

УДК 378.046-021.68:796.071.4:81'373.2

Oksana Voitovska,
Associate Professor of Department of Adult
PhD (Candidate of Pedagogical Sciences)
National Pedagogical Dragomanov University
ovoitovskaya@ukr.net

TERMINOLOGY OF PROFESSIONAL DEVELOPMENT OF PHYSICAL TRAINING TEACHERS IN THE CONDITIONS OF POSTGRADUATE PEDAGOGICAL EDUCATION

Анотація

У статті на основі аналізу наукової літератури визначено сутність процесу професійного розвитку вчителів фізичної культури в умовах післядипломної педагогічної освіти. Встановлено, що особливістю професійного розвитку учителів фізичної культури в умовах післядипломної педагогічної освіти є створення умов для актуалізації у вчителів фізичної культури потреби формування мотивації, ціннісних орієнтацій, у їх неперервному професійному розвитку, та забезпечення організаційно-методичного супроводу їх руху до високого рівня професійної компетентності та у професійній самореалізації вчителів фізичної культури.

Ключові слова: професійний розвиток, вчителі фізичної культури, освіта дорослих, післядипломна педагогічна освіта.

Summary

In the article on the basis of analysis of scientific literature the essence of the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education is determined. It has been established that the peculiarity of the professional development of physical training teachers in the conditions of postgraduate pedagogical education is the creation of conditions for actualization in physical training teachers the needs of the formation of motivation, value orientations, their continuous professional development, and ensuring organizational and methodological support of their movement to a high level of professional competence and in the professional self-actualization of physical training teachers.

Key words: professional development, physical training teacher, adult education, postgraduate pedagogical education.

Problem statement. The current stage of reforming the main directions of pedagogical education determines the necessity of changes in the content and structure of organizational and methodological support, the search for innovative approaches, active forms and teaching methods aimed at forming a creative specialist with a high level of competences development in conditions of continuous education.

The perspective direction of increasing the effectiveness of professional development of specialists in postgraduate pedagogical education is the andragogical approach, the essence of which is the promotion, education, upbringing and self-improvement of adult in the process of professional development, taking into account the principles, forms and methods of teaching, social and individual experience of adult.

Analysis of recent research and publications. The study of adult education was undertaken by both Ukrainian and foreign scholars, including N. Abashkina, S. Vershlovsky, L. Vovk, O. Gluzman, M. Gromkova, O. Darinsky, E. Dobrynska, S. Zmiyov, I. Zyazyun, V. Lugoviy, A. Ligotsky, L. Lysokhina, V. Mayboroda, N. Nichkalo, O. Ogienko, V. Onushkin, N. Protasova, A. Pehota, V. Putsov, S. Sysoeva, M. Knowles, P. Jarvis, R. Smith and others.

Aim of the article is based on the analysis of scientific literature to determine the essence of the process of professional development of physical training teachers in postgraduate pedagogical education.

Statement of basic materials. The urgency of the problem of professional development of physical training teachers in the conditions of postgraduate pedagogical education has caused a considerable amount of the developed theoretical principles of this process in order to achieve conformity of formation and level of professional and personal development of physical training teachers to modern needs and demands of society.

In the aspect of the problem under study, it is important for us to disclose the essence of the definitions of “professional development” and “professional development of the teacher”.

The “Encyclopedia of Education” is indicated that “professional development is the process of forming a subject of professional activity, in other words, the system of certain properties in the conditions of continuous professional education, self-education and the implementation of professional activity; in the process of professional development a person acquires a system of professionally important qualities, which includes communicative, motivational, characterological, reflexive, educational, intellectual, psychophysiological properties of a person; in the course of professional development are formed ideological, ethical qualities, special scientific, technical, technological knowledge, skills, skills, personality abilities of specialist [3, c. 733]. The “Encyclopedia of Education” is indicated that “it is possible to distinguish several stages and results of professional development, or the professional genesis of the individual: professional self-determination and the choice of profession, professional training and the formation of personal readiness to master the profession” [3, c. 733].

In the “Pedagogical Dictionary” the term “professional development” is interpreted as “the growth, the formation of professionally significant personal qualities and abilities, professional knowledge and skills, an active quantitative transformation of the personality of its inner world, which leads to a fundamentally new system and mode of life – creative self-realization in the profession” [7, c. 80].

