

METHODOLOGICAL, THEORETICAL AND TECHNOLOGICAL CONCEPTS OF PHYSICAL EDUCATION TEACHERS' PROFESSIONAL DEVELOPMENT AT MULTIDISCIPLINARY HEI

МЕТОДОЛОГІЧНИЙ, ТЕОРЕТИЧНИЙ, ТЕХНОЛОГІЧНИЙ КОНЦЕПТИ ПРОФЕСІЙНОГО РОЗВИТКУ ВИКЛАДАЧІВ ФІЗИЧНОГО ВИХОВАННЯ У БАГАТОГАЛУЗЕВИХ ЗВО

Стаття присвячена висвітленню проблеми професійного розвитку викладачів фізичного виховання у багатогалузевих закладах вищої освіти. Метою статті є представлення професійного розвитку вчителя фізичного виховання багатогалузевого ЗВО, в основу якого покладено три концепти: методологічний, теоретичний та технологічний. Відповідно до поставленої мети визначено наступні завдання: виконати аналіз науково-педагогічної літератури з проблеми дослідження; представити авторську концепцію професійного розвитку викладачів фізичного виховання багатогалузевого ЗВО; окреслити перспективи подальших наукових досліджень у цій галузі. У статті охарактеризовано антропоцентричний, андрагогічний, міждисциплінарний, парадигмальний, системний, структурний, синергетичний, компетентнісний, акмеологічний, аксіологічний, культурологічний, діяльнісний, особистісно-орієнтований, модульний підходи. Представлено теоретичний концепт крізь призму філософії, антропології, психології, економіки та менеджменту, а також андрагогіки. Подано обґрунтування розгляду професійного розвитку викладачів фізичного виховання у багатогалузевому закладі вищої освіти крізь призму прогресивізму, екзистенціалізму, конструктивізму та коннективізму. Теоретичний концепт представлений принципами, покладеними в його основу, зокрема принципом наукової та практичної спрямованості, гнучкості, інтегрованості, відкритості, системності, варіативності, колегіальності, контекстного навчання, індивідуалізації та особистісного спрямування, вирішення проблем, рефлексивності, активного навчання. Відповідно до технологічного концепту проаналізовано інституційні моделі та форми, індивідуальні форми та методи професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти. Сформульовано висновки та виокремлено перспективи подальших досліджень.

Ключові слова: багатогалузевий заклад вищої освіти, викладач фізичного виховання, професійний розвиток, методологічний кон-

цепт, теоретичний концепт, технологічний концепт.

The article is devoted to highlighting the problem of physical education teachers' professional development at multidisciplinary institutions of higher education. The purpose of the article is as follows: to present the professional development of physical education teachers at multidisciplinary HEI, which is based on three concepts: methodological, theoretical and technological. In accordance with the goal, the following objectives are defined: 1) to perform an analysis of scientific and pedagogical literature on the research problem, 2) to present the author's concept of physical education teachers' professional development at multidisciplinary HEI, 3) to outline the prospects of further scientific studies in this field. In the article the anthropocentric, andragogical, interdisciplinary, paradigmatic, systemic, structural, synergistic, competence-based, acmeological, axiological, cultural, activity-oriented, personality-oriented, modular approaches have been characterized. The theoretical concept through the prism of philosophy, anthropology, psychology, economics, and management, as well as andragogy has been presented. The substantiation of considering physical education teachers' professional development at a multidisciplinary institution of higher education through the prism of progressivism, existentialism, constructivism, and connectivism has been provided. The theoretical concept is represented by the principles laid down in its basis, including the principle of scientific and practical orientation, flexibility, integration, openness, systematicity, variability, collegiality, contextual learning, individualization and personal direction, problem solving, reflexivity, active learning. According to the technological concept, the institutional models and forms, individual forms, and methods of physical education teachers' professional development at multidisciplinary higher education institutions have been analysed. The conclusions have been presented and prospects for further research sin-

Key words: multidisciplinary institution of higher education, teacher of physical education, professional development, methodological concept, theoretical concept, technological concept.

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Problem statement. The problem of professional development of modern specialists in the educational sphere is urgent and topical. Special attention is paid to university staff who train specialists for the labor market. It is about high professionalism, continuous professional development, updating of knowledge on a permanent basis, which is considered the key to achieving a high level of quality of educational services. Therefore, the problem of professional development is the subject of research by Ukrainian and foreign scientists who analyze its various aspects

and look for opportunities to improve this practice. Physical education teachers realize their own right and duty regarding professional development, using the opportunities of formal, non-formal and informal learning.

Analysis of recent research and publications. The theory and practice of physical education teachers' professional development at modern higher education institutions is reflected in the scientific output of researchers who study: theoretical and applied principles of their professional development

(A. Bagorka [1], O. Voitovska [6]), methodological approaches to professional development (N. Bashavets, K. Androsova [2], M. Danylevich [7]), professional competence (A. Vitchenko [5], L. Deminska [8]), reflection and self-development (L. Matohnyuk, N. Galchevska [10]), initial professional training (N. Belikova [3], A. Valaga, L. Borysevich [4]), etc. We believe that such studies form the basis for identifying the advantages and disadvantages of the modern practice of physical education teachers' professional development at higher education institutions, as well as for the search for constructive ideas for its improvement.

The goal of the article. The purpose of the article is as follows: to present the professional development of physical education teachers at multidisciplinary HEI, which is based on three concepts: methodological, theoretical and technological. In accordance with the goal, the following objectives are defined: 1) to perform an analysis of scientific and pedagogical literature on the research problem, 2) to present the author's concept of physical education teachers' professional development at multidisciplinary HEI, 3) to outline the prospects of further scientific studies in this field.

Results. The concept of physical education teachers' professional development at a multidisciplinary institution of higher education is built on the basis of three concepts: methodological, theoretical, and technological. We agree with O. Dubasenyuk that at the level of research methodology, "the methodological concept includes general-philosophical, specific-scientific, paradigmatic, epistemological levels of research, scientific approaches (systemic, activity-based, personally oriented, axiological, cultural, acmeological, synergistic, professional, competence, etc.)" [9, p. 69]. The analysis of the practice of modern multidisciplinary HEIs shows that in our study, in accordance with the concept of physical education teachers' professional development, within the methodological concept, there is a need to apply a complex of methodological approaches to the professional development of physical education teachers. We substantiate the application of such approaches as:

- anthropocentric approach (conditionality of the need to consider the professional development of physical education teachers in the context of their professional activity, experience of working with students, colleagues from the department of physical education and other departments, structural units of the university, managers, support staff);

- andragogical approach (determination and awareness of the need for continuous training, taking into account the needs and interests of physical education teachers, forming readiness for independent learning, self-development and self-improvement, an active position in the educational process);

- interdisciplinary approach (using the potential of professional development in interdisciplinary teams, which provides the opportunity to consider pedagogical situations from different perspectives);

- paradigmatic approach (the understanding of professional development as a paradigm, according to which it is a constitutive component of the professional activity of scientific and pedagogical employees, corresponds to the principles of the corporate culture of a modern university, is implemented on the basis of the achievements of theory and practice of various fields of scientific knowledge and is used to solve problems of academic community of a multidisciplinary institution of higher education);

- systemic approach (interpretation of professional development as a system characterized by the presence of interrelated and mutually complementary components (subsystems), which have appropriate functional connections, and at the same time is a subsystem of the "university" system – an organization that is learning on a continuous basis);

- structural approach (identification of subsystems that are components of the system of physical education teachers' professional development at a multidisciplinary institution of higher education in order to analyze their essence and characteristic features);

- synergistic approach (the ability of the professional development system to self-develop, based on the use of internal and external resources; taking into account the synergy of the personal and professional structures of the physical education teacher, focusing on self-development, improving one's own knowledge, abilities and skills, values and attitudes in order to achieve professional mastery);

- competence-based approach (grounding of professional development on the basis of general and professional competences, which are declared in regulatory documents, as well as present the demands of society and the requirements of the labor market);

- acmeological approach (the orientation of physical education teachers' professional development at a multidisciplinary institution of higher education on self-actualization, self-development, self-improvement in personal and professional contexts in order to reach acme);

- axiological approach (the formation of values of the individual, citizen, specialist: humanistic, democratic, moral-ethical, intellectual, social, professional, aesthetic with the help of professional development);

- cultural approach (basing the physical education teachers' professional development at a multidisciplinary institution of higher education on the basis of civilizational culture (spiritual, material, social), professional-pedagogical, physical culture);

- activity-oriented approach (using the peculiarities of physical education teachers' professional activity

in the implementation of professional development programs, the main statement of which considers that a personality and a professional are formed during activities);

- a personality-oriented approach (taking into account the peculiarities and stages of professional development of the personality of a physical education teacher at a multidisciplinary institution of higher education, in particular the specifics of the development of his intellectual, emotional, motivational, and behavioral spheres);

- modular approach (using the potential of the professional development organization based on individual modules together with other tools to ensure compliance with the interests and needs of scientific and pedagogical employees, the demands of the university as an organization that is learning and developing on a continuous basis).

Regarding the theoretical concept, the opinion of O. Dubasenyuk is valid here, which states: “a theoretical concept covers theories, laws, regularities, models, axioms, postulates, concepts, classifications, categories, facts, etc.; it is based on the principles of: universality, modeling of pedagogical processes, gradation of pedagogical education, approximation of teacher’s pedagogical functions, multiplicity of models of pedagogical education, dialectical phasing and cyclicity. The theoretical concept is supplemented by the following criteria: formalization, diagnosticity, integration, prognosticity” [9, p. 69]. According to the developed concept of physical education teachers’ professional development at a multidisciplinary institution of higher education, the theoretical concept covers dimensions, concepts and ideas, theories that form the basis of professional development. We believe that physical education teachers’ professional development at a multidisciplinary institution of higher education should be considered through the prism of:

- philosophy (professional development as a means of finding the truth, a person’s knowledge of himself, his own development and functioning in a professional environment);

- anthropology (professional development of an individual teacher as a component of professional community development, development of the academic community of a higher education institution based on the synthesis of knowledge about a person from various fields of scientific knowledge);

- psychology (physical education teachers’ professional development in the context of personality development of a specialist based on the use of internal potential, comparison of one’s own personal development with the requirements of the professional environment, striving for self-development and improvement);

- economics and management (professional development as a factor of ensuring the stability of the development and functioning of a multidisciplinary

institution of higher education, its competitiveness on the market of educational services; a factor of human capital development as one of the most important resources of the university);

- andragogy (professional development is a process of adults’ learning, who construct new knowledge based on previously acquired knowledge, own experience, demonstrate understanding and readiness for learning on a continuous basis).

It is important for our research to consider physical education teachers’ professional development at a multidisciplinary institution of higher education through the prism of progressivism, existentialism, constructivism, and connectivism. As evidenced by literature analysis, physical education teachers’ professional development at a multidisciplinary higher education institution is based on the principles of transformative theory of learning, the theory of organization, human capital, the theory of systems, the theory of experiential learning, the theory of learning styles and the education cycle, etc.

The theoretical concept of physical education teachers’ professional development at multidisciplinary institutions of higher education presents its content, which harmonizes with the types of professional activity of scientific and pedagogical employees and provides the implementation of organizational, scientific, educational, educational-methodical, international, health-prophylactic, sports-leisure, sports activities. After all, as domestic researchers note, “in accordance with modern requirements for the physical education of students, there is a need to modernize the educational process with the help of using new ways and organizational and methodical writings that ensure the improvement of the quality of motor activity of students, which is understood as the activity of an individual aimed at achieving physical conditions necessary and sufficient for achieving and maintaining a high level of health, physical development, and level of physical fitness” [12, p. 119].

The theoretical concept is represented by the principles laid down in its basis, including the principle of scientific and practical orientation, flexibility, integration, openness, systematicity, variability, collegiality, contextual learning, individualization and personal direction, problem solving, reflexivity, active learning.

Regarding the technological concept, here we single out models, forms and methods of physical education teachers’ professional development at multidisciplinary higher education institutions, which proved their efficiency. “The problem of continuous professional development of teachers is one of the keys to ensuring the quality of educational services. There are various forms, methods, models of professional development that are widely popular, have proven their effectiveness and deserve more

research attention” [11, p. 34]. Such models, forms and methods include:

– institutional forms and models: (internships, professional development programs, advanced training courses, cooperation between different institutions of higher education, cooperation between different departments of a multidisciplinary institution of higher education, cooperation between the department of physical education and other divisions of a multidisciplinary institution of higher education) etc;

– individual forms and methods: mentoring, coaching, consulting, lectures-discussions, practical exercises in pairs, case method, business games, role-playing games, educational trainings, master classes, seminars, webinars, discussions, modeling, delegation of functions, rotation, teamwork, cascade method, creative tasks, project method, portfolio etc.

Conclusions. Therefore, the proposed authors concept provides an opportunity to design a complete system of physical education teachers' professional development at multidisciplinary institutions of higher education in the form of an appropriate model that includes the target subsystem, as well as conceptual-methodological, theoretical-content, organizational-operational, and diagnostic-resultative subsystems.

Prospects for further research include the design of a model of physical education teachers' professional development at a multidisciplinary institution of higher education based on the developed concept.

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