexes and electronic textbooks with current cases; creation of communities of practice within the institution for the exchange of experience between teachers of different disciplines (for example, logisticians and labor protection to discuss supply chain safety);
- 8) implement international integration: increased participation in EU programs (Erasmus+, Horizon Europe, etc.) for personnel exchange, joint research and development of curricula; cooperation with foreign professional colleges and universities for double-degree programs for advanced training of teachers; support for teachers in passing international certifications;
- 9) create a single portal-platform with current materials, webinar recordings from industry experts, practical case templates and a forum for the exchange of experience;
- 10) hold annual All-Ukrainian forums (conferences, seminars, round tables) for teachers of the considered specialties with representatives of the state, business and international experts. Overcoming these shortcomings, taking into account the above proposals for improving qualifications in Ukraine and abroad, taking into account the specifics of their internship systems, in particular in the countries of

the European Union, will provide an opportunity for high-quality professional development.

DISCUSSION

The problem of professional development of HEI teachers, in particular in the field of physical education and physical culture, is constantly highlighted at the legislative and regulatory levels (On Professional Development of Employees, 2012 with amendments; On Higher Education, 2014; On Scientific and Scientific-Technical, 2015; Development Strategy, 2020 and 2021, etc.), at the scientific (Skyba et al., 2020), scientific-methodical and scientific-practical (Bulvinska et al., 2017), etc. This problem continues to be considered in connection with the transition to the European Educational Space. In connection with this important area of research, the continuous improvement of the professional development of teachers arises, which makes it possible to improve the quality of professional training of applicants, in particular, higher education in occupational safety and transport logistics (Rimske Ministerske, 2020; Skyba et al., 2020; Bulvinska et al., 2017).

The ability of Ukrainian teachers of higher education institutions to improve their professional level in European educational institutions requires an understanding of the features of the higher education system in the countries of the European Union (EU), in particular vocational education and training (CEDEFOP, 2024). It should be noted that the Finnish study by Virtanen (2020) indicates the feasibility of implementing digital platforms, such as MS Forms, which provides a more flexible system of assessment and development of teachers in educational institutions. Therefore, the use of such technologies makes it possible to constantly assess the level of professional competence of teachers, provide timely feedback and adjust their professional development strategies (Vaintraub, 2024), (Vaintraub, 2025).

In EU countries, improving the quality of the educational process is ensured at all levels with opportunities for all participants in the educational process (European Commission, 2022). The mobility of HEI teachers, in particular in the field of VET and VET, as well as the recognition of qualifications by EU countries, is facilitated by various joint programs, for example, Erasmus+, the European Qualifications Framework (EQF) and the Bologna Process. Some HEIs do not have access to appropriate digital tools, which complicates the alignment of national education systems in the field of digital education (OECD, 2023, p. 22–23).

As noted, international programs contribute to the deepening of cooperation between Ukrainian teachers and specialists from EU countries in the field of education, research and science. Among the European programs that contribute to the professional development of teachers and the development of strategic partnerships between universities, Erasmus+ should be noted (European Commission, 2023, p. 7–10). It is worth highlighting the Horizon Europe program, which is aimed at financially supporting scientific research and innovation (European Commission, 2026).

The Digital Education Action Plan 2021–2027 contributes to improving digital literacy and ensuring access to technologies in universities. The above programs provide significant financial benefits for Ukraine, which simplifies access to these opportunities (Ministry of Digital Transformation of Ukraine, 2022). It should be noted that the programs are mostly designed to be useful for experienced teachers and beginners (Smith, et al., 2022). In this aspect, it is crucial that the development of individual

teacher programs is provided for during professional development, including four stages for professional self-improvement (Schweikhardt, 2024).

All these programs increase the mobility of teachers, promote the exchange of best practices in the field of education and adaptation to European standards. According to the Law of Ukraine "On Professional (Vocational and Technical) Education" (2023), advanced training of teachers is carried out in higher educational institutions and their specialized faculties, as well as in other pedagogical higher educational institutions.

It is worth noting that teachers who improve their qualifications have a free choice of educational programs, forms of study, educational institutions, institutions and organizations, and other subjects of educational activity. The main forms of advanced training include: institutional (full-time (day or evening), correspondence, distance), dual, etc.) (Resolution of the Cabinet of Ministers of Ukraine "Some issues of advanced training of pedagogical and scientific and pedagogical workers", 2019).

Professional development of teachers includes: development of professional competencies (knowledge of academic disciplines, methods, technologies); knowledge of the psychological and physiological characteristics of education seekers; use of information and communication and digital technologies in the educational process; ability to form integrated, general and special competencies in education seekers, in particular, in transport logistics and labour protection; creation of a safe and inclusive educational environment; speech, digital, communication, social competence, etc. (Yevtushenko et al., 2022), (Yevtushenko & Tverdokhliebova, 2024).

I emphasize that the advanced training of teachers is organized through formal, non-formal and informal education with appropriate retraining and internship courses, trainings, webinars, etc. (Procedure for Advancement, p. 6, 2019).

CONCLUSIONS

The article examines current trends in the professional development of teachers in higher vocational education institutions in the fields of "transport logistics" and "occupational safety". The main differences and common features between the two specialities are highlighted. The ways of achieving professional development of teachers of the specified specialities on the relevant training platforms are analyzed. The main focus, format of the platforms and features of their study for teachers are determined. Recommendations are made on the choice of advanced training courses for the specified specialities. Different internship models are determined with consideration of the main characteristics that are relevant for each speciality taking into account their features.

It is analyzed how the professional development of higher education teachers in the field of "Transport logistics" and "Occupational safety" is carried out, what are the features of advanced training in these specialities in Ukraine and abroad, in particular in the countries of the European Union. Interdisciplinary connections and techniques in teaching disciplines in the specialities of "Transport logistics" and "Occupational safety" are substantiated, which will increase the effectiveness of their teaching. The main shortcomings of the system of advanced training of teachers in the specified specialities in Ukraine are identified and proposals are made to overcome them.

CONFLICT OF INTEREST

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