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COMPETITIVE EVENTS AS A FORM OF DEVELOPMENT THE TEACHERS’ PROFESSIONAL ACTIVITY (ON THE EXAMPLE OF THE "PLANET IT" COMPETITION)

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Abstract

The *relevance* of the study is determined by the need to increase the professional activity of teaching staff in the context of the digitalisation of education and the introduction of innovative approaches to the learning process. Competitions, in particular «Planet IT», are an effective mechanism for stimulating the development of digital competence, creativity, and initiative among teachers. They contribute not only to the professional growth of teachers, but also to the modernisation of the educational environment, which is in line with the strategic objectives of reforming Ukrainian education and ensuring the training of competitive specialists.

Objective: to substantiate and reveal the features of competitive events as an effective form of developing the teachers’ professional activity by determining priorities in the development of digital educational resources for competitive selection using the example of the "Planet IT" competition.

Methods: *analysis* of psychological, pedagogical, scientific, and methodological literature to identify the positive and negative aspects of competitive events as a form of stimulating professional activity among educators; *processing* of competition entries submitted via Google Forms to quantitatively represent the affiliation, positions and geography of participants and distribution of works by nominations; *generalisation* – to formulate conclusions about the priorities of teachers in preparing digital materials for submission to the competition.

Results: The significance of competitive events as a form of development of professional activity among teaching staff in the context of the digitalisation of education is considered. It is emphasised that modern teachers are not only bearers of knowledge, but also active participants in innovative processes related to the creation of digital resources, methodological and research activities. It has been proven that competitions perform motivational and innovative functions but require proper organisation to avoid the risks of excessive competition. Particular attention is paid to the All-Ukrainian competition «Planet IT», which contributes to the improvement of teachers' digital competence and the modernisation of the educational environment. The article analyses the results of applications for the competition in terms of dynamics, professional composition of participants, geography, and nominations.

Conclusion: Competitive events are a significant factor in the development of professional activity among teaching staff, as they contribute to the formation of motivation for professional growth, the development of

methodological competence, innovation, and communication skills. At the same time, the risks of formalism, stress, and the effect of limitation without proper post-competition support cannot be ruled out.

An analysis of digital educational resources submitted to the «Planet IT» competition in 2025 shows that teachers prioritise the development of educational websites, blogs, platforms, electronic manuals, and video lessons. Teachers pay significantly less attention to the development of electronic dictionaries, reference books and textbooks.

Keywords: *competitive events; professional activity; teaching staff; «Planet IT»; digital educational resources.*

Introduction. In conditions of rapid digitalisation of the education environment and transition to new forms of learning organisation, the role of teaching staff is becoming particularly important. Teachers are no longer limited to the role of knowledge transmitters but are active participants in innovative processes that involve the creation of teaching materials, the use of digital technologies, and participation in research, methodological and project activities (Radkevych et al., 2023). The teacher's professional activity is manifested through their initiative, creative approach, critical thinking, and desire for self-improvement. These characteristics are becoming important factors in improving the quality of educational services, developing professional potential, and shaping competitive graduates who can work effectively in the modern labour market. (Pryhodii et al., 2023).

Various incentive mechanisms play a significant role in professional and pedagogical activities, where competitive events occupy a special place. They are aimed not only at assessing and identifying professional skills, but also at motivating teachers to implement innovative practices, master modern digital technologies, develop new educational resources and improve their professional competence (Titova et al., 2023).

Contests aimed at developing digital educational resources deserve special attention. A striking example is the All-Ukrainian competition «Planet IT» (<https://ivet.edu.ua/planeta-it-2025/>), which aims to involve teaching staff from vocational and pre-higher education institutions in the creation of digital teaching materials, the formation of an innovative content library and the improvement of teachers' digital competence (Fig. 1) (Instytut profesiinoi osvity NAPN Ukrainy, 2025).



Fig. 1. Page of the «Planet IT» competition on the Institute of Vocational Education of the NAES of Ukraine website

Participation in such events allows teachers not only to demonstrate their professional achievements, but also to actively participate in the modernisation of the educational environment, which is one of the key tasks of modern Ukrainian education.

