THE SYSTEM OF PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION TEACHERS IN THE CONDITIONS OF POSTGRADUATE PEDAGOGICAL EDUCATION

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At the present stage, adult education is developing quite intensively, which is a diverse and mobile system of educational services. It is the most important part of reforming the entire higher education system [1]. At the present stage in higher and postgraduate pedagogical education, there are processes of developing new models of learning, which spread to other parts of the educational system [2].

According to the author’s concept, the structure of professional development of physical education teachers in the conditions of postgraduate pedagogical education is considered by us as a system that needs to be developed and theoretically substantiated. Adhering to the philosophical definition of the concept of «system», the current pedagogy uses the defined concept of higher education and comprehends this socio-cultural phenomenon in terms of a systematic approach. Turning to the history of interpretations of definitions of the concept of «system», we conclude that the specifics of each of them reveal its other plane, namely: the first concerns the philosophical interpretation of the concept «system». V. N. Sadovsky’s philosophical encyclopedia, the concept «system» (from the Greek. Systema - a whole composed of parts; combination) is associated with many elements that are in relationships that form clear integrity, unity [3].

Another plane of interpretation of this concept is based on the practical use of system methodology and the development of a general scientific concept of the system, which is widespread in the world system dynamics. Scientist L. Bertalanffy is known for a concept related to the general theory of systems, which is known as a general scientific methodology used in the knowledge system in specific fields of science in particular and to the general concept of «science» in general. L. Bertalanffy defined the concept of «system» as a set of interacting elements [4]. In the «Ukrainian pedagogical dictionary» the concept of «system approach» is interpreted as a direction in a special methodology of science, the task of which is to develop methods of research and design of complex objects as a whole set of...
elements in the set of relations and connections between them, in other words, considering the object as a system [5]. The system approach determines the modeling, the basis of which is an abstraction. This operation, based on the common structure and function, creates an image of the studied object in the form of graphical tables and diagrams, mathematical formulas, etc.

Thus, let us consider the system of professional development of physical education teachers in the conditions of postgraduate pedagogical education. In the system designed by us, the target categories of applicants for educational services are future masters and physical education teachers. The social order for future masters and teachers of physical education is caused by the need for educational, educational-scientific, sports-health, leisure, or sanatorium-health establishments in highly qualified specialists in physical education and sports in the conditions of growth of the general culture of people and their health competence.

The state annually determines the social order for the training of masters in physical education and sports. According to the Law of Ukraine «On Higher Education», physical education teachers must undergo advanced training every five years. Our study involved masters from six institutions of higher education and students of advanced training courses – physical education teachers from five institutions of postgraduate pedagogical education. Masters were trained full-time and part-time. Advanced training of students in the course and intercourse period took place in full-time and distance learning.

During the design of the system of professional development of physical education teachers in the conditions of postgraduate pedagogical education, the following types of educational activities were identified, which are aimed at self-development of masters: the independent study of program material and performance of individual tasks; preparation for tests, exams; execution of creative projects; preparation of speeches-micro-lectures at seminars; writing essays, abstracts, articles; writing and defending a master’s thesis; self-diagnosis, self-assessment of the effectiveness of self-growth, self-awareness of the shortcomings of their actions, making the necessary adjustments; execution of project works and individual exercises for self-development; setting targets during pedagogical practice; keeping a personal diary; creation of an individual program of self-realization and personal-professional self-development. And also the types of educational activity directed on self-development of listeners of advanced training courses are defined: a bibliography of novelties of pedagogical and professional literature on physical education; development and updating of didactic, methodical support of the educational process; preparation and defense of graduation theses at refresher courses for physical education teachers; filling (formation) of educational web environment for students; launching and maintaining blogs/web pages of a physical education teacher; continuous personal and professional development and pedagogical skills; raising the general cultural level of study and implementation of innovative experience of famous colleagues – teachers of physical education; conducting (participation) chats, forums, webinars, Internet conferences, individual and group consultations.

During the professional development of physical education teachers, there was a development of general and special (professional) competencies (hard skills),
as well as personal qualities (soft skills). The general competencies of a physical education teacher (hard skills) include the following: professional-pedagogical, socio-civic, general-cultural, language-communicative, psychological-facilitative, managerial, entrepreneurial, information-digital. Special (professional) competencies (hard skills) include valeological, health, medical-biological, scientific-methodical, educational-methodical competence, research, control-correcting, technical-methodical. The personal qualities (soft skills) of physical education teachers include communication, organizational skills, systemic, creative, critical thinking, empathy; reflection, emotional intelligence, teamwork, planning, motivation, etc.

The professional development of physical education teachers lasts a lifetime. As a result, a significant component was identified in the system developed by us - acme self-development as a continuous conscious and corrected process of self-development, which consists in using interdisciplinarity and integration of natural social, humanitarian, and technical disciplines, adherence to the principles of systems, dynamism, parity, individualization, and differentiation in adulthood, aimed at achieving the highest level of development. We have developed a synergetic educational and methodological complex, which includes a textbook «Morpho-functional and medical-biological foundations of physical education and sports»; electronic synergetic educational and methodical complex on the Moodle platform of the open educational environment; methodical instructions, courses of lectures on medical and biological disciplines; educational and scientific course «Medical and biological support of physical education lessons». The developed synergetic educational and methodical complex was used during the professional development of physical education teachers.

Thus, according to the author's concept, the author's system of professional development of physical education teachers in the conditions of postgraduate pedagogical education was designed and theoretically substantiated.

References: