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INNOVATIVE PRACTICES OF SUSTAINABLE PROFESSIONAL DEVELOPMENT OF ESP TEACHERS IN THE PROCESS OF INTERNATIONALIZATION OF EDUCATION

У статті представлено результати теоретико-методологічного дослідження проблеми сталого професійного розвитку викладачів англійської мови за професійним спрямуванням (ESP) у контексті інтернаціоналізації освіти. Актуальність теми зумовлена необхідністю якісної модернізації освітнього процесу та забезпечення відповідності професійної підготовки викладачів сучасним вимогам глобалізованого світу. Актуальність теми обґрунтовується необхідністю підвищення якості вищої освіти в Україні відповідно до європейських стандартів та вимог глобалізованого освітнього простору.

Метою дослідження є окреслення основних напрямів сталого вдосконалення професійної майстерності викладачів ESP шляхом розроблення та впровадження інноваційних практик безперервного професійного розвитку, що ґрунтуються на засадах інноваційної педагогічної діяльності та інтернаціоналізації освіти. Визначено такі завдання дослідження: здійснити категоріально-понятійний аналіз ключових понять дослідження; проаналізувати вітчизняний і зарубіжний досвід професійного розвитку викладачів; визначити організаційно-педагогічні умови ефективного безперервного професійного розвитку викладачів ESP; виявити й обґрунтувати продуктивні інноваційні практики професійного розвитку в умовах інтернаціоналізації освіти.

Результати дослідження засвідчують, що сталий професійний розвиток викладачів ESP є динамічним, безперервним процесом якісного перетворення особистісних і професійно значущих характеристик педагогів, що відбувається в умовах підтримки інституційних структур, професійної співпраці та впровадження цифрових технологій.

Досвід кафедри іноземних мов Криворізького національного університету, зокрема створення лабораторії «ShareLab», підтверджує ефективність впровадження інноваційних практик сталого професійного розвитку, орієнтованих на потреби воєнного часу, дистанційного навчання та міжнародної інтеграції. Визначено важливість організаційно-педагогічних умов ефективного впровадження інноваційних практик професійного розвитку, з-поміж яких: добровільність участі, ресурсне забезпечення, академічна автономія, наявність професійних мереж, технологічна підтримка, інституційне партнерство тощо. Підтверджено безпосередній вплив процесу сталого професійного розвитку викладачів на успішність студентів та розвиток їх іншомовної компетентності.

Ключові слова: *сталий професійний розвиток, викладач іноземної мови за професійним спрямуванням, інтернаціоналізація освіти, інноваційна діяльність, дистанційне навчання, організаційно-педагогічні умови, цифровізація.*

Problem statement. The main goal of any civilized society that regulates its activities as holistic, innovative and tolerant is to adapt to political, economic, social and similar changes. The changes taking place in the educational space of Ukraine actualize the content of professional development of teachers as one of the levers of all educational and social transformations. High-quality continuous professional development (CPD) of teachers directly affects the success of reforming and improving the education system as a whole. The importance of organizing effective professional development of teachers, taking into account modern requirements of society and positive experience of foreign countries, is reflected in such state legislative documents as the National Programme “Education” (Ukraine of the 21st century) (1993), the National Doctrine of Education Development in the 21st century (2002), the Conceptual Principles of Development of Pedagogical Education and its Integration into the European Educational Space (2004), The Concept of Development of Postgraduate Education in Ukraine (2008), the White Book of National Education (2008), etc. The state policy on compulsory learning of a foreign language by Ukrainian citizens, namely the Concept of the State Targeted National Cultural Program for Promoting the Study and Use of the English Language in Ukraine for 2026–2030 approved by the Cabinet of Ministers of Ukraine, aims to increase the level of English proficiency among citizens and provides for a comprehensive reform in this area [Концепція Державної цільової національно-культурної програми, 2025]. Compliance with the Council of Europe’s recommendations on foreign language education policy provides for new requirements for foreign language teachers, their level of professional training, professional competence, ability to use new forms and methods of organizing the educational process, and readiness to ensure the European quality of education.

Analysis of the latest research and publications. Theoretical and methodological foundations of the multifaceted professional development of teachers have been explored in the works of domestic scholars. These include strategies for the formation of pedagogical professionalism, as discussed by O. Dubaseniuk et al. [Дубасенюк, 2014], and the advancement of pedagogical mastery, as analysed by L. Petrenko, O. Kucheriavyi, and O. Lavrynenko [Петренко, Кучерявий, Лавріненко, 2024], as well as the vectors and characteristics of young teachers’ professional development, studied by V. Rybalka et al. [Рибалка, 2014].

As shown by a review of primary sources, Ukrainian researchers have been extensively investigating the specific features of teachers’ professional development in other countries and the ways in which international practices can be adapted to the Ukrainian educational context – particularly in relation to educators in the USA and Canada, as studied by N. Mukan [Мукан, 2011]; EU countries, L. Pukhovska [Пуховська, 2016]; the United Kingdom, N. Avsheniuk [Авшенюк, 2016]; and Australia, L. Kostina [Костіна, 2017].

An analysis of these and other academic studies indicates increasing scholarly attention to the sociocultural and economic factors influencing the development of continuous pedagogical education systems abroad. Comparative studies of educational systems emphasise the close interrelation between levels of social well-being, state cultural policy, labour market structure, and organisational models of teacher qualification enhancement [Васюк, 2016].

It is particularly noted that under the conditions of globalisation, digitalisation, and growing professional mobility, systems of continuous pedagogical education are acquiring new functions – evolving from tools for professional advancement into mechanisms for social integration and professional self-fulfilment [Петренко, Кучерявий, Лавріненко, 2024].

An analysis of contemporary academic literature in the field of comparative education reveals a structured focus by the international scholarly community on issues related to teacher development within the framework of lifelong learning [Villegas-Reimers, 2003]. Researchers such as L. Evans, L. Ingvarson, and H. Timperley conceptualise this process as a multifaceted phenomenon that encompasses individual, institutional, and sociocultural dimensions. Particular emphasis is placed not only on the acquisition of new knowledge and skills but also on the transformation of professional identity, the strengthening of teacher agency, and the capacity for change in dynamic educational environments [Evans, 2014; Timperley, 2008].

The content dimension of professional learning is increasingly associated with reflective practice, engagement in professional communities, and sensitivity to contextual variables. Within the structural approach [Beaty, 1998; Timperley, 2011], emphasis is placed on the need

to align individual choices with broader institutional or national support strategies. U. Bergmark reinforces this view by arguing that meaningful learning is context-specific, collaborative, and teacher-driven, with a strong emphasis on practitioner agency and research-informed practice [Bergmark, 2020]. For his part, M. Ayenew Asmare highlights that sustained engagement in continuous development is shaped by institutional support, contextual responsiveness, and the degree to which CPD initiatives correspond to real classroom needs [Ayenew Asmare, 2025].

At the same time, under the situative approach advocated by S. Owen, effectiveness is understood as dependent on professional immersion, practice-oriented learning, and the integration of new knowledge into everyday pedagogical activity [Owen, 2004].

Equally significant in recent research is the intercultural and global dimension of professional learning. J. Knight [2004; 2008], for example, demonstrates how the internationalisation of higher education – through interactions between national and supranational standards, shifting economic priorities, and increasing teacher mobility – has transformed the organisation and goals of professional learning initiatives.

Taken together, these studies illustrate a clear shift away from standardised, top-down models of qualification enhancement towards flexible, contextually responsive, and culturally embedded approaches grounded in autonomy, reflection, collegiality, and lifelong learning.

Nevertheless, a review of academic, policy, and analytical sources suggests that the organisational and pedagogical conditions underpinning the professional development of ESP teachers remain insufficiently explored within the scope of comprehensive scholarly analysis.

The purpose of the article is to highlight the main directions of sustainable improvement of teachers' professionalism in efficient foreign language teaching by means of developing and implementing innovative practices of continuous professional development (CPD) based on the principles of innovative pedagogical activity and internationalization of education.

The study was conducted based on a comprehensive approach employing the following **methods**: theoretical: semantic and terminological to substantiate the conceptual and terminological apparatus of the study; inductive and deductive method for processing theoretical and factual material and its generalization; method of comparison and contrast to determine the common and different in the process of professional development of teachers; analysis and synthesis to study the content, methods and forms of professional development of teachers; methods of prognostication to determine the prospects for the application of constructive ideas of foreign experience in the system of teachers' professional development in Ukraine.

Previously unresolved parts of the general problem. The in-depth knowledge of innovative and democratic practices of ESP teachers' CPD, the essence and principles of education internationalization determine the realization of the demands of an innovative, international society for high-quality, sustainable professional development of teachers, improvement of their innovative activities, high levels of students' proficiency in foreign languages, etc.