In the context of reforming Ukraine's education system, research into the role of competitive events in the development of teachers' professional activity is particularly relevant. The order of the Ministry of Education and Science of Ukraine «On Amendments to the Regulations on the Certification of Teaching Staff» emphasises the importance of competitive events as one of the mechanisms for stimulating teachers' professional activity. Participation in competitions is recognised as an official basis for extraordinary certification, which contributes to the development of professional skills, motivation to implement innovative practices and improve the professional competence of teaching staff. (Ministerstvo osvity i nauky Ukrainy, 2024).

At the same time, competitive practices contribute to raising the prestige of the teaching profession, forming internal motivation among teachers, and creating conditions for integrating innovative approaches into the educational process. Therefore, research into competitive events as a factor in the manifestation and development of professional activity among teaching staff, particularly using the example of the «Planet IT» competition, is extremely relevant.

Sources. Professional activity is interpreted as the teacher's ability to continuously improve their own work, initiate innovations, and take responsibility for the results of the educational process. Researchers emphasise that professional activity is not limited to the performance of official duties, but also involves initiative, independence, and readiness for professional challenges (Andriushchenko, 2023).

In this context, competitive events are particularly valuable because they create conditions for the manifestation of these characteristics – the demonstration of pedagogical skills, the development of original methodologies, and the justification of one's own position.

In pedagogical science, competitions are viewed not only as a mechanism for selection or competition, but also as a specific form of professional development (Petrenko, et al., 2021). It should also be emphasised that participation in competitions contributes to the formation of reflection skills, the development of creative potential, and the mastery of modern educational technologies (Masterkova, 2023).

International research shows that any form of professional training, including competitive training, will only be effective if it is integrated into systematic professional development (Tang & Shao, 2014). This requires duration, practical focus, collegiality, quality feedback (Darling-Hammond et al., 2017), as well as preparation, implementation, and evaluation (Şahinoğlu & Sağlam Arslan, 2023). Practical actions, analysis of practices, observation, and reflection, which can be integrated into the competitive activities of teachers, play a key role in the above.

Psychological and pedagogical studies indicate that competitions have significant motivational potential. It has been experimentally proven that competition increases attention, promotes better memorisation and increases activity levels. In the pedagogical environment, this manifests itself in the desire of teachers to improve their methodological practices, seek new technologies, and engage in discussion of results (DiMenichi & Tricomi, 2015).

At the same time, research (Buunk & Brenninkmeijer, 2022) shows that competition among teachers has not only stimulating but also problematic potential. In particular, the introduction of a teacher ranking system causes anxiety, unwanted competition, and a decrease in cooperation between colleagues. An analysis of reforms aimed at increasing competition between educational institutions has revealed that competition often does not lead to an improvement in the quality of education, but rather creates additional pressure on teachers and negatively affects other aspects of educational activity (Ladd & Fiske, 2003). Excessive competition in the educational environment can not only stimulate professional activity, but also undermine trust and a culture of cooperation among teachers.

Thus, the motivational effect of competitions is twofold: it can contribute to the development of professional activity, but only if it is constructively organised and supported by participants.

Scientific discourse highlights several areas of professional growth for teachers through participation in competitions:

a) development of methodological skills (development of original lessons, methodological materials, use of ICT);

b) gaining experience in reflection (the ability to analyse one's own activities, justify pedagogical decisions);

c) improving communication skills (participation in public speeches, discussions, defending one's own position);

d) developing innovation (searching for non-standard solutions, testing new methods).

To apply the innovative teaching practices in the classroom, rather than remaining at the level of individual training sessions or individual teachers, post-training support is necessary (Leshin et al., 2024). So, it can be assumed that without systematic post-competition support, the achieved results often remain at the level of individual achievements and do not spread to the wider educational space.

Theoretical generalisation allows to conclude that competitions can be considered a component of the professional development system for teachers, if they are integrated into broader strategies for continuous learning, ensure high-quality feedback, and institutional recognition of results. The results of the materials submission for competitions allows to describe teachers' priorities in the preparation of digital materials, determine which categories are most popular, and track which ones are a priority for teachers.

Research objective: to substantiate and reveal the features of competitive events as an effective form of developing the teachers' professional activity by determining priorities in the development of digital educational resources for competitive selection using the example of the "Planet IT" competition.

Research methods. *Analysis* of psychological, pedagogical, scientific, and methodological literature to identify the positive and

negative aspects of competitive events as a mechanism for stimulating professional activity among educators; *processing* of competition entries submitted via Google Forms to quantitatively represent the affiliation, positions and geography of participants and distribution of works by nominations, *generalisation* – to formulate conclusions about the priorities of teachers in preparing digital materials for submission to the competition.

