

## **Metodological approaches in professional development of physical training teachers in the conditions of postgraduate pedagogical education**

**Оксана Миколаївна Войтовська**

**кандидат педагогічних наук, доцент кафедри освіти дорослих  
факультету перепідготовки та підвищення кваліфікації**

**НПУ імені М.П. Драгоманова,**

**Київ, Україна**

### **Abstract**

In the article the basic methodological approaches in the professional development of physical training teachers in the conditions of postgraduate teacher education are identified and scientifically justified. These approaches are: competence, axiological, cultural, systemic, active. In determining of methodological approaches features of professional development of physical training teachers in terms of postgraduate education were taken into consideration. It is indicated that the using of methodological approaches in postgraduate teacher education should ensure the effectiveness of teaching physical training teachers, and to promote the comprehensive development and enrichment of every individual in the process of training and training qualification, based on the socio-cultural conditioning of the educational policy, the concept of creativity as the fundamental basis of human life.

**Keywords:** methodological approaches, the professional development of physical training teachers, adult education, postgraduate pedagogical education.

**Problem statement.** Reforming of educational system of Ukraine is focused on personal-professional development, self-determination, self-expression of the individual and his professional activity readiness. Among the modern progressive

educational ideas, which contain solving the problems of sustainable development of mankind in the XXI century, continuing professional education («education during the life is an integral idea»), which covers all components of the educational system, including, self-education and post-graduate education (adult education).

In postgraduate education as well as in Ukrainian education setting a whole complex reform process is an essential part. As of today the quality and level of professional training of physical training teachers don't answer the needs of the individual, society and the state. New Ukrainian society, with all its problems, are in need of innovative teachers of physical training, bundling spiritual and physical source, competence for creative cooperation, which are called on to create, develop and nurture new generations of Ukrainians.

The strategic functions of postgraduate education are considered to be combination of personal development and potential human increase with providing advanced nature of training in accordance with public requirements.

The need in professionally-active personality of physical training teacher, who has professional competence, mobility, pedagogical skills, the ability for continuously improving his professional skills, and can be professionally realized and focused on his maintain a further creative growth – expresses the actuality of professional development's problem of physical training teachers in context of postgraduate education.

Trend analysis of the development of educational process in accordance with the needs of society and the modernization of education confirms that the idea of competence, axiological, cultural, systemic and activity in higher professional education in general and postgraduate teacher education in particular is becoming more important. The Law of Ukraine «About education» focuses on the need of creating an educational environment that ensures effective use of scientific and pedagogical potential, creating conditions for the gradual transition to a new level and quality of education based on pedagogical technologies. These factors make Postgraduate Education to face a challenge in preparing a physical training teacher

being A-level. A major role in this belongs to the competency, axiological, culture, system and activity approach.

**Analysis of recent research and publications.** Analysis of the scientific literature on the researched topic showed that the fundamental basis for the training of specialists in physical education and sport laid the studies carried out in the context of professional training from the standpoint of the philosophy of education (V.P. Andrushchenko, G.A. Ball, V.G. Kremen, V.I. Lugovoi, V.A. Ognevyuk), continuing professional education (U.S. Goncharenko, I.A. Zyazyun, S.A. Sysoeva), the improvement of educational process in higher educational institutions (A.M. Alekseyuk, V.E. Bilogur, Y.Y. Bolyubash, A.A. Verbitsky, V.A. Kazakov), the professional training of future specialists (Y.D. Boychuk, A.A. Dubasenyuk, M.B. Evtukh, V.I. Naumchuk, V.V. Yagupov), professional training of future specialists in physical education and sport (R.P. Karpyuk, A.P. Konoh, E.N. Prystupa, L.P. Suschenko, A.V. Tymoshenko, B.M. Shiyan, Y.M. Shkrebtii etc).

In recent years, the competence approach, in the system of higher pedagogical education has been examined by many native and foreign scientists (V.I. Baydenko, Y.D. Boychuk, N.M. Bibik, G.R. Gavrischak, I.A. Zimnyaya, T.A. Ivanova, L.V. Elagina, V.V. Krajewskyi, N.V. Kuzmina, O.M. Karpenko, O.E. Lebedev, T.S. Oleynik, O.V. Ovcharuk, S.A. Sysoeva, O.I. Pometun, A.V. Hutorskoi etc.).

Theoretical basis of axiological concept and its importance in the educational process of higher education institutions showed in the works of S.F. Anisimov, I.D. Beh, M.N. Berulava, I.A. Zyazyun, P.R. Ignatenko, V.A. Ognevyuk, V.A. Slastenin, E.N. Shiyanov, V.A. Yadov, E.A. Yamburg etc.

In modern pedagogical literature cultural aspect of education was examined by such researchers as: A.G. Asmolov, V.S. Bibler, E.O. Bondarevskaya, V.M. Vidrina, V.V. Vucheva, G.B. Cornetov, L.I. Lubisheva, V.M. Rozin, F.I. Sobyenin etc.

A systematic aspect of education was examined by V.P. Bepalko, I.V. Blauberger, E.M. Gogunov, A.A. Verbitsky, N. Ershova, T.A. Ilina etc.

Activity aspect of the formation of scientists was researched by B.G. Ananiev, G.O. Atanov, G.A. Ball, V.A. Kazakov, V.A. Moliako, S.L. Rubinstein etc.

**Aim of the article** – to identify and scientifically substantiate the basic methodological approaches in the professional development of physical training teachers in the context of postgraduate pedagogical education.

According to the purpose the objectives were defined: to analyze scientific and educational literature, information from the Internet about the role of competence, axiological, cultural, systemic, activity approaches to the professional development of physical training teachers in the conditions of postgraduate pedagogical education.

**Research methods:** theoretical – analysis of the scientific and educational literature, information from the Internet.

**Research results.** Professional development of physical training teachers in the conditions of postgraduate pedagogical education is a complex and purposeful dynamic system, which is based on the background of a set of theoretical and methodological approaches and ensures the development of a competent expert of a new generation for carrying out professional activities and being competitive in today's job market.

Consider the role of the main methodological approaches in problem researching of the professional development of physical training teachers in the conditions of postgraduate pedagogical education.

It is known that the methodological approaches are the most important element of scientific research. Methodological role of approaches lies in the possibility of providing generalized scientific statements on the researched topic, the characteristics of different directions of analysis and the organization of theoretical and applied research.

It is indicated by scientists I.V. Blauberg and E.G. Yudin indicate that «a methodological approach is a fundamental methodological orientation of a researcher, where the object of study is considered to be a concept or a feature that manages the overall research strategy» [1, p. 74].

We follow the viewpoint of N.M. Yakovleva about complementary, integrated role of methodological approaches in researching of various educational events [8, p. 128]. The essence of this idea shows that the pedagogical phenomenon due to its complexity can not and should not be studied from the same point of view, so it is necessary to apply a complex of methodological approaches for obtaining diverse characteristics of the studied phenomena [8, p. 128].

A competence-based approach was emphasized by us as it determines the formation of personal and professional qualities that ensure the success of the application of acquired knowledge and skills in various areas of social practice, and determines the need in constant self-development. It performs an appropriate component of the education system focuses on training of a competent professional as the goal and the result of learning activity.

O.V. Shemet indicates that «two basic concepts are distinguished in competence approach: competence and expertise, where the first one includes a set of interrelated personality traits, defined in relation to a particular range of objects and processes, and the second relates to the possession of a person relevant expertise including his personal attitude to it, and the subject of activity» [7, p. 17].

According to A. V. Hutorskoi, «using of a competency approach to professional training to gradulators suggests achieving the integrated final education result, which can be considered as the graduate's Maturity of key and professional competences as the unity of generalized knowledge and skills, broads abilities and readiness for solving large blocks of tasks – from private to social, professional and special professional competencies determined the actual ownership of qualified activities at high level, commitment to innovation in the professional area» [6].

Therefore, competence approach allows us to represent the professional competence of a physical training teacher, consisting of a number of abilities which can be objectively observed, measured with some accuracy and deliberately formed inside in the educational process.

The main tasks of the competent approach to the professional development of a physical training teacher are advisable considered to be: 1) formation of students professional knowledge; 2) mastering of necessary complex of pedagogical skills and experiences by the listeners; 3) the adoption of them the experience of creative educational activity in the sphere of physical culture and sports; 4) the formation of the listeners of the system of values and emotional attitudes to pedagogical theory, physical education theory, pedagogical activity and its preparatory process.

The solution of these problems in terms of competence-based approach involves the formation of such knowledge and skills: generalized theoretical knowledge of nature, health and professional activities and relations between them. The main function of this knowledge is – worldview training; the ability in understanding the organizational structure of qualified and integrated multidisciplinary specificity of physical culture, its relationship with the disciplines of complex socio-humanitarian and professional units; the ability to evaluate standards, curricula and educational methods in terms of the influence on physical and spiritual aspects of health of the educational process subjects; the ability to assess the environmental, legal, manufacturing events from the modern point of view of socio-cultural, sports and recreational situations etc.

It is important the content of sports education shall reflect listener's and teacher's common targets, it is based on spiritual and physical essence of physical culture in the unity of its socio-cultural and somatopsychic components under the leadership of the former.

Scientifically based selection of the content of professional readiness is one of the basic conditions of prospecting productivity optimization of the educational

process and is structured in the logic of educational, professional and kvaziprofessional activity.

The formation process of skill's and experience's includes on integral system of activities, facilities and actions which orient a physical training teacher on integration of professional, spiritual and physical development in his future professional activity.

Competence thus forming of physical training teacher requires including of listeners educational activity in the analogue of future qualified job, which is represented by different forms of a kvaziprofessional activity. This professional on content and educational on a form realization through role and project methods of modelling pedagogical activity (content education) which form, improve method skills, physical training teacher, stimulate him to introspection and professional self-improvement.

As Kremen V. G points, «axiological approach opens value problems in any sphere of human activity and put before the necessity of all who in one way or another, involved in education, to consider more thoroughly the issue of values» [3, p. 156].

At the basement of the axiological approach is humane concept of interacting world, according to which our world is a world of the whole man, and that man as the supreme value of the society, which is the meaning and purpose of development.

The main axiological principles are: equality of all philosophical views in a single humanistic value system (while maintaining the diversity of their cultural and ethnic values) equivalence of tradition and creativity, the recognition of the need of studying and using the teachings from the past and the possibilities in opening human equality at present and future, pragmatism of all contradictions on the bases of values, a dialogue instead of indifference.

Axiological approach orients postgraduate pedagogical education on the development of a system of universal and professional values of a listener, which defines his attitude towards his own world, activities, to himself as an individual

expert. It reveals the pedagogical value as a condition and a result of the professional work of physical training teacher, stimulating the development of his professional potential.

Concerning the researched problem in the axiological approach the following ideas find their reflection: the formation of world view, internal convictions of physical training teacher take place on the basis of value-oriented systems on the health and health preservation, which are an essential part of life values and world view, based on positive motives, interests and needs.

Also, the achievement of a physical training teacher's high standard of readiness to master knowledge of humanitarian, socio-economic, fundamental and general professional disciplines, is determined primarily by the presence of a positive attitude to the professional activity.

As N. S. Rozovstates «cultural approach handle assimilation of a culture as a process of personal opening, creating a peace of a culture in himself, development of culture dialogue ideas where a personal actualization occurs with set up meaning» [4, p. 87].

Cultural approach assumes the maximum use of the professional, material and spiritual culture, and also the formation of a creative approach to self-improvement. Cultural approach allows us to consider physical training on a broad general cultural social background, defining the integration of the personality of general, vocational and a culture. Self-determination of the individual in physical training implies accessory of a subjective position in relation to the physical training, the choice of targets, the ability to understand in it yourself and others, to set goals before yourself and effectively solve them.

According to aculturological approach, as Y. Voynarpoints, «the professional development of physical training teachers must take place in accordance with the principles of integrity, the relationship of objective values of culture and values of the person; engaging personality to cultural values as to the process of progressive education; interaction in communication as a means of self-reflection» [2, p. 24].

As a scientist points «the idea of integrity assumes a formation of such structure of educational content in the basement of which lie not only scientific knowledge but also cultural and social experience, cultural achievement» [2, p. 24].

Systematic approach allows studying the object of our research in dynamics and integrity of the links between the elements of the object.

According to E.N. Semenogthe basic principles of a systematic approach are the principles of integrity, complexity and organization. As the scientist states «integrity allows to identify the object in the unity of components and connections; complexity implies a hierarchical structure of the object, a consistent division of the whole into parts considered in unity; organization is – a structural ordering of the object» [5, p. 39].

Systematic approach allows the consideration of the professional development of physical training teacher in the context of postgraduate pedagogical education as a single system with a variety of interrelated, interdependent components and internal connections, which are aimed at the unity of theory and practice, provide the integrity of the educational process, contributing to its optimization.

The marked activity approach his likely by make us which allows us to consider the activity as the main source of professional development of the individual, as in the activity any student gains experience, which after being actualized, causes deployment of the internal structures of the individual and thereby provides professional activity to personal meaning. In general, the activity approach requires focus on the development of the creative potential of the person and takes into account the individual characteristics of each student through their inclusion in activities that promote self-actualization and personal growth.

The activity approach is important for us in terms of the organization of meaningful educational and professional, practical and professional activity of students in the field of physical training as the basis and means of formation of readiness for professional work. It defines the organization of the activities of the

main subjects of the educational process (teachers and students) in the unity of its strategic, tactical and operational components, it helps to identify aggregate pedagogical conditions for successful professional development of physical training, teachers as well as the development of methods of realization of these conditions. Professional activity in terms of the activity approach is a sequence of actions performed by the subject; a form of human activity has a legitimate aim; transforms objective reality; realized on the basis of certain methods with using means; it requires creativity; it has continuous character.

The result of professional development will be the ability for adaptation to the changing conditions of the world and increased dynamism in professional activities.

**Conclusions.** In the course of our research we identified and scientifically substantiated the basic methodological approaches to the professional development of physical training teacher in the conditions of postgraduate teacher education: competence, axiological, cultural, systemic, activity. In determining the methodological approaches the features of professional development of physical training teachers in the conditions of postgraduate education were taken into account.

Applying of methodological approaches in postgraduate teacher education should ensure the effectiveness of physical training teacher's teaching, and promote the comprehensive development and enrichment of every individual in the process of training, based on the socio-cultural conditioning of the educational policy, the concept of creativity as the fundamental basis of human life.

**Prospects for further research.** For further directions of research should include a combination of methodological approaches in the theory and practices and their implementation in the professional development of physical training teachers in postgraduate pedagogical education.

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