Presentation of the main research material. In the logic of our study, the primary task is to carry out a semantic and categorical analysis of the key concepts of "development", "professional development of teachers", "organizational and pedagogical conditions of professional development of teachers" based on the results of academic research by national and world scholars.

Development is a complex phenomenon, the definition of which will be considered at the interdisciplinary level using the results of research in certain fields of science, such as philosophy, pedagogy, psychology, andragogy, sociology, etc. The "Great Explanatory Dictionary of the Modern Ukrainian Language" interprets development as a process that results in a change in the quality of something, a transition from one qualitative state to another, higher one, while the person who develops becomes better, more advanced, rises to a new stage, reaches a high level in something [Бусел, 2005, p. 1235].

The study of academic literature has shown that the concept of "development" is closely related to the concept of "personal development". The starting point for interpreting the concept is found in the UNESCO Thesaurus: "personality development is a process focused on the formation of certain human qualities, improvement of abilities (improved health, knowledge and skills) and their use in professional activities and in free time" [UNESCO Thesaurus, 2016]. Personality is a phenomenon that makes a person unique and is revealed immediately after

birth. The development of a personality is the development of an ordered pattern of behaviour and attitudes that makes a person unique [UNESCO Thesaurus, 2016].

The study of scientific publications has shown that in philosophy, personal development is defined as natural, purposeful and irreversible changes in the matter and consciousness of an individual. In addition, this process has a certain directionality. The transition of a person from one state to another cannot be described as a repeated iteration of previous experience or cyclicalness [Кремень, 2008, p. 787].

In psychology, the concept of “personality development” is considered as:

1) changes from the simple to the complex, from the lower to the higher as a result of multiplication of quantitative changes leading to qualitative transformations in the formation of the individual, his/her value attitude to the world around and to himself / herself [Приходько, Юрченко, 2012, p. 158];

2) a continual, self-directed process of improvement in both personal and professional spheres [Поліщук, 2023, p. 15];

3) intrinsically motivated growth grounded in one’s value system [Буренко, 2024, p. 17].

The analysis of scientific sources made it possible to reveal that personality development is directly related to the active interaction of a person with the environment in order to study all the achievements of mankind.

In pedagogy, personal development is defined as the process and result of quantitative and qualitative changes in the human body, psyche, intellectual and spiritual sphere under the influence of external and internal, controlled and uncontrollable factors, among which the most important are goal-oriented education and training [Пермяков, Морозов, 2007, p. 29].

In the works of H. Timperley [Timperley, 2008; 2011] it is noted that, as a rule, the attitude to the phenomenon of professional development of specialists has historically been formed in terms of understanding all its components.

In the field of economics and sociology, professional development of a personality is considered as the development of personnel or workforce potential, and is interpreted as a constant search for measures to improve the functioning of organizational structures by improving the value of the labour potential of organizations [Мартинець, 2016, p. 107].

Researchers in Ukraine (V. Poliakov, N. Pobirchenko, M. Priazhnikov, and V. Rybalka) have defined the concept of professional development [Рибалко, 2014]. According to N. Rozina, it lies in the realm of the holistic development of the individual and is defined as “the process of forming an individual’s attitude toward themselves as a subject of future professional activity, which implies their readiness for effective professional activity and self-realization, successful adaptation to the requirements of the labour market, and, if necessary, a change of profession” [Розіна, 2011, p. 6].

Thus, the professional development of a person is considered as a social quality formed through socialization, professional activity, and education. This quality is infinite, as conveyed by Ukrainian-language sources through synonyms of permanent or continuous professional development.

N. Mukan, based on the analysis of the teacher professional development system in the UK, Canada and the USA, argues that the paradigm of professional development of educators in these countries requires the use of quantitative and qualitative analysis. Some educators debate the abstractness or significant specificity of theories of professional development of educators. Thus, there is a need to study the phenomenon of professional development as an integral system [Мукан, 2011, p. 14].

According to I. Ziazun, the process of in-service training of teachers is directly related to the development and formation of professional and pedagogical quality, which is a reflection of the fullness of the essence of the teaching profession. The purposefulness of this process “is determined by the internal attitudes, needs, motivation of the bearers of this quality, as well as external social expectations and requirements. Continuity is ensured by the heredity of the development of the subject of professional and pedagogical activity, information about this development, as well as the availability of a system of its scientific and methodological support” [Зязюн, 2005, p. 15].