Results and Discussion. «Planet IT» is an All-Ukrainian competition for the best digital educational resource, which is founded and held annually at the Institute of Vocational Education of the NAES of Ukraine with the support of the Directorate of Vocational Education of the Ministry of Education and Science of Ukraine.

The purpose of the event is to a) identify the best practices in creating innovative educational products in the system of vocational and pre-higher education based on digital technologies; b) promote digital educational resources; c) actualise the intellectual and creative abilities of teaching staff in the system of vocational and pre-higher education.

In view of the above, the organisers identified several priority tasks:

– to increase the motivation of vocational education teachers to develop and use digital educational resources in the educational process;

– create a collection of such competition entries;

– ensure the availability of educational materials for students and teachers of vocational and pre-higher education institutions in Ukraine. (Instytut profesiinoi osvity NAPN Ukrainy, 2025).

On 15 September 2025, the first stage of the competition – the submission of applications – came to an end. In total, the organising committee received **214** entries in such categories as teaching aids, textbooks, electronic dictionaries and reference books, video lessons, educational websites, blogs, and platforms. The activity of teaching staff varied from month to month: 39 applications were submitted in May, 26 in June, 19 in July, and 22 in August. The largest number of contestants joined in September, with **108** applications (Fig. 2).

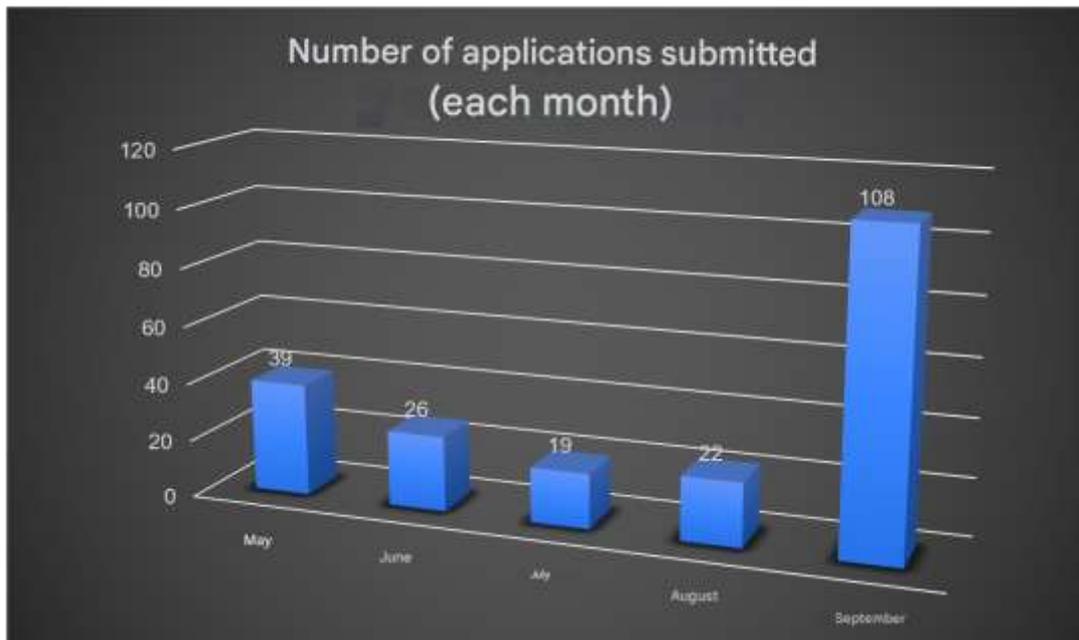


Fig. 2. Dynamics of submissions to the competition (May-September 2025)

The authors of the works were mainly teachers (186 people) from vocational education institutions (Fig. 3). Their work was also submitted

by vocational training instructors (31), methodologists (8), deputy directors (6), practical psychologists (4) and acting directors (1).