The origins of the formation of the pedagogical category of “professional development” should be considered psychology and philosophy. From the point of view of philosophy, the concept of development is associated with a certain understanding of time and is a motion not in a straight line, but a spiral, where the translational motion alternates with the movement in a circle. An important condition for development is the resolution of contradictions that arise in the form of struggle and interaction of opposites, the negation of the old and the emergence of new. The new interrupts the existence of the old,

taking away everything positive in him. In this case, the value of the denial is determined by its role in the creation of a new one. As a result, there is a transition to a qualitatively new level.

Accordingly, V. Slastenin and I. Isaev noted that “the resolution of controversy is due to the formation of higher levels of activity. As a result, a person moves to the next stage of its development. The need is satisfied, the contradiction is removed. But a satisfied need gives birth to a new need, a higher order. One contradiction is replaced by another – development is continuing” [12]. Consequently, development is characterized by continuity, consistency, orientation, irreversibility and preservation of the achieved results.

I. Zyazun [10, c. 96] defines the concept of “professional development” as a growth, the formation of professionally significant personal qualities and abilities, professional knowledge and skills, an active qualitative transformation of the personality of its inner world, which leads to a fundamentally new way of life and way of life – creative self-realization in the profession [10, c. 96].

As notes the American scientist A. Glatthorn, professional development is the development of a teacher's personality in a professional context through the accumulation of experience and a systematic analysis of its own pedagogical activity [5, p. 41].

As E. Zeer notes, “the central link of personality-oriented education is the professional development – the development of personality in the process of mastering the profession and performing professional activities” [15, p. 59].

E. Zeer considers the process of professional development in two planes – personal and subjective, using at the same time similar in content terms: professional formation of the individual and the professional formation of the subject of activity, defining the first of them, as a process of progressive change of personality under the action of social influences, professional activity and own activity directed on self-perfection and self-realization [15, p. 84]. Professional formation of a person as a subject of activity, in other words, “the movement of the individual in space and time of professional work”, in his opinion, is part of ontogenesis, directly related to professional activity [15, p. 84]. However, the scientist points out that the very concept of “professional formation of personality” has not acquired the status of psychology yet [15, p. 84].

The statement about the progressive nature of the professional development of the individual is divided, however, not by all researchers. According to some scholars, professional development is rather a complex process that has a cyclical character, during which a person not only improves its knowledge, skills and develops its professional abilities, but may also experience the negative impact of the profession.

A. Markova points out on the important feature of the professional development of personality, which, along with the emergence in the human psyche of its new qualities of a professional and the mastery of man with new professional qualities, indicates the role of changing the ratio of professionally important qualities that have been formed before [9].

M. Cochran-Smith and S. Lytly offer their classification, distinguishing three systems of professional development that “coexist in the world of educational policy, research and practice, carried out by various representatives in the field of education, in order to ensure the application of

various ideas and approaches, as well as the improvement learning and teaching”: knowledge required for practice (research based on the university, the purpose of which is the generation of formal knowledge and theories that teachers will use, improving professional practice); knowledge, acquired on the basis of practice (for the teacher, the most important “practical knowledge”, in other words, mastered in the process of practical activity); knowledge acquired outside of professional practice (knowledge is not divided into theoretical and practical, teachers master them through critical thinking, analysis of their own activities and practical research) [1, c. 46]

Researcher E. Erikson offers a theory of age and phases, created on the basis of philosophical studies, multicultural observations and practical research. For each phase of human development, according to a scientist, certain attributes are characterised: love, care, wisdom or basic incompatibility with the realities of social life: exclusiveness, inapplicability, contempt [4, p. 23]. E. Erickson focuses on maturity, and the problem of development is opposed to stagnation. Positive features of a person are the basis of concern, which is the most appropriate integration of polarly distinctive rice. The concern of the scientist is defined as the general responsibility for other people, products of production and ideas. E. Erickson emphasizes that caring is a universal concept by which human life improves, and in general a new meaning of society develops. “The meaning and purpose of education is the man in a constant (throughout life) development. The final result of education, as E. Erickson points out – the inner state of the person at the level of the need to learn a new one, to acquire knowledge, to develop material and spiritual values, to help its neighbor, to be a virtuoso” [4, p. 23]. Practical studies of professional development of teachers are aimed at studying the content of their knowledge and experience, changes in their attitude towards their own activities, views on pedagogical activities, work satisfaction. The development of a career, initial vocational training, introduction into a profession, retirement are the main ideas of the theory of a career cycle of a person.

