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Oksana Voitovska,

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

SYSTEM-FORMING COMPONENTS OF PROFESSIONAL DEVELOPMENT OF PHYSICAL TRAINING TEACHERS IN THE CONDITIONS OF POSTGRADUATE PEDAGOGICAL EDUCATION

Анотація

У статті на основі аналізу наукової літератури охарактеризовано системоутворюючі компоненти, які обумовлюють певний характер професійного розвитку вчителів фізичної культури в умовах післядипломної педагогічної освіти, а саме: мету, діяльність викладача і діяльність слухачів. Визначено мету діяльності викладача, його функції, рівні андрагогічної компетентності викладача, основні аспекти його підготовки до роботи зі слухачами, а також види діяльності 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 system-forming components, which determine the certain character of professional development of physical training teachers in the conditions of postgraduate pedagogical education are described, namely: the purpose, activity of the teacher and the activity of the students. The purpose of the teacher's activity, functions, levels of teacher's andragogical competence, the main aspects of his preparation for work with the students, as well as the activities of physical training teachers are determined.

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

Target setting. The modern period of reforming and modernizing the system of native education has necessitated the penetration into the theory and practice of postgraduate pedagogical education of new conceptual ideas, approaches to ensure sustainable socio-economic development of society and the state. This, in turn, led to a change in the requirements for the specialists who can successfully adapt, self-determine in future professional activities. The radical changes in working conditions, the emergence of new spheres of activity contributed to the development of postgraduate pedagogical education and significant changes in the training of specialists in physical culture.

Analysis of research and publications. The methodological foundations of the functioning of the system of postgraduate pedagogical education, the theoretical foundations of professional and personal development of teachers in the process of professional development are analyzed in the works of N. Abashkina, N. Bibik, L. Vashchenko, I. Zyazyun, V. Kremen, V. Lugovoi, A. Ligotsky, N. Nichkhalo, V. Onushkina, N. Protasova, L. Pukhovska, V. Putsova, S. Sysoeva, T. Sorochan et al.

Different aspects of the professional training of physical training teachers

were investigated as domestic (O. Azhippo, N. Belikov, P. Dzhurinsky, L. Deminskaya, M. Duthak, E. Zakharina, A. Konoh, R. Klopov, O. Kuts, L. Suschenko, O. Timoshenko, Yu. Shkrebtii, etc.) and foreign scientists (V. Ageevets, V. Balsevich, V. Grigoriev, S. Yevseyev, Yu. Zheleznyak, V. Kostyuchenko, L. Kofman, V. Kuzin, V. Magin, V. Maslov, L. Lubysheva, A. Matveev, G. Ponomariov, R. Cooper, R. Davis, G. Gehlsen, J. Wilkerson, etc.).

The purpose of the article is to characterize the system-forming components of the professional development of physical training teachers on the basis of the analysis of scientific literature in the conditions of postgraduate pedagogical education.

Presenting main material. In conditions of postgraduate pedagogical education it is necessary to allocate system-forming components of professional development of physical training teachers. In our opinion, these components should include the purpose, the activities of the teacher and the activities of the audience.

The purpose of the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education is to fulfill a specific social order regarding the training of specialists of the society in a rather short time. For this purpose the whole system of postgraduate pedagogical education is directed on its functioning.

In the XX century, in pedagogy, there was an offer to formulate a goal in the form of a result. It is only necessary to clarify what result: projected, expected, given or approximate, but one that allows for its experimental improvement and approach to the goal. A certain objectification in the formulation of the goal was made by V. Bepalko [2, p. 127]. So far, it has traditionally been thought that students should learn in one way or another the content of academic disciplines, receive positive assessments in the course of current and final control. This traditional position has become the basis for determining the performance of educational institutions for many years. Some statements on this position in scientific and practical aspects still do not lose their significance. However, at the present stage, it is necessary to review the substantive essence of the results of the training of specialists, including in the system of postgraduate pedagogical education.

According to V. M. Monakhov, «it is necessary to ensure the transition from the traditional interpretation of the goal as the assimilation of a certain amount of knowledge to a multilevel model, which can be represented by four levels of purpose: the competent model of the graduate; the formation of professional competence; the formation of the ability to solve professional problems; the fact of solving all educational tasks, which provides readiness to solve a professional problem» [11, p. 31].

The main goal in educational standards is the fact of the formation of physical training teachers in the conditions of postgraduate pedagogical education of social-personal, academic and professional competencies. In accordance with the goals of professional development of physical training teachers in the conditions of postgraduate pedagogical education organizes concrete activities and the teacher. In this regard, the activity of the teacher is considered as the second component of the system.

The activity of the teacher, namely, teaching, is a purposeful, personally oriented activity that includes a motivated, indirect control of the training of students in order to transfer them into the position of active subjects of self-improvement;

which aims at the continuous enrichment of cultural information and subject-developing components of the educational environment of postgraduate pedagogical education, to create conditions for the development of the subject of interaction of participants.

V. B. Garagay notes that «this activity is aimed at preparing students for future pedagogical activities and requires a teacher of great professional and vital maturity, various qualities, knowledge, skills, abilities, creativity; The psychological mechanism of the teacher's activity is the performance of pedagogical, scientific, public and others. tasks» [4, p. 95].

The main content of the teacher's work, according to M. Dyachenko, is reduced to the following functions: 1) teaching – the teacher transfers knowledge, induces listeners to action, which leads to the mastering of educational material, forms skills, cares about the comprehensive development personality of listeners; 2) scientist in the field of discipline – the teacher not only possesses knowledge of his subject, but also conducts research that enriches with new facts and conclusions of the discipline that he teaches; 3) organizer of studies and independent work of listeners, the teacher carries out the educational process, stimulates, controls and evaluates the work of students, etc. [6, p. 184]. The considered functions are manifested in unity, although some of them can act as the dominant one.

To ensure the quality of the educational process in postgraduate pedagogical education, the andragogical competence of teachers is also important. Having some experience in professional activities, they may experience difficulties when faced with an inadequate level of possession of the method of conducting classes with an adult audience. The acceptance of the mission of the andragog involves mastering the teacher with the appropriate bases of activity, the choice of the andragogical position, the educational strategy, the definition of the subject of study, etc.

According to V. Onushkin, “andragogical competence is the possession of a specialist knowledge, skills, qualities and value orientations necessary for the role of the andragog: the induction of the listener to a more complete self-realization [7, p. 58]. As the author points out, “the main purpose of this is to promote the development of socially important qualities of an adult through educational activities. This becomes possible if the teachers have the technology of organizing the educational process, based on their life experience (domestic, professional and social) and take into account the peculiarities of thinking and emotional and volitional sphere of listeners” [7, p. 58].

In scientific literature andragogical competence of teachers is represented by a list of requirements to their knowledge and skills. Instructor-andragog must know: the basics of general and social philosophy, as well as the philosophy of personality and learning; the basis of general and professional pedagogy, andragogy, the theory of education and the basis of didactics; educational technologies; psychology of teaching, social and age psychology, basics of vocational guidance.

According to T. Vasilkova, the andragog teacher should be able to: determine the educational needs of the students, as well as the prospects for their development in connection with the requirements of the labor market; to identify and actively use the training received, the volume and nature of the experience of the listeners; to identify the psychophysiological features of the students; use

different methods and means of psychological and pedagogical diagnostics (interviewing, counseling, questioning, testing, etc.); determine the goals of training (individual, group); determine the tasks of a particular stage of study (individual, group); define learning strategies (individual, group); to select and structure the content of training, to develop curricula, programs; to select sources, means, forms and methods of training; to create comfortable psycho-physiological conditions of education; to provide the educational process with educational-methodical sources and means of training; promptly diagnose socio-psychological and functional-cognitive characteristics of listeners; organize joint activities of all participants in the training; Identify and use different criteria, forms, methods, means and procedures for assessing the achievements of the students, as well as the entire learning process; to determine the changes in personality traits and motivational and value settings of listeners; adjust the learning process; to exercise educational and developing influence [3, p. 87].

As pointed out by I. Kolesnikov, A. Maron et al. since the basis of competence is the understanding of the essence of the tasks performed and their relationship with the tasks performed by other actors, so its levels can be characterized based on general ideas about the possibilities of developing knowledge and understanding the realities associated with the process of activity. Among them it is customary to allocate: preprofessional, empirical, theoretical and methodological levels [8, p. 158].

As part of the consideration of our problem, the first level of andragogical competence will be more precisely called the initial one. This level is based, as a rule, on the experience gained during the professional training of the teacher, work with students in higher, secondary and other educational institutions. Available knowledge and skills of the entry level form the basis, the reference point of the teacher in the institutions of the system of postgraduate pedagogical education, their accumulated professional experience becomes a meaningful basis for education for others and for themselves (subject to its comprehension).

In the course of implementing the educational process in the conditions of postgraduate pedagogical education, the teacher, according to I. Kolesnikova, «should take into account several factors: the existential problems of a person of a certain age category; psychophysiological features of age based on sex; semantic orientation of educational activity (training, retraining, advanced training); the content of the previous socio-cultural experience; prevailing stereotypes, learning and communication; status (social, economic, service); the specificity of individual informational needs; educational time requests» [8, p. 156]. In connection with this insufficient amount of knowledge and experience with the work of adults orientate the teacher to choose from the traditional ways of organizing pedagogical interaction. However, the requirements for the educational process, the nature of the specialist training necessitate the improvement of his professional skills.

As a result of daily work with an adult audience, the work of the teacher changes the procedural component, which testifies to the empirical levels of andragogical competence. The predominance of traditional ways of organizing the educational process at an initial stage is replaced by the gradual inclusion in the practice of alternative methods and techniques that allow taking into account the specifics of adult learning.

As N. Koshely notes, “work with students requires from the teacher a special,

somehow connected set of abilities, the ability to become a facilitator, which creates conditions for self-directed learning. Andragog performs the role of organizer and manager of processes and procedures, first of all it helps to assimilate students with the content of knowledge, and only in the second place is a source of knowledge, essentially connecting the listener with various information resources” [10, p. 98].

The need for constant updating of knowledge, experience of interaction with adult students on the basis of study of available information in the scientific literature contributes to the formation of the theoretical level of andragogical competence. Emerging difficulties in working with students in postgraduate pedagogical education require the teacher to acquire additional knowledge, skills, changes in settings, objectively become a source of motivation for learning, improving professional skills. Additional acquisition of knowledge may be provided by a teacher with the help of purposeful training and self-education.

The purposeful preparation for the formation of the teacher's andragogical competence involves conducting various courses of advanced training, training programs, seminars, depending on the initial setting of training on which can be oriented, namely: acquisition (updating) of theoretical knowledge on the discipline being taught; assimilation of techniques, technologies of organization of educational activity of listeners; acquisition of specific skills and abilities, allowing to perform local operations and actions, thus solving individual practical problems in working with teachers of physical culture; formation of professional-personal installations, systems of values, finding of meanings of professional activity, etc.

In the case of a combination of the listed landmarks, one of them is dominant, determining the quality of the result. By compensating for the lack of knowledge and experience, the teacher simultaneously gets the opportunity to be the subject of his own professional development.

Teachers can also meet their inquiries by way of self-education. As stated in Pedagogical Psychology, “self-education is the education received by a listener or teacher in the process of independent work without a systematic course of study at an educational institution. The most common form of self-education is reading and studying literature. In the system of continuous education, self-education serves as a link between degrees and stages of organized education, giving the educational process a holistic and ascending nature” [12, p. 35].

As V. Mizherikov notes, “self-education can be of two types: situational, when the teacher receives knowledge and skills as the need arises in them systematically, which involves the improvement of knowledge, skills throughout life” [9, p. 46]. There are situations when there is insufficient knowledge in the field of andragogy, the experience of pedagogical activity with an adult audience, the teacher first attempts to solve a problem by way of situational self-education. In our study during the formation of the teacher's andragogical competence, we are talking about systematic self-education, because it allows you to implement fully the chosen vocational education strategy.

As a result of the integrative unity of theoretical knowledge and practical experience, the methodological level of the andragogical competence is achieved, which allows constructing the teacher in the conditions of postgraduate pedagogical education own conceptual path in the profession.

Since the ultimate goal (result of) training is the formation of readiness for a

professional activity by physical training teachers culture, it is obvious that this is impossible without the appropriate efforts of the students themselves. Therefore, the activity of listeners is presented as a third component of the system.

The activity of the listener, namely, learning is a specially organized knowledge, which includes awareness and acceptance of the personality of educational tasks, planning of activity, its realization in the process of learning itself, self-control and self-assessment of the efficiency of their work. The possibility of its implementation is due to the ability of a person to regulate their actions in accordance with the goal, showing activity. The teaching of the subject in the educational process of postgraduate pedagogical education is characterized by the aspirations of adults for independence, and self-government.

The concept of the activity of the listeners is integrative and includes its various types: educational, research and other.

Specificity of educational activity is connected with the fact that: in learning activity the student acquires knowledge, skills and skills and learns generalized methods of action in the field of scientific and theoretical concepts through solving educational problems and mastering specially selected educational material; educational activity is directed at the listener himself as a subject in terms of improvement, development, formation of his personality and cognitive abilities through the purposeful assimilation of social experience; by content and form; educational activity is social in nature.

In the process of assimilation of educational activity, according to V. Davydov, a person reproduces not only knowledge and skills, but also the ability to learn, which arose at a certain stage of development of society; educational activity puts forward specific requirements for the person's motivational-valuable sphere, cognitive processes (memory, thinking, imagination, etc.), volitional qualities (control of attention, regulation of feelings, emotions, etc.) [5, p. 76].

The specified features of educational activity allow us to summarize that in the process of training teachers in the conditions of postgraduate pedagogical education they are also characteristic for the educational activity of students. This position affects the transformation of traditional ideas of the theory of activity in the field of andragogy.

As noted in "Pedagogical Psychology", "the essential difference between educational activities is that all its products are associated with the change of the subject of learning and are: structured, updated knowledge, which underlies the ability to solve various tasks in various branches of science and practices, assimilation of generalized methods of action; internal neoplasms of the psyche and activities in motivational, value and semantic plans; in this sense the result of the training activity is included in the individual experience; ability to learn, mastery of the educational activity itself; the need to continue the educational activity (interest, joy from learning) or vice versa; the formation of personal qualities under the influence of mastering the educational activity (diligence, organization, responsibility, etc.)" [12, p. 57].

The core of the activity of students in postgraduate pedagogical education is their educational self-consciousness, under which B. Anan'ev in the broadest sense of the word understands the students' awareness of the motives, goals, methods of teaching, as well as of themselves as the subject of the educational activity that organizes, directs and controls the learning process. Consequently, the purposeful

life-setting, motivation of activity is a decisive condition for the academic activity of the listener [1, p. 37].

In the system of postgraduate pedagogical education, M. Dyachenko notes, “orientation towards such training is underway, in which the emphasis on the transfer of the advanced knowledge is transferred to the development of creative abilities, the maximum mobilization of the creative potential of each student in mastering the educational material, the ability to apply knowledge on practice, etc. Transforming it into a true subject of the educational process. Solution to this problem becomes possible with the individualization of learning based on independent work of students, active forms and methods” [6, p. 69].

Among the peculiarities of students’ activities in postgraduate pedagogical education, M. Dyachenko points out: “the originality of goals and results, systematic preparation for the performance of professional functions, the acquisition of the necessary knowledge, skills and competences for it, the combination of learning and professional activity, the intensity of the functioning of the psyche, high intellectual and physical stress, situations that cause great psychological tension (preparation for exams and tests, their surrender, seniority etc.), strengthening the role of professional motives of self-education and self-education, which are the most important condition for the disclosure of the capabilities and abilities of the personality of the listener, his professional development” [6, p. 78].

The specifics of the research activity of physical training teachers is that this kind of activity, which gives rise to something subjectively or objectively new is unique, personal and public, first of all follows from the educational tasks of the educational process and promotes professional development of physical training teachers. In the process of research, the learners assimilate facts, concepts, scientific laws, general ideological ideas, develop skills that enable the independent use of these knowledge, ways of creative thinking, responsibility, perseverance, ability to defend their point of view, their scientific position. The conducted researches promote professional development and formation of highly educated, contemporary, competent physical training teachers.

Conclusions and perspectives of further research. In the article on the basis of the analysis of scientific literature, the system-forming components, which determine the certain character of professional development of physical training teachers in the conditions of postgraduate pedagogical education, namely: the purpose, activity of the teacher and the activity of the students, are described. The purpose of the teacher’s activity, his functions, levels of teacher’s andragogical competence, the main aspects of his preparation for work with the students, as well as the activities of physical training teachers are determined.

Prospects for further research are the substantiation of the concept of professional development of physical training teachers in postgraduate pedagogical education.

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