

UDK 378.14

Fedir Zagura

Ivan Boberskyi Lviv State University of Physical Culture

ORCID ID 0000-0002-5889-4399

DOI 10.24139/2312-5993/2022.07-08/244-251

PRINCIPLES OF PHYSICAL TRAINING FACULTY' PROFESSIONAL DEVELOPMENT

The article is devoted to highlighting the results of the analysis of principle of physical training faculty' professional development. The aim of the study is defined as following: analyse the principles of practically oriented training and the principle of collegiality in the modern universities' faculty' professional development, as well as individualization and personality-oriented ones. In our research we used the methods of analysis and synthesis of information presented in the scientific and pedagogical literature which highlights various aspects of the problem under research, as well as generalization and systematization of obtained data. The essence of the principles of physical training faculty' professional development is defined, as well as the possibilities of their use are characterized. A conclusion is made about the expediency of using the principle of practically oriented training, collegiality as well as individualization and personality-oriented principle in professional development of physical training faculty of modern multidisciplinary higher education institutions.

Key words: *physical training faculty; multidisciplinary institution of higher education; professional development; principles of professional development; principle of practically oriented training; principle of collegiality; principle of individualization; principle of personality oriented professional development.*

Introduction. At the beginning of the 21st century, theorists and practitioners pay special attention to the problem of initial professional training and continuous professional development of faculty, whose main task is to prepare modern youth for functioning in society. The rapid pace of knowledge development makes it necessary to update it on a permanent basis. Therefore, the problem of professional development does not lose its topicality. An important role is assigned to higher education, in the conditions of which specialists are trained for various spheres of life in society.

Normative documents present the main types of activity of a higher education institution faculty, reflect the need for their professional development, as well as the efforts of modern classical and technical universities to be competitive in the market of educational services, their focus on achieving high indicators, according to which the activities of higher education institutions are evaluated in various national and international ratings.

Research aimed at studying the theoretical foundations of professional development, clearly delineating its essence, theories, and concepts, as well as principles and methodological approaches, are of great importance.

Analysis of relevant research. We find confirmation of this thesis in the publications of researchers who analyse various aspects of the theory and practice of modern universities' faculty professional development:

– the experience of the developed countries of the world regarding the provision of professional development of educators (Калашнікова, 2013, Костіна, 2018, Мукан, 2009, Tannehill, Demirhan, Čaplová, & Avsar, 2021);

– methodological approaches, which form the basis of university faculty professional development (Муромець, 2020, Степанченко, 2017, Яценко, 2015);

– contents and operational components of educators' professional development (Bove, Jensen, Wysłowska, Iannone, Mantovani, & Karwowska-Struczyk, 2018, Collins, & Staples, 2017, Foschi, 2021, Sharmahd, Peeters, & Bushati, 2018);

– political, social, economic aspects of university faculty professional development (Price, & Campbell, 2020, Sherman, & Chappell, 2018).

Aim of the study. The reflection of our own experience, the results of the analysis of scientific and pedagogical literature testify to the expediency of highlighting the principles that form the basis of faculty professional development. Among such principles we distinguish the principle of scientificity, practically oriented principle, collegiality, flexibility, integrativity, openness, systematicity, variability, contextual learning, individualization, and personality oriented, problem solving, reflexivity, active learning. All singled out principles require detailed study, however, the aim of our research is to analyse the principles of practically oriented training and the principle of collegiality in the modern universities' faculty' professional development, as well as individualization and personality oriented ones.

Research methods. In our research we used the methods of analysis and synthesis of information presented in the scientific and pedagogical literature which highlights various aspects of the problem under research, as well as generalization and systematization of obtained data.

Results. In accordance with practically oriented principle, the professional development of physical training faculty of multidisciplinary institutions of higher education should be based on the professional activity of scientific and pedagogical employees. Currently, in the educational field, significance is attached to changing the fundamentality of knowledge to innovativeness, training specialists to perform specific professional functions. Therefore, the content of professional development programs should cover the development of knowledge,

formation and development of abilities and skills necessary to perform a complex of professional actions in accordance with the main directions of professional activity: organizational, educational, and methodological, educational, scientific, international, sports and leisure, etc.

In the context of practically oriented principle, the program of professional development of physical training faculty of multidisciplinary institutions of higher education provides for the acquisition of knowledge, the formation of skills and abilities necessary for the performance of professional functions, based on the application of the potential of practically oriented methods. Such methods include compiling the portfolio of a scientific and pedagogical employee; development of educational, scientific, social, sports projects; organization of practical research aimed at studying various aspects of the educational process; studying the best practices of colleagues, etc.

It is important to emphasize that practically oriented principle of professional development of physical training faculty of classical and technical institutions of higher education is directly related to the principle of collegiality, as it involves close cooperation with colleagues, as well as the implementation of professional development programs in the academic environment of the institution of higher education.

We believe that the principle of practically oriented training in professional development of physical training faculty can be implemented with the help of the following tools:

- the formation of practically oriented content of professional development programs that reflects the specifics of the higher education system of Ukraine, the peculiarities of the functioning of a specific institution of higher education, as well as its corporate culture, which actualizes the need for continuous professional development of scientific and pedagogical employees (Masoumi, Hatami, & Pourkaremi, 2019; Tannehill, Demirhan, Čaplová, & Avsar, 2021);

- the use of a mechanism for incorporating the potential of the academic community of a multidisciplinary higher education institution and professional development programs provided by external providers (Sherman, & Chappell, 2018);

- basing the professional development programs of physical training faculty on the real individual and collective needs of the department (Sharmahd, Peeters, & Bushati, 2018; Price, & Campbell, 2020);

– the application of innovative teaching methods along with the best examples of traditional ones (Bove, Jensen, Wystowska, Iannone, Mantovani, & Karwowska-Struczyk, 2018; Foschi, 2021);

– encouraging the implementation of innovative ideas and projects, involving students and colleagues in them to ensure the continuity of professional development (Collins, & Staples, 2017).

Equally important is the principle of collegiality and its application in the process of faculty professional development. As evidenced by the analysis of scientific and pedagogical literature, the collegial nature of educators' professional development is inherent in foreign practice, as presented in scientific publication, for example in the USA (Мукан, 2009), Australia (Костіна, 2018), European countries (Калашнікова, 2013), etc.

Muromets (Муромець, 2020) emphasizes the effectiveness of the use of collegial forms and methods of faculty professional development in modern universities, singling out such of them as “tele-tutoring, supervision, case study, cascading” (p. 108), as well as “innovative educational networks, specialized TV programs, pedagogical teams, Internet networks, situational learning”, “courses, seminars, trainings, implementation of grants” (p. 109). In our opinion, the collegial nature of physical training faculty' professional development in multidisciplinary higher education institutions has several advantages, since scientific and pedagogical employees not only master new knowledge, but also realize their practical application in a classical or technical university, which is characterized by certain specifics, as well as have the opportunity to take over the experience of colleagues in the department. According to Mukan (Мукан, 2009), “... for many educators, professional development is associated with trainings, seminars, training courses and presentations. And for many teachers, new forms of professional development remain unknown, namely: collegial planning of classes, work in educational pedagogical communities and research groups, learning using the Internet, observation...”.

The principle of individualization and personality oriented principle of physical training faculty' professional development in multidisciplinary institutions of higher education involves taking into account the previously acquired knowledge of scientific and pedagogical employees, their experience, sports specialization, needs at each stage of professional development, psychological readiness for the implementation of professional functions, familiarity with regulatory and legal base of higher education and regulatory documents of a classical or technical university, etc.

It is appropriate to note that a physical training faculty “belongs to such professions in which a person, not having a inclination to this activity, cannot work creatively, productively, become a master of his craft. The true inclination is determined only in practical activity, which allows you to recommend it for the purpose of forming a professional orientation, as well as to use it as a criterion for professional selection” (Степанченко, 2017, p. 444).

Therefore, we consider professional development based on the principle of individualization and personally oriented principle as a continuous process, which involves revealing the creative potential of the physical training faculty in integration with the development of the personal and professional qualities of the teacher, based on taking into account individual characteristics, abilities, opportunities, previous professional and personal experience, that form the uniqueness of the individual and specialist.

We find confirmation for this thesis in the work of Yatsenko (Яценко, 2015), who, researching the specifics of personally oriented education, singles out such characteristics as:

- humanization – affirmation and awareness of the uniqueness, self-worth, uniqueness of each person, recognition of the uniqueness of the ways of his development;

- humanitarianization – humanization of knowledge, spiritualization of teaching with noble high feelings (according to V. O. Sukhomlynskyi), as a reorientation of priorities in defining educational ideals from the subject-content principle of teaching the basics of sciences to the creation of a holistic picture of the world and, above all, the world of culture, of the human world, for the formation of humanitarian and systematic thinking in young people;

- subjectivity – taking into account the identity, self-worth of subjective experience, which we consider as a special combination of knowledge, feelings, attitudes, personal meanings;

- the developmental nature of education – ensures qualitative changes in the intellectual, emotional, volitional and effective-practical spheres of the individual;

- individualization – the choice of methods, techniques, determination of individual pace of learning, based on taking into account individual differences of students, the level of their development of their learning abilities;

– differentiation – the determination of the content of training and, to a certain extent, methods of its implementation based on taking into account inclinations and abilities;

– relevance – presupposes not only of the creation of a situation of choice, but also the mandatory presence in the learning process of a situation of success;

– variability – the construction of the educational process in the planes of a wide variety of content and forms of the educational process, etc. (Яценко, 2015).

Conclusions. Therefore, as the research shows, to ensure the effectiveness of physical training faculty' professional development in multidisciplinary institutions of higher education, the principles of practically oriented training in professional development, the principle of individualization as well as personality-oriented principle, the collegial character of training are of great importance.

Prospects for further research include the analysis of methodological approaches that form the basis of physical training faculty' professional development.

REFERENCES

- Калашнікова, С. А. (2013). Професійний розвиток керівників вищих навчальних закладів: аналіз провідного зарубіжного досвіду. *Проблеми освіти, 74*, 11-22 (Kalashnikova, S. A. (2013). Professional development of heads of higher education institutions: analysis of leading foreign experience. *Education problems, 74*, 11-22).
- Костіна, Л. С. (2018). Організаційна структура професійного розвитку вчителів середніх шкіл Австралії: рівні реалізації. *Educational challenges, (57)*, 201-211 (Kostina, L. S. (2018). Organizational structure of professional development of Australia secondary school teachers: levels of implementation. *Education Challenges, (57)*, 201-211).
- Мукан, Н. В. (2009). Стандарти професійного розвитку педагогів у США. *Вісник Львівського університету імені Івана Франка. Серія педагогічна, 25, Ч. 3*, 275-282 (Mukan, N. V. (2009). Standards of professional development of teachers in the United States. *Bulletin of Ivan Franko Lviv University. Pedagogical series, 25, Part 3*, 275-282).
- Муромець, В. (2020). Теоретичні основи використання інноваційних технологій розвитку науково-педагогічних працівників закладів вищої освіти: психологічний і колегіальний підходи. У *Теоретичні основи розвитку науково-педагогічного потенціалу університетів України у контексті розширення інституційної автономії: препринт (аналітичні матеріали)(I частина)*; за ред. Ю. Скиби. (с. 104-113). Київ: ІВО НАПН України (Muromets, V. (2020). Theoretical bases of use of innovative technologies of development of scientific and pedagogical workers of higher education institutions: psychological and collegial approaches. In *The*

theoretical foundations of the development of scientific and pedagogical potential of universities of Ukraine in the context of expansion of institutional autonomy: preprint (analytical materials) (and part); Ed. Y. Skibi. (pp. 104-113). Kyiv: IVO NAPN of Ukraine.

- Степанченко, Н. І. (2017). *Система професійної підготовки майбутніх учителів фізичного виховання у вищих навчальних закладах*. (Дисертація д-ра пед. наук: спеціальність 13.00.04 Теорія і методика професійної освіти). Вінниця: Вінницький державний педагогічний університет імені Михайла Коцюбинського (Stepanchenko, N. I. (2017). *System of professional training of future physical education teachers in higher education institutions*. (Dissertation Dr. Ped.: Specialty 13.00.04 Theory and Methodology of Vocational Education). Vinnitsa: Vinnytsia State Pedagogical University named after Mikhail Kotsyubynsky).
- Яценко, С. Л. (2015). Сутнісні аспекти особистісно орієнтованої освіти. *Проблеми освіти*, 85, 116-122 (Yatsenko, SL (2015). The essential aspects of personally oriented education. *Education Problems*, 85, 116-122).
- Bove, C., Jensen, B., Wysłowska, O., Iannone, R. L., Mantovani, S., & Karwowska-Struczyk, M. (2018). How does innovative continuous professional development (CPD) operate in the ECEC sector? Insights from a cross-analysis of cases in Denmark, Italy and Poland. *European Journal of Education*, 53(1), 34-45.
- Collins, K., & Staples, K. (2017). The role of physical activity in improving physical fitness in children with intellectual and developmental disabilities. *Research in Developmental Disabilities*, 69, 49-60.
- Foschi, L. C. (2021). Innovative aspects and evaluation methods in a teachers' continuous professional development training experience. *Italian Journal of Educational Technology*, 29(1), 46-64.
- Masoumi, D., Hatami, J., & Pourkaremi, J. (2019). Continuing professional development: policies, practices and future directions. *International Journal of Educational Management*, 33(1), 98-111.
- Price, D. W., & Campbell, C. M. (2020). Rapid retooling, acquiring new skills, and competencies in the pandemic era: implications and expectations for physician continuing professional development. *Journal of Continuing Education in the Health Professions*, 40(2), 74-75.
- Sharmahd, N., Peeters, J., & Bushati, M. (2018). Towards continuous professional development: Experiencing group reflection to analyse practice. *European Journal of Education*, 53(1), 58-65.
- Sherman, L. T., & Chappell, K. B. (2018). Global perspective on continuing professional development. *Asia Pacific Scholar*, 3(2), 1-5.
- Tannehill, D., Demirhan, G., Čaplová, P., & Avsar, Z. (2021). Continuing professional development for physical education teachers in Europe. *European Physical Education Review*, 27(1), 150-167.