Professional development is the product and the result of the activity of the person itself. The most important feature of this idea is the ability to understand how “creation” and “design” of the missing functional states, a kind of tumor, which cannot be reduced to those or other components of the original system.

D. Super, E. Klimov and K. Charnetsky proposed age periodicization, which became the basis of one of the approaches to the solution of professional development. In 1957, D. Super, developed a theory according to which the basis of professional development of personality is “I-concept”. “The scientist pointed out that the professional way of man consists of five stages, which combine a set of theories of professional development, that are kept together with “I-concept” and the theory of knowledge [14, c. 508].

N. Pryazhinikov emphasizes on the professional “I-concept” of the personality which can be real (“who I am”), the ideal (“who I would like to be”) and reflexive (“how I am evaluated with colleagues at work”). All these aspects are integrated into the individual as a whole. Accumulating the experience of perceiving oneself from different directions, in different situations and

integrating it, a person forms its professional self-consciousness. The discrepancy between these “I-concepts” can lead, on the one hand, to intrapersonal conflicts. On the other hand – is a source of professional self-improvement of the person and the desire for its development [11].

The peculiarity of professional development of adults lies in the fact that in the field of activity are adults who have the appropriate education, life and professional experience. In other words, life-long learning implies the need and opportunity to get the knowledge that a person needs for professional competence.

One of the most important components of the process of professional development is the willingness of the person to grow professionally. But one should mention the specific features that distinguish adult learning, which are properties that are characteristic for the human age, and which can influence the process of activation, development, to be useful during its professional development. Conscious career planning is one of the most important aspects of self-realization of personality in professional activity, and consequently, personal development. Due to this the relevant coverage of the relationship between professional career and personal professional development, the analysis of which involves determining, firstly, the content, types and stages of professional career of the individual that becomes relevant; and secondly, the specifics and factors of professional careers; and thirdly, the psychological problems of a professional career. In other words, the planning of the career itself allows a person to grow professionally.

Modern researchers use the notion “professional development of a teacher” as a system of various activities in order to prepare teachers for professional activity, which includes initial training, programs for introducing a profession, postgraduate training, and continuing professional development in an educational institution. Such activity develops personal skills and abilities, knowledge, skills and other characteristics of the teacher. In other words, the professional development of teachers is a continuous process that involves the following components: initial training, introduction into the profession and continuous improvement of the personal, social and professional competences of the teacher (J. Scheerens) [13, p. 45]; all acquired learning experience, as well as informed and planned actions that will provide direct or indirect benefit to the teacher, teacher group or school as a whole, which will ultimately improve the quality of school education; it is a process in which a teacher independently or together with its colleagues reviews, updates, extends its commitment to the moral purpose of teaching, and also critically develops knowledge, skills, professional thinking, planning and practice of working with children, young people and colleagues on every stage of their professional life (S. Day) [2, p. 129]; professional development of the person is connected with the development of the individual in general, with the acquisition of new experience, knowledge, skills and with the transformation of the motivation and interests of a particular person, professional development is the product and result of the activity of the person itself (I. Horzhevskaya) [6]; professional development means growth, formation, positive, integration in the professional work of personal qualities and abilities, professional knowledge and skills, but the main thing is an active qualitative transformation of the personality of its

inner world, which leads to a fundamentally new construction and way of life – creative self-realization in the profession; The main psychological precondition and form of realization of professional development of the personality is its professional socialization (L. Korneeva) [8, p. 150].

Consequently, the professional development of physical training teachers in postgraduate pedagogical education is a continuous, integrated process that includes vocational training, career development and advanced training. The main direction of professional development is professional training – it is the process of forming specific, professional knowledge and skills of physical training teachers with the help of special methods of training. The professional growth of a person depends on it, the influence of external factors and the management of the outside are mediated.

