

РОЗДІЛ 1. ЗАГАЛЬНА ПЕДАГОГІКА ТА ІСТОРІЯ ПЕДАГОГІКИ

THE DEVELOPMENT OF PROFESSIONAL DEVELOPMENT CONCEPT FOR PHYSICAL EDUCATION TEACHERS AT MULTIDISCIPLINARY HIGHER EDUCATION INSTITUTIONS

РОЗРОБКА КОНЦЕПЦІЇ ПРОФЕСІЙНОГО РОЗВИТКУ ВИКЛАДАЧІВ ФІЗИЧНОГО ВИХОВАННЯ У БАГАТОГАЛУЗЕВИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

The article highlights the problem of developing the concept of professional development of physical education teachers in multi-disciplinary institutions of higher education. The goal of the article is determined as following: to present the specificity of the development of physical education teachers' professional development concept at multidisciplinary higher education institutions. Considering the goal of our research we determine the following objectives: 1) to analyse the scientific and pedagogical literature on the problem of physical education teachers' professional development, 2) to present the peculiarities of the development of physical education teachers' professional development concept at multidisciplinary HEI. In the article the author substantiates the development of physical education teachers' professional development concept, which allows to design and implement it based on taking into account the theoretical foundations and specifics of the practice of professional development of physical education teachers at multidisciplinary institutions of higher education. The professional development of physical education teachers at multidisciplinary higher education institutions is considered in systemic and procedural dimensions, as well as at three levels: state, institutional, and personal. The article emphasizes that professional development of physical education teachers will be effective and will contribute to the formation of their professional competence in the context of a coherent system, that functions in the academic environment of a multidisciplinary institution of higher education, meets the requests and interests of scientific and pedagogical employees, takes into account the needs of the department, faculty, university, integrates the potential of the external and internal environment, mechanisms of combining formal, non-formal and informal learning, diversification of the content, forms and methods of learning which harmonise with organizational, scientific, educational, educational and methodological, international, health-preventive, sports and leisure, sports activities. The prospects for further research have been determined.

Key words: multidisciplinary institution of higher education, teacher of physical education, professional development, the concept of professional development, the development of concept.

Стаття висвітлює проблему розробки концепції професійного розвитку викладачів фізичного виховання у багатогалузевих закладах вищої освіти. Метою статті визначено наступне: представити специфіку розробки концепції професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти. З урахуванням мети дослідження, визначено такі завдання: 1) проаналізувати науково-педагогічну літературу з проблеми професійного розвитку викладачів фізичного виховання, 2) представити особливості розробки концепції професійного розвитку викладачів фізичного виховання багатогалузевих ЗВО. У статті обґрунтовано розробку концепції професійного розвитку викладачів фізичного виховання, яка дозволяє проектувати та реалізувати його на основі врахування теоретичних засад та специфіки практики професійного розвитку викладачів фізичного виховання у багатогалузевих закладах вищої освіти. Професійний розвиток викладачів фізичного виховання у багатогалузевих закладах вищої освіти розглядається у системному та процесуальному вимірах, а також на трьох рівнях: державному, інституційному та особистісному. У статті наголошено, що професійний розвиток викладачів фізичного виховання буде ефективним і сприятиме формуванню їхньої професійної компетентності в контексті цілісної системи, яка функціонує в академічному середовищі багатогалузевого закладу вищої освіти, відповідає запитам та інтересам науково-педагогічних працівників, враховує потреби кафедри, факультету, університету, інтегрує потенціал зовнішнього та внутрішнього середовища, механізми поєднання формального, неформального та інформального навчання, урізноманітнення змісту, форм і методів навчання, що гармонізує з організаційною, науковою, навчальною, навчально-методичною, міжнародною, оздоровчо-профілактичною, фізкультурно-дозвіллевою, спортивною діяльністю. Визначено перспективи подальших досліджень.

Ключові слова: багатогалузевий заклад вищої освіти, викладач фізичного виховання, професійний розвиток, концепція професійного розвитку, розвиток концепції.

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Problem statement. Professional development of physical education teachers at multi-disciplinary institutions of higher education is an urgent and topical problem. Like other scientific and pedagogical

employees, physical education teachers use a variety of formal, non-formal and informal learning opportunities in order to acquire new knowledge, develop skills, professional values and attitudes, which are

necessary to ensure the effectiveness of their activities. However, the results of the analysis of the experience of domestic multidisciplinary institutions of higher education testify the absence of a complete system of professional development, its fragmentary nature, which does not meet the requirements of modern higher education.

Analysis of recent research and publications.

The results of the analysis of scientific and pedagogical literature, which highlights the peculiarities of physical education teachers' professional development at multidisciplinary institutions of higher education, give grounds to summarize that its various aspects are of scientific interest and are covered in the publications of researchers. Especially, professional development is studied from the perspective of the international educational space [9; 16], state policy in the field of higher education [2], its role and significance for the development of higher education institutions [6; 7; 11; 14; 15], higher education, labour market and society [8; 12], formation of professional competence [1; 10; 13].

The goal of the article. The goal of the article is determined as following: to present the specificity of the development of physical education teachers' professional development concept at multidisciplinary higher education institutions. Considering the goal of our research we determine the following objectives: 1) to analyse the scientific and pedagogical literature on the problem of physical education teachers' professional development, 2) to present the peculiarities of the development of physical education teachers' professional development concept at multidisciplinary HEI.

Results. In order to ensure the integrity of physical education teachers' professional development at multidisciplinary institutions of higher education, we justify the need to develop its concept, which will allow to design and implement it on the basis of taking into account the theoretical foundations and specifics of the practice of professional development of physical education teachers at multidisciplinary institutions of higher education.

We consider the analysis of the notion "concept" to be the primary task. In the philosophical encyclopaedic dictionary it is stated that "concept (from Latin Conception – perception) is a system of beliefs about certain phenomena, processes; way of understanding, interpretation of some phenomena, events; the main idea of any theory" [6, p. 301]. The Encyclopaedia of Modern Ukraine defines the term "concept" as follows: a system of views, ideas about certain phenomena or processes, ways of understanding and interpreting them; the main idea of any theory; an idea or plan of a new, original understanding [5]. In the Dictionary of Ukrainian language, the concept is interpreted as "a system of evidence for a certain position, a system of views

on this or that phenomenon, the ideological idea of a work" [1, p. 275].

In our study, according to the author's concept, the professional development of physical education teachers at multidisciplinary higher education institutions is considered in systemic and procedural dimensions.

In the context of systemic dimension, the professional development of physical education teachers at multidisciplinary institutions of higher education is a system of complementary components – subsystems (which is also a subsystem of the "university" system), which are characterized by the presence of interconnections, reflection of the needs of professional activity, taking into account the stages of professional development of university staff. This system is implemented in the context of academic environment of a multidisciplinary institution of higher education. We substantiate the need for the development of a holistic system of physical education teachers' professional development at multidisciplinary institutions of higher education with several reasons:

- the demand for physical education teachers on the market of educational services, whose professional competence allows them to take an active part in the training of specialists with higher education for various branches of the country's economy, to ensure the high quality of educational services provided by multidisciplinary higher education institutions; to carry out scientific research at the institutional, national and international levels; to contribute to the formation of a constructive academic environment of a higher education institution by means of sports, health-prophylactic, sports-recreational activities [8; 11];

- the need to update knowledge, the formation of abilities and skills, professional values and attitudes on a continuous basis with the use of the internal potential of a multidisciplinary higher education institution and professional development programs of external providers [12; 16];

- insufficient level of appropriate practice of forming integral systems of professional development of physical education teachers of multi-disciplinary institutions of higher education and the use of separate professional development programs, advanced training courses, internships, etc.

In the context of the procedural dimension, the professional development of physical education teachers at multidisciplinary institutions of higher education is a process that is implemented throughout the entire professional activity and involves considering the specifics of initial professional training, as well as the needs of each stage of professional development. It is important to emphasize that in accordance with the development trends of the international educational space. It is about:

- attracting to work in institutions of higher education not only specialists whose initial training

was carried out in institutions of higher pedagogical education, but also coaches, representatives of high-achieving sports, etc. [9];

- the need to master knowledge and update it, which is associated with the expansion of the demographic characteristics of students, new requirements for the training of specialists with higher education [17];

- effective application of information and communication technologies, which are characterized by rapid innovative development and the need for their application in various types of activities [7];

- emphasis on cultural, social, economic, political, religious diversification of students [10];

- development of an inclusive educational space of higher education [14];

- taking into account the requirements of the labour market, the demands of society regarding the formation of general and professional competencies of the future specialist [13];

- the need for the formation of a culture of healthy lifestyle and motor activity of students [15], etc.

In the context of the author's concept, the professional development of physical education teachers at multidisciplinary institutions of higher education should be considered at three levels: state, institutional, and personal.

The professional development of physical education teachers of multidisciplinary institutions of higher education is an important means of ensuring the compliance of the professional competence of scientific and pedagogical employees with the policy in the field of higher education of Ukraine, which is implemented with the help of such mechanisms as "reforming the education system as a national education strategy; updating the legislative and regulatory framework of the education system in general; modernization of the structure, content and organization of education based on the competence approach, reorientation of the content of education to "global goals", provision of accessible and continuous education throughout life; formation of a healthy environment, environmentalization of education, valueological culture; development of scientific and innovative activities in education, improvement of the quality of education on an innovative basis; informatization of education, improvement of library and information resource provision of education and science; ensuring national monitoring of the education system; raising the social status of teachers; creation of a modern material and technical base of the education system" [4].

It is noted, that "the construction of the national education system in Ukraine involves a new approach to the professional training of future specialists, aimed at overcoming the crisis in education, which manifests itself, first of all, in the inconsistency of students' knowledge with the demands of the individual, social needs and world standards, in the devaluation

social prestige of education and intellectual activity" [2, p. 52].

Since the educational component "Physical education" is a component of all educational and professional training programs for bachelors without exception, physical education teachers take a direct part in the training of future specialists in various specialties. The preparation of the future graduates for the use of health-saving technologies, leading a healthy lifestyle, physical activity, awareness of health as the greatest human value depends on their knowledge, abilities and skills, professional and universal values, and attitudes.

At the institutional level, we consider professional development of physical education teachers as a powerful tool. Ensuring its effectiveness contributes to the formation of academic environment uniqueness of a multi-disciplinary institution of higher education, built on the principle of student-centred approach, the educational, scientific, social, sports, and leisure spheres of which provide opportunities for the integration of students into the academic community, cooperation, and the observance of the corporate culture values. Highly qualified university staff, realizing their own right to continuous professional and personal development, take an active part in forming a positive image of the university, enrich the academic community with their own achievements in various types of activities and in this way contribute to ensuring the competitiveness of a multidisciplinary institution of higher education at the regional, national, and international levels. In addition, the author's concept provides for the formation of a system of physical education teachers' professional development in the context of the academic environment of the university.

At the personal level, we present the professional development of physical education teachers as the right and duty of a scientific and pedagogical employee, which are implemented in the academic environment of a multidisciplinary institution of higher education, and its main goal is the continuous improvement of personal qualities, the development of abilities, the formation of universal values, as well as deepening of professional knowledge, formation and development, renewal of abilities and skills, formation of professional values and attitudes that ensure effective performance of professional functions and implementation of tasks within organizational, scientific, educational, educational and methodological, international, health and preventive, sports and leisure activities.

Conclusions. We emphasize that professional development of physical education teachers will be effective and will contribute to the formation of their professional competence in the context of a coherent system, that functions in the academic environment of a multidisciplinary institution of higher education, meets the requests and interests of scientific

and pedagogical employees, takes into account the needs of the department, faculty, university, integrates the potential of the external and internal environment, mechanisms of combining formal, non-formal and informal learning, diversification of the content, forms and methods of learning which harmonise with organizational, scientific, educational, educational and methodological, international, health-preventive, sports and leisure, sports activities.

We define the research of content, forms, models and methods of physical education teachers' professional development as the prospects of further scientific studies.

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