АНОТАЦІЯ

Загуга Федір. Принципи професійного розвитку викладачів фізичного виховання.

Стаття присвячена висвітленню результатів аналізу актуальної проблеми сучасної освіти – професійного розвитку науково-педагогічних працівників багатогалузевих закладів вищої освіти. У статті висвітлено та

охарактеризовано принципи, покладені в основу професійного розвитку викладачів фізичного виховання.

Мета дослідження. Мету дослідження визначено так: проаналізувати принципи практико-орієнтованого навчання та принцип колегіальності у професійному розвитку професорсько-викладацького складу сучасних університетів, а також індивідуалізації та особистісної орієнтації.

Методи дослідження. У нашому дослідженні ми використовували методи аналізу та узагальнення інформації, представленої у науково-педагогічній літературі, яка висвітлює різні аспекти досліджуваної проблеми, а також узагальнення та систематизації отриманих даних.

Обґрунтовано актуальність проблеми професійного розвитку викладачів фізичного виховання у багатoproфільних закладах вищої освіти на основі аналізу науково-педагогічної літератури, що висвітлює різноманітні аспекти проблеми: досвід розвинутих країн світу щодо забезпечення професійного розвитку педагогів; методологічні підходи, покладені в основу професійного розвитку освітян; змістовий та операційний компоненти професійного розвитку, а також політичний, соціальний, економічний аспекти професійного розвитку. Обґрунтовано сутність принципів практико-орієнтованого навчання, колегіальності, індивідуалізації та особистісної орієнтації професійного розвитку викладачів фізичного виховання у багатогалузевих закладах вищої освіти, а також охарактеризовано можливості їх використання на практиці.

Зроблено висновок про доцільність використання принципів практико-орієнтованого навчання, колегіальності, а також індивідуалізації та особистісно-орієнтованого принципу у професійному розвитку професорсько-викладацького складу сучасних багатoproфільних вищих навчальних закладів та визначено перспективи подальших наукових розвідок, які вбачаємо в дослідженні методологічних підходів, що покладені в основу професійного розвитку науково-педагогічних працівників.

Ключові слова: викладачі фізичного виховання; багатогалузевий заклад вищої освіти; професійний розвиток; принципи професійного розвитку; принцип практико-орієнтованого навчання; принцип колегіальності; принцип індивідуалізації; принцип особистісно орієнтованого професійного розвитку.

УДК 377.015.31:502/504:004

Алла Залужна

Національний університет водного господарства та природокористування
ORCID ID 0000-0002-5012-7419

Наталія Трофімчук

Національний університет водного господарства та природокористування
ORCID ID 0000-0002-9597-1293

DOI 10.24139/2312-5993/2022.07-08/251-262

ЕКОЛОГІЧНА КУЛЬТУРА ОСОБИСТОСТІ ЯК АКТУАЛЬНА ФІЛОСОФСЬКО-ПЕДАГОГІЧНА ПРОБЛЕМА

Статтю присвячено теоретико-методологічним засадам осмислення феномена екологічної культури у філософсько-педагогічному дискурсі. Показано, що екологічна культура постає новою світоглядною парадигмою та істотним