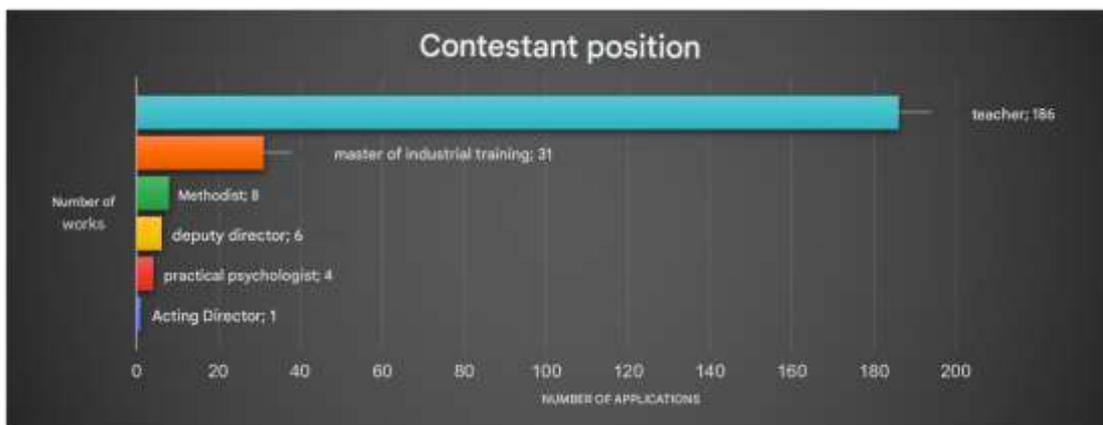


Fig. 3. Distribution of the number of works by the positions of contestants

In total, they represented more than 93 institutions of vocational and pre-higher education.

Institutions from which 3 or more applications were submitted are shown in the diagram in Fig. 4.

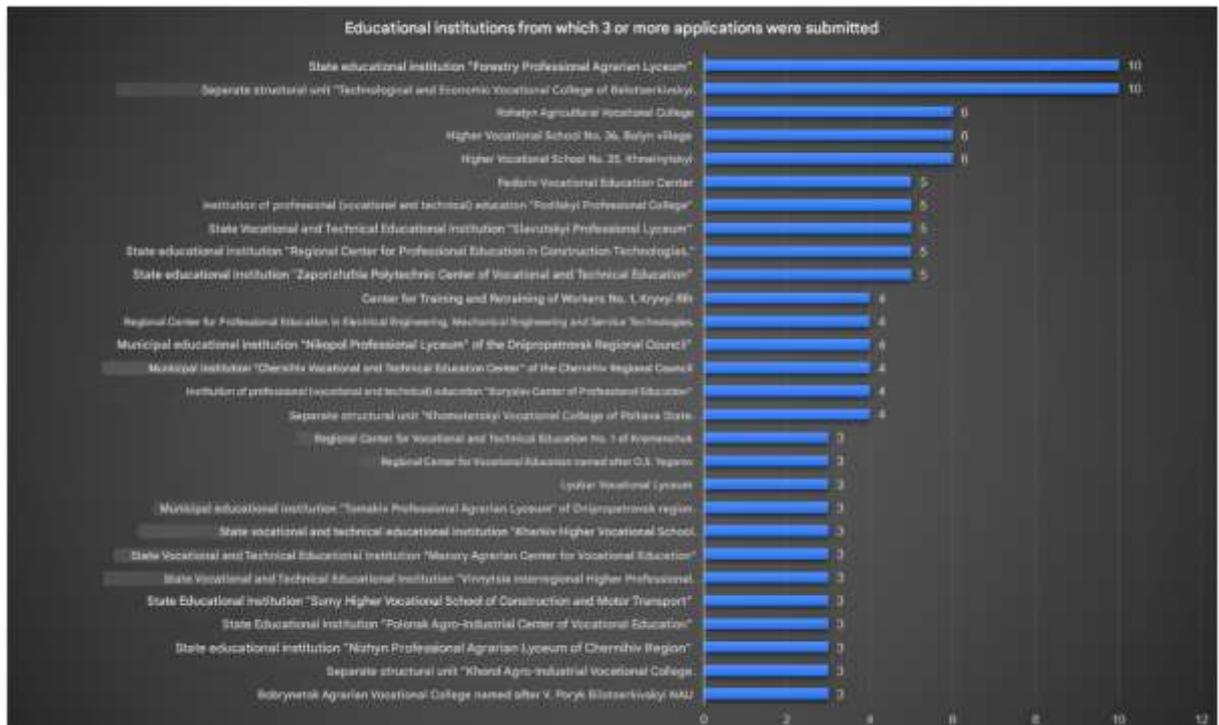


Fig. 4. Number of works submitted by vocational education institutions

The geography of participants covered various parts of Ukraine (Fig. 5), with the highest

activity observed in regions such as Khmelnytskyi (48 applications) and Dnipropetrovsk (22).

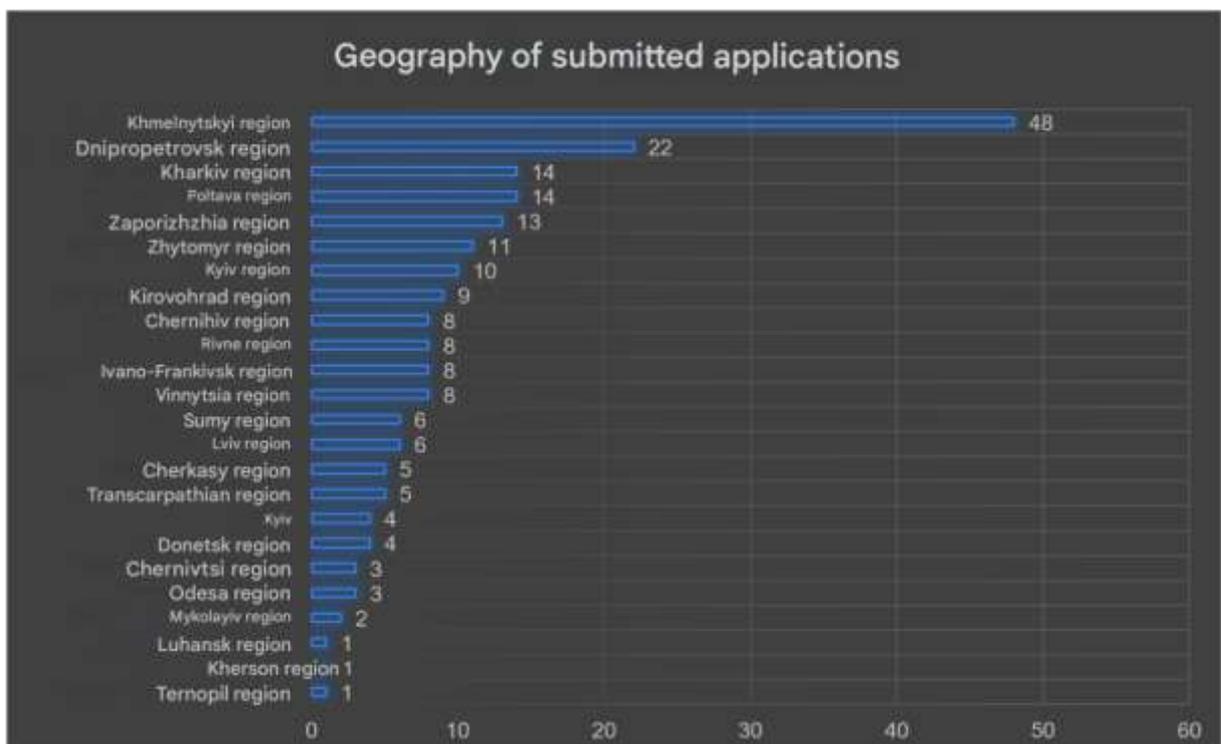


Fig. 5. Geography of contest participants

It is valuable that, despite the conditions of martial law, participants from Donetsk, Luhansk, Kherson, and Mykolaiv regions also joined.

Entries were received from more than 70 cities and towns across our country (Fig. 6). The largest number of entries were sent by teachers from

(Academician) of the NAES of Ukraine. The high-quality experts team presented by 3 Doctors of Sciences, Professors, including two full members (academicians) of the NAES of Ukraine and 1 corresponding member of the NAES of Ukraine, 4 candidates of sciences, 2 Doctors of Philosophy, 2 research associates and 1 chief specialist of the Department of Education Content of the Directorate of Vocational Education of the Ministry of Education and Science of Ukraine.

Since 2025, at the request of contestants, all information about submitted educational websites, blogs, platforms, manuals, and video lessons, as well as webpages about their authors, will be posted on the website «**Pedagogue-Innovator**» (<https://innovation.ivet.edu.ua/>), created and maintained by specialists from the Institute of Vocational Education of the NAES of Ukraine as an innovative content library of digital educational resources. The best competition entries, which will receive first-degree diplomas, will be recommended for publication on the All-Ukrainian platform for distance and blended learning for students, «**Vocational Education Online**» (<https://profosvita.online/>), which was developed on behalf of the Ministry of Education and Science of Ukraine with the support of the International Labour Organization.

Conclusions. The analysis shows that competitive events are a significant factor in the

development of professional activity among teaching staff, as they contribute to the formation of motivation for professional growth, the development of methodological competence, innovation, and communication skills. Participation in competitions stimulates the formation of professional communities and the dissemination of pedagogical innovations. At the same time, studies point to the risks of formalism, stress, and limited effect without proper post-competition support.

An analysis of the digital educational resources submitted to the «Planet IT» competition in 2025 shows that the development of educational websites, blogs, platforms, manuals, and video lessons is a priority for teaching staff. Teachers pay significantly less attention to the development of electronic dictionaries, reference books and textbooks.

The prospects for further research are in the development of a system of criteria and indicators for evaluating the quality of each type of digital educational resource submitted to the competition, an evaluation matrix that allows the jury to assign scores (from 0 to 5) and form a final assessment taking into account the weighting coefficients of each indicator, as well as the formation of recommendations for teachers on the development of competition entries based on the results of the «Planet IT» competition in 2025.

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КОНКУРСНІ ЗАХОДИ ЯК ФОРМА РОЗВИТКУ ПРОФЕСІЙНОЇ АКТИВНОСТІ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ (НА ПРИКЛАДІ КОНКУРСУ «ПЛАНЕТА ІТ»)

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Реферат:

Актуальність дослідження зумовлена потребою підвищення професійної активності педагогічних працівників в умовах цифровізації освіти та впровадження інноваційних підходів в освітній процес; конкурсний захід «Планета ІТ» виступає дієвим механізмом стимулювання розвитку цифрової компетентності, творчості та ініціативності викладачів; сприяє професійному зростанню педагогів, модернізації освітнього середовища, реалізації стратегічних завдань реформування української освіти, забезпеченню підготовки конкурентоспроможних фахівців.

Мета: обґрунтувати та розкрити особливості конкурсних заходів як ефективної форми розвитку професійної активності педагогічних працівників, зокрема шляхом визначення пріоритетів у розробленні цифрових освітніх ресурсів для конкурсного відбору на прикладі конкурсу «Планета ІТ».

Методи: аналіз психолого-педагогічної та науково-методичної літератури – для визначення позитивних і негативних аспектів конкурсних заходів як однієї з форм стимулювання професійної активності педагогів, *опрацювання заявок учасників конкурсу, поданих через Google Forms* – для кількісного представлення афіліації, посад й географії учасників та розподілу робіт за номінаціями, *узагальнення* – для формулювання висновків щодо пріоритетів педагогів у підготовці цифрових матеріалів для подання на конкурс.

Результати: розглянуто значення конкурсних заходів як форми розвитку професійної активності педагогічних працівників в умовах цифровізації освіти; з'ясовано, що сучасний викладач виступає не лише носієм знань, а й активним учасником інноваційних процесів, пов'язаних зі створенням цифрових ресурсів, методичною та науково-дослідною діяльністю; доведено, що конкурси виконують мотиваційну й інноваційну функції, однак потребують належної організації для уникнення ризиків надмірної конкуренції; приділено особливу увагу Всеукраїнському конкурсу «Планета ІТ», що сприяє підвищенню цифрової компетентності педагогів та модернізації освітнього середовища; подано аналіз результатів подання заявок на конкурс за динамікою, професійним складом учасників, географією та номінаціями.

Висновок: конкурсні заходи є значущим чинником розвитку професійної активності педагогічних працівників, оскільки сприяють формуванню мотивації до професійного зростання, розвитку методичної компетентності, інноваційності та комунікативних умінь; водночас не виключені ризики формалізму, стресових навантажень та ефекту обмеженості без належного післяконкурсного супроводу; аналіз поданих на конкурс «Планета ІТ» у 2025 р. цифрових освітніх ресурсів, вказує на пріоритети педагогічних працівників щодо розроблення навчальних сайтів, блогів, платформ, електронних посібників та відеороликів.

Ключові слова: форми розвитку професійної активності, конкурсні заходи, професійна активність; педагогічні працівники; «Планета ІТ»; цифрові освітні ресурси.

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