

Professional stages of a physical education teacher as determined using fitness technologies

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Abstract:

The article provides theoretical background for the stages of professional formation of a physical education teacher determined using fitness technologies. The article contains the analysis of scientific literature and normative documents that regulate professional readiness of a physical education teacher at a higher educational institution for innovative activity. Our work defines the following stages of professional formation of a physical education teacher using fitness technologies: the stage of adaptation, the stage of professionalization and the stage of professional mastery. Based on the conducted research, using fitness technologies, we established incompatibility of the professional readiness of physical education teachers at higher pedagogical educational institutions with the training activity.

Keywords: adaptation, teacher, professionalization, professional skills, physical education, fitness technologies

Introduction

The reform of higher pedagogical education, the introduction of fitness technologies in higher pedagogical educational institutions, forecasts a radical change in the prevailing perceptions regarding the physical education teacher. Despite the traditional settings related to the existing requirements for a physical education teacher, there is an urgent need for the formation of professional qualities that meet the goals and objectives of higher pedagogical education and modern innovative requirements. The combination of personal professionalism and professionalism in work allows the physical education teacher to achieve the highest results of his own training activities. There are several stages of professional development preceding the process of forming a genuine professional, a specialist.

Professional formation of a physical education teacher in a higher educational institution with the use of fitness technology is a gradual and systematic process. Its effectiveness depends not only from development of personal and professional qualities, but also from scientific methods of training that take into account the professional readiness of the teacher of physical education for training activities with the use of fitness technologies.

Modern studies on pedagogy and psychology prove that the process of obtaining quality education in higher education institutions is aimed at the preparation of a competitive personality. It includes formation of special knowledge, abilities and skills necessary for training activities, development of physical abilities, as well as moral and volitional qualities, strengthening health, providing students with opportunities for self-realization and self-development [2, 6, 10].

The implementation of mentioned above tasks becomes possible if the physical education teacher of has a high level of professionalism. He must possess the qualities that can be compared with the example of a professional. In general, the requirements for a physical education teacher are based on a social demand of society and the professional community. The real state of affair regarding teaching staff in higher educational institutions does not always meet these requirements. One of the main reasons for this is the lack of a clear view of physical education teachers about the standard, the ideal model of development, that fact has determined the relevance of our study. Such approach will provide a holistic view on pedagogical activity of physical education teacher, especially his professional development at all stages of professional career: from the moment of first steps in profession to complete pedagogical mastery.

Materials and methods

In our research we used theoretical and empirical methods. Theoretical methods included: studying and analyzing pedagogical, psychological, methodological literature, curriculum and normative documents; synthesis and generalization. Empirical methods consisted from observation of the educational process of physical education, conversations with teachers and trainers, who conduct physical education sessions provided by the curriculum and sectional exercises during study-free time.

The aim of the article is to determine the stages of professional development of physical education teacher with the use of fitness technologies.

Objectives of the article:

1) to carry out the analysis of scientific literature and normative documents regulating the professional training of physical education teacher of in a higher educational institution;

2) to establish the regularities and to describe the stages of professional development of physical education teacher with the use of fitness technologies.

Results

Professional development of a physical education teacher at a higher educational institution under the conditions of modern innovative progress requires qualitative transformations in the system of pedagogical education. It is necessary to change the status of pedagogical education and its carrier, the physical education teacher of higher pedagogical educational institution. Today higher pedagogical education is approved as a multi-level system, which includes continuous training of students (bachelors and masters), scientific and highly qualified pedagogical personnel, as well as retraining of pedagogical staff and improving their qualifications. Main characteristics of higher pedagogical education are fundamental, versatile, humanitarian and research orientation, which are provided by such content levels as anthropological, general cultural, vocational, pedagogical and specialized pedagogical education. The social and educational mission of the higher educational institution should include development of educational consciousness of society, meaning theoretical, scientific-methodical, staffing, innovation-consulting part and monitoring of the system of quality pedagogical education [3]. The problem of professional development of physical education teacher in higher educational institution has long been marked by increased attention from scientists. Many scientific works reflect various aspects of research of this problem [7, 8]. Their authors consider the general issues of increasing the readiness of teachers of higher education institutions for educational and training activities. Scientists [1, 4, 7] found out that the achievement of the professionalism in the field of training activities by teacher with the use of fitness technology is related to taking into account objective and subjective characteristics.