Proceeding from this, the essence of the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education will include the following components: readiness for pedagogical activity, motivation, acquisition of new knowledge, skills, professional experience and personal qualities, practical vocational and pedagogical activity, which simultaneously act as a means of manifestation of opportunities, and as a gateway for the further development and enrichment of combined professional knowledge, and hence social protection.

Conclusions and prospects for further research. In the article on the basis of analysis of scientific literature, the essence of the process of professional development of teachers of physical culture in the conditions of postgraduate pedagogical education is determined.

Thus, the peculiarity of the professional development of physical training teachers in postgraduate pedagogical education is the creation of conditions for actualization of the needs of the physical training teachers for the formation of motivation, value orientations, their continuous professional development, and the provision of organizational and methodological support for their movement to a high level of professional competence and professional self-actualization of physical training teachers.

The prospect of further research is the study of foreign experience in the professional development of physical training teachers in postgraduate pedagogical education.

LITERATURE

1. Cochran-Smith M. Beyond certainty: taking a quest for a practice / M. Cochran-Smith, S. Lytle // *Teachers caught in an action: professional development that matters*; eds A. Lieberman, L. Miller. – New York: Teachers College Press, 2001. – P. 45-60.
2. Day, S. *Developing Teachers: The Challenge of Lifelong Learning* / S. Day. – London: Falmer Press, 1999. – 239 p.
3. *Encyclopedia of Education: Academy of Pedagogical Sciences of Ukraine* / [main. Ed. V. G. Kremen] – K.: Yuricom Inter, 2008. – 1048 p.
4. Erikson E. The life cycle completed / E. Erikson, M. Joan, W. W. Norton and Company, June, 1998. – 134 p.
5. Glatthorn, A. Teacher development / A. Glatthorn // *International encyclopedia of teaching and teacher education*: ed. L. by Anderson. – London: Pergamon Press, 1995. – P.41-45.
6. Horzhevskaya I. M. Professionalism and professional development of the individual [Electronic resource] / I. M. Horzhevskaya // *Scientific papers Governance*. – Access mode: irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe.

7. Kodgaspirova G. M. Kodgaspirov A. Y. Pedagogical dictionary: for students of higher and secondary education. Institution / G. M. Kodgaspirova, A. Y. Kodgaspirov / – M. Publishing Center «Akademiya», 2003 –176.
8. Korneeva L. N. Psychological aspect of the influence of professional activity on the personality / L. N. Korneeva. M. Enlightenment, 1991. – 218 p.
9. Markova A. K. Formation and development of a professional during training. Professional orientation. Vocational education. Vocational training. – Mode of access: [http // www.psychologycal.ucoz.ua / publ / 56-1-0-123](http://www.psychologycal.ucoz.ua/publ/56-1-0-123).
10. Pedagogical skills: [textbook] / I. A. Zyazyun, L. V. Kramushchenko, I. F. Kryvonos and others. / Ed. I. A. Zyazyuna. 2nd form, papers. and reworked. – K: High school, 2004. – 442 p.
11. Pryazhnikov N. S. Professional and personal self-determination, 1996. [Electronic resource] // Pedagogical psychology – Access mode: [http // www.ido.rudn.ru/p psychology / pedagogical psychology / 12.html.12.2.1](http://www.ido.rudn.ru/p_psychology/pedagogical_psychology/12.html.12.2.1)
12. Slastenin V., Isaev I., et al. Pedagogy: a tutorial [Electronic resource] – Access mode: [http // www.gumer.info / bibliotek_Buks / Pedagog / slast / 08.php](http://www.gumer.info/bibliotek_Buks/Pedagog/slast/08.php)
13. Scheerens J. Teachers' professional development. Europe in international comparison. An analysis of teachers' professional development based on the OESD Teaching and Learning International Survey (TALIS) / J. Scheerens – Luxembourg: Office for Official Publications of the European Union, 2010. –204 p.
14. Super D. Synthesis: or is it distillation / D. Super // The personal and guidance journal. –1983 –Vol.61. No. 8 – P. 508-512.
15. Zeer E. F. Psychology of professional development: study allowance / E. F. Zeer – Moscow: Academy, 2006. – 240 p.

Стаття надійшла до редакції 15.10.2017