Thus, the analysis of the works of Ukrainian scholars on the problem of professional development of teachers / lecturers allows us to speak about the awareness of the relevance of the

problem under study in the modern educational space of Ukraine. Most scholars understand the professional development of teachers as a dynamic long-term process of personal and professional self-development and self-improvement. N. Blynova, N. Bepalova, A. Voloboieva emphasize the need of developing new skills of ESP teachers: "Modern technologies can make the language learning process effective and affordable. However, the problem of selecting the relevant didactic materials is still urgent" [Blynova, Bepalova, Voloboieva, 2024, p. 15].

In foreign sources, one can find different interpretations of the concept of "professional development of teachers". Among them are teacher professional development, staff development, in-service teacher training, teacher professional learning, teacher continuing education, etc. However, no matter what term educators or researchers use, the essence of this phenomenon is always the same: improving the learning process of teachers and students as a symbiotic component of educational effectiveness at the national and international levels.

The idea of "necessary continuous progress" of educators in all spheres of activity is outlined and substantiated in the scientific works of German philosophers and educators J.G. Fichte and W. von Humboldt, who laid the foundation for the modern concept of continuous professional development of teachers. According to J.G. Fichte, the task of the teacher is to reproduce and improve himself / herself, avoiding the idea of the absence of further learning [Fichte, 2010, p. 35].

L. Beaty defines professional development of teachers as a structured process that involves the interaction of people, their experience and reflection: "a systematic approach to learning that includes reflection, conceptualization, and planning. In this way, new experiences are formed and transferred by learning from the past practices of others" [Beaty, 1998, p. 99].

British researcher L. Evans closely links professional development with professionalism and considers the latter to be a basic element of professional development. According to the researcher, professional development of teachers is "a process in which the professionalism of people is enhanced, while the degree of its permanence exceeds temporality" [Evans, 2014, p. 188].

The Australian researcher S. Owen analyses the professional development of teachers in the theoretical plane of situational learning, or situational theory, which is closely related to L. Vygotsky's theory of the Zone of Proximal Development. The theory of situational learning emphasizes the productivity of the connection between learning and the situation within which individual understanding and perception takes place in the socio-cultural space [Owen, 2004, p. 4].

Researchers who study the professional development of teachers / lecturers also try to identify the key factors of its effectiveness. According to the American researcher A. Glathorn, teacher development is professional growth as a result of gaining experience and systematic monitoring of learning [Villegas-Reimers, 2003, p. 11]. Thus, the professional development of teachers is seen as a long-term process with new opportunities and new experiences, subject to systematic planning to guarantee growth and development in the profession.

Continuing professional development, linked to the implementation of new educational reforms and organized by competent authorities, is generally a professional requirement for teachers around the world, in Europe and its regions in particular.

Thus, the academic conceptualization of the problem of professional development of ESP teachers as a phenomenon that positively affects student performance is gradually deepening, but it has significant potential to support teachers and managers in identifying effective educational strategies and opportunities.

It is worth noting that the quality of teachers' professional activities has a direct causal link to continuous professional development. This problem can be solved, in particular, by creating appropriate organizational and pedagogical conditions.

In the Modern Explanatory Dictionary of the Ukrainian Language, the concept of condition is interpreted as "a necessary circumstance that makes it possible to implement, create something or facilitates something"; conditions are defined as "a complex of data, regulations that are the basis of something" [Дубічинський, 2006, p. 879]. Accordingly, organizational is defined as "related to the organization of something; organizing something" [Дубічинський, 2006, p. 607], the concept of pedagogical is correlated with what "meets the rules, requirements of pedagogy" [Дубічинський, 2006, p. 645].

The organizational and pedagogical conditions are considered by researchers, first of all, as a complex of certain opportunities to guarantee the successful solution of educational tasks and the realization of the goals of pedagogical activity.

The analysis of the main regulations that define the development of internationalization of higher education (IHE) in the European region shows that:

1) the internationalization of higher education is one of the key tasks for the development and integration of the European Higher Education Area for the period up to 2030;

2) internationalization is recognized as a priority for all universities with any mission as one of the 10 success factors for them;

3) in recent years, internationalization has been considered not only as a tool for Europeanization, but also as a tool for going beyond the borders of the EU, strengthening its global dimension;

4) for a long time, the priority direction of IHE in Europe was recognized as increasing student mobility;

5) in recent years, IHE has intensified and began to acquire the character of a comprehensive strategy that is not limited to stimulating student mobility;

6) IHE is increasingly linked to the quality of education and is seen as a tool to improve it;

7) strategic documents increasingly focus on digital learning and “internationalization at home”, with the goal of spreading internationalization among the 85% of students who are not involved in international mobility, so that they can also acquire international competencies in demand in a globalized world;

8) strategic documents on the European internationalization of higher education are of a general, “framework” nature and offer a set of principles, priorities, general goals and mechanisms for internationalization for HEIs and EHEA member states and countries participating in the Bologna process;

9) specification and selection of various modes, methods and instruments of internationalization is carried out at the level of countries, higher education institutions and teachers, who should choose the most effective ones for themselves, based on a clear understanding of their needs, capabilities and priorities [Горбунова, Дебич, Зінченко, Сікорська, Степаненко, Шипко, 2016, p. 14–15].

This well-known term has different meanings for different people and is used to refer to different processes. For some it means a combination of international activities, such as international mobility for teachers and students; joint projects with foreign colleagues; international academic programs and research initiatives. For others, it is the provision of educational services to other countries through franchising or the establishment of separate campuses using both face-to-face interaction techniques and numerous distance learning technologies [Knight, 2004, p. 5].

Definition of the internationalization of higher education by J. Knight is as follows:

1. “Internationalization is the process of integrating the international / intercultural dimension into the teaching, research and service function of higher education.” [Knight, 2008, p. 19].

2. Internationalization is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” [Knight, 2008, p. 21].

As we can see, the effectiveness of professional development of ESP teachers can be estimated by the presence of changes in teachers’ activities aimed at improving student performance, the significance of students’ learning experience or increasing student achievements in the XXI century.

Based on the provision on the priority of teacher education as an important pre-condition for cultural, spiritual, socio-economic and technological transformations, the continuity of training and continuous professional development of teachers, including ESP teachers, becomes valuable.

The Department of Foreign Languages of Kryvyi Rih National University consciously prioritizes the sustainable continuous professional development of its ESP teachers, which is characterized as a process that has a direct impact on the learning of students, their achievements

and involvement in the educational process. The academic staff of the department is actively involved in various innovative practices of professional development of ESP teachers (national and international projects); develops and implements effective tools for sustainable professional development of teachers, etc. Based on the above, for several years, the Department has been conducting research work aimed at gaining in-depth knowledge of innovative and democratic practices of ESP teachers' CPD, the essence and principles of internationalization, improving their innovative activities, obtaining high levels of students' foreign language competence, etc.

At the beginning of the project, the ESP teachers of the Department of Foreign Languages expected to achieve the following results:

- 1) to broaden a number of opportunities for professional development of teachers in conditions of resource constraints by creating a database for CPD opportunities;
- 2) to enhance the effectiveness of internationalization management;
- 3) to develop a technology for the continuous professional development of foreign language teachers based on the principles of innovative pedagogical activity and internationalization of education.

The work was carried out in two stages. The first stage involved studying and specifying the basic terms of the study, analysing the main characteristics of the process of professional development of ESP teachers, outlining the possibilities of creative use of national and foreign constructive ideas on the possibilities of continuous professional development of ESP teachers.

The second stage was the practical implementation of the goals; research was organized to identify productive approaches, practices and methods of professional development of teachers of the Department of Foreign Languages; testing of the developed technology, taking into account the principles of internationalization of education.

The "ShareLab" laboratory as an innovative format of continuous sustainable professional development of ESP teachers was created on the basis of the Department of Foreign Languages of Kryvyi Rih National University as part of the "English for Universities" post-project activities of the British Council.

The tasks of the laboratory are to discuss current problems of online / offline teaching during a period of martial law in Ukraine; to consider modern challenges of teaching English in distance and blended learning; to get acquainted with current opportunities for sustainable professional development of ESP teachers; to provide suggestions / guidelines for ensuring the quality of education in the context of internationalization and digitalization of the educational process. Current challenges of distance learning were substantiated, including: increased workload and psychological pressure among teachers; difficulties in covering the old curriculum; adaptation of existing educational tools and practices to the new environment; reduced time for working with students; inability to systematically monitor student learning.

Among the potential factors for the difficulties were the following: the lack of training in online teaching; the focus of online learning on the use of technologies and platforms available to teachers; the curriculum's inconsistency with new teaching approaches; the discrepancy between the content of courses and the actual needs of teachers, etc.

In addition, methodological recommendations were provided on how to overcome the difficulties of distance learning, including: revision of the curriculum and its adaptation to distance learning; integration of Moodle and other LMS into educational practice; socialization and development of professional learning associations; implementation of project-based learning, problem-based and integrated didactic algorithms, etc.

Conclusions. Thus, the development and implementation of innovative practices of sustainable professional development of ESP teachers in the process of internationalization of education gives grounds for the following conclusions:

As a result of reflecting on all aspects of the category of "sustainable professional development of teachers" and different views of scholars on its interpretation, sustainable professional development of ESP teachers is understood as a systematically organized, dynamic process of qualitative transformation of personal and professionally significant qualities of teachers, gaining the necessary professional competences, which affects the improvement of student learning outcomes, productive formation of students' foreign language competences and improvement of the general effectiveness of the educational institution.

A number of features of continuous sustainable professional development of ESP teachers have been determined. Teachers' professional development is supported and regulated by legal initiatives that are part of the government's legislative documents. The professional development of teachers is based on continuous self-education, participation in events aimed at developing relevant competences, obligatory professional development, cooperation and collegiality, etc. It has been found that the professional development of teachers should cover such professional parameters as autonomy, responsibility, knowledge, competence, and communication skills.

Prospects for further research in this field are seen in the development and use of criteria for effective assessment of teachers' professional activities; differentiated and neurobiological teaching; use of innovative forms and methods of CPD; and support for an efficient CPD culture.

Adherence to Ethical Standards

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and national research committee, the 1964 Helsinki Declaration and its later amendments, or comparable ethical standards. Using data and methodological materials gathered from KNU Foreign Languages Department teachers as a research material is acceptable and complies with the principles and rules of publication ethics of The Publishing Ethics Resource Kit (PERK) and does not contradict the principles of academic integrity established by the Committee on Publication Ethics (COPE).

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INNOVATIVE PRACTICES OF SUSTAINABLE PROFESSIONAL DEVELOPMENT OF ESP TEACHERS IN THE PROCESS OF INTERNATIONALIZATION OF EDUCATION

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In the era of global educational transformation, the role of Continuous Professional Development (CPD) of English for Specific Purposes (ESP) teachers has gained exceptional significance. This article addresses the core issue of enhancing the quality and sustainability of teacher development by introducing innovative practices aligned with the principles of educational internationalization.

The purpose of the article is to outline the primary directions for advancing the professionalism of ESP teachers through the design and implementation of innovative CPD practices that reflect current societal needs and global standards. The study aims to define the conceptual foundations of sustainable CPD, analyse relevant national and international experiences, and identify effective organizational and pedagogical conditions to support teachers' professional growth.

*A comprehensive **methodological approach** was employed, incorporating semantic and terminological analysis, comparison and contrast methods, generalization of theoretical findings, and forecasting tools. The authors have conducted an in-depth literature review covering Ukrainian and foreign scholarly sources to determine the philosophical, pedagogical, and psychological dimensions of teacher development. The concept of development was considered as a multidimensional and interdisciplinary construct that signifies progression from one qualitative state to another.*

The study found that sustainable CPD is not limited to formal training sessions but is a long-term, dynamic, and personalized process that includes self-directed learning, institutional support, international collaboration, and digital integration. The study critically examined various national legislative and strategic educational frameworks and aligned its insights with international trends in teacher education, especially those derived from European and Australian models.

As part of the empirical component, the article presents the case of the Department of Foreign Languages at Kryvyi Rih National University, which has launched a multifaceted CPD initiative for ESP teachers. Central to this initiative is the "ShareLab" laboratory – a platform created in response to the unique challenges faced by teachers during wartime and under conditions of forced digital transformation. The lab serves as a collaborative space for teachers to share experiences, explore innovative methodologies, and receive professional support. Key activities include adaptation of curricula for blended and remote formats, integration of learning management systems (e.g., Moodle), and the adoption of project-based and problem-based learning frameworks.

The findings demonstrate that sustainable CPD contributes directly to the improvement of student academic outcomes, particularly in terms of language proficiency and engagement. The study emphasizes the need to institutionalize CPD as an integral part of academic culture and promote models of teacher learning that are participatory, inclusive, and adaptable.

Conclusions. *In general, the article defines sustainable CPD of ESP teachers as a systematically organized process of qualitative transformation aimed at acquiring and applying new professional competencies that meet both local and international educational demands. It is supported by ongoing innovation, collaboration, and responsiveness to societal changes. The authors propose future research directions such as developing criteria for assessing CPD effectiveness, exploring neurobiological bases for teacher learning, and fostering a strong culture of continuous education within academic institutions.*

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