Analysis of other scientific works shows that in the process of professional development of physical education teacher, teacher forms and manifests not only knowledge, skills and abilities, but also such informative characteristics as pedagogical position, professional orientation, individual style of educational activity and professional identity. At every stage of professional development, difficulties and contradictions arise and demand solution. Those difficulties and contradictions are conditioned on the one hand by specificity of the development of fitness technologies in Ukraine and on the other hand by individual characteristics [2, 4, 8]. Starting an analysis of the problem of professional development of physical education teacher in a higher educational institution, it is necessary to determine the main definitions of the problem. In the linguistic context, the category of development means the emergence, the formation of something in the process of formation [3].

According to E. Zeyer, professional development is a continuous process of development of the personality of a specialist, which begins on the moment of choice and acceptance of the future profession and ends when a person ceases active labor activity [9]. There is a point of view in the scientific and pedagogical literature according to which professional development is a process of stage-by-stage development and realization of individual in professional way. Individual carries out this process on the basis of the purposeful activity, the complex consideration of external and internal, social and individual factors of professionalization [3]. Within mentioned above problem, we consider the professional formation of physical education teacher in a higher educational institution as a process of teacher's self-realization, the formation of subjectivity. This allows teacher to independently, purposefully, most creatively develop and improve teaching and training activities. Scientists consider professional self-determination as a complex, dynamic formation whose performance is shown by satisfaction with the chosen specialty, the attractiveness of the professional future, the motives of the training activity, the stability of the professional choice, the professional focus of the teacher of physical education, adequate self-esteem of their own professional qualities and abilities.

The professional development of physical education teacher at a higher educational institution is no longer a normalized process and requires hard work from modern specialist on self-improvement, which forms him as a professional. Scientists covered theoretical and methodological foundations of the problem of professional formation of future trainer teachers in their papers [5, 6, 8], where they revealed problems of humanization of the educational process of physical education.

V. Platonov defines seven stages of the professional development of a trainer teacher of physical education: preprofessional development (the emergence of interest in future professional activities), the optation

(the choice of profession), vocational training, professional adaptation (performance of professional duties), primary and secondary professionalization (on their own, reliable and successfully performs the basic functions), the stage of mastery and mentoring (universalism, broad orientation in the professional field). The basis of V. Platonov paradigm concerning professional development of physical education teacher in a higher educational institution is teacher's previous experience of multi-year training and adversarial activity. This period can be considered an early professionalization [9].

Scientists pay much attention to the problem of professional training, increasing the efficiency of the educational process in physical education through the development of curricula, methodological recommendations, creation of teaching aids, development of fitness technologies. The process of professional development of physical education teacher in a higher educational institution under conditions of application of fitness technologies should be oriented not only to the arming with special knowledge, skills and abilities, but also to determination of effective ways for achieving creative potential in conditions of innovative educational space [8]. M. Herzic determined several independent stages of the process of becoming physical education teacher and sports teacher. The first stage of development is the adaptation to new conditions of training activities; the second stage of development is the active mastery of professional experience; the third stage of development of a teacher of physical education and sports is the final one, during which there is a transition from a young teacher to an informed pedagogical creativity [5].

Leading researchers have revealed the main stages of professional development of physical education teacher in a higher educational institution with the use of fitness technologies:

- the stage of adaptation; which includes the comprehension of the essential characteristics of educational activity, the formation of professional characteristics, the predominance of the adaptive model of professional formation of the teacher to achieve personal goals, the domination of emotional and affective components in the structure of training activities, the availability of the necessary competency, representing the relative autonomy, lack of individual style of educational activity, availability of reproductive level of professional activity and the transition to adaptive activity;

- the stage of professionalization; which includes the conscious acceptance of modern innovation requirements, full personal identification with the profession. There is an advantage in this model of professional development, which manifests itself in the ability of physical education teacher to go beyond the traditional practice, to show creativity, a high level of competence in his own pedagogical activity and interpersonal relations. That is indicator of professionalism, ability to combine competence with professionally important qualities, aspiration for the implementation of training results on the basis of personal and professional characteristics, focusing on achieving goals, formation of pedagogical position, prevalence of cognitive and behavioral components of the transition from adaptive to heuristic level of professional development;

- the stage of pedagogical mastery; which includes acceptance of teaching profession as a mission, high level of professionalism that manifests itself in the ability to carry out educational activities at a high level and ability to receive a guaranteed pedagogical result, the dominance of a pedagogical orientation in the structure of cognitive, behavioral and prognostic components, the transition from the heuristic level of professional activity to the creative level, individual style of educational activity that provides the formation of authority, image, formed pedagogical position, which corresponds to the teacher's standard, the formation of a high level of professional qualities, the ability and willingness to act as a mentor, transfer their experience to students.

Despite the fact that physical education teachers carry out training activities, while lacking appropriate competence, so the training activity itself causes the need for correction, development of the necessary qualities. Graduates of higher educational establishments who do not have a pedagogical and physical education fill ranks of teachers in higher educational institutions. As a result, there are barriers, problems of professional and personal character, and the quality of the educational process, in particular, from physical education, is reduced. This is especially clearly evident on the first stage of professional development.

Another feature is that with the end of professional activity, most of the teachers in higher education institutions remain in the profession, continuing not only to act as mentors, scientific advisers, but also to perform functions related to the education and upbringing of students. There are two possible ways of personal development: teacher retains a high level of competence, professionalism, skills or shows signs of professional deformation, which can be designated as a stage of fading subjectivity [6, 7].

There are specific tasks that physical education teacher must solve at each stage of professional development. At the first stage teacher must solve tasks related to the adoption of existing requirements for training activities, formation of readiness to achieve the goal and solve the tasks, as well as turn them into a system of meaningful goals, the development of qualities necessary for a true professional, the formation of behavioral activity in system teacher – student, teacher – colleague, teacher – leader, forming an idea of the ideal image of the teacher of physical education.

The main tasks of the stage of professionalization are the conscious acceptance and fulfillment of the requirements for the person and professional activity, positive relations with colleagues and students, the use of proven methods of professional activity, the change of existing requirements and conditions for activity in accordance with the ideal image of a modern, competitive teacher, formation of their own life strategy.

For the stage of pedagogical mastery there are following tasks: achievement of the maximum result in professional development; manifestations of creativity, by means of using own methods of conducting educational and training activities; realization of the individual style of educational and training activities; actualization of own potential and use of all potentials of the environment for the construction and implementation of a positive life strategy; professional development. When the choice of the teaching profession corresponds to the individual characteristics of a person, at each stage of professional formation, specific tasks are solved.

The analysis of scientific literature shows that the issue of identifying difficulties, constraints, contradictions and problems of teaching and training activities of physical education teacher was discussed by researchers. They distinguish external constraints (destructive environment and its negative pressure, lack of necessary social conditions, authoritarian social context, the need for realization of social and professional roles that do not correspond to individual characteristics and abilities of the person); internal constraints (unconscious inferiority complexes, neurotic formations, psychological protective mechanisms, negative influence of past experience) [1, 3, 10]. In other scientific studies related to the solution of the designated task, the following problems are distinguished: lack of professional training of the teacher, poor health, adverse climatic conditions, conflicts in the team, economic difficulties, social instability, lack of material goods, lack of technologies for achievement of the result [9, 10].

The professional activity of physical education teacher of in higher pedagogical educational institutions is no exception to problems mentioned above. Here is the list of difficulties, which often become the subject of scientific analysis: the inability to analyze all components of their own training activities; lack of understanding of individual characteristics of students; low scientific level of qualification; analysis of the effectiveness of pedagogical tools, own pedagogical decisions; prediction of the results of pedagogical interaction; the need, in addition to the implementation of direct training activities, of other types of activities; difficulties in adapting to psychological, pedagogical and age-related characteristics of students; the difficulties in improving the means and methods to influence the students; necessity to overcome professional crisis, to confront the emotional burnout; insufficient professional competence; shortcomings in the organization of work, teaching load, irrational composition of curriculum.

Difficulties and problems arising during training activities are not always related to professional knowledge, skills and abilities of a teacher. Very often the source of these barriers lies in the sphere of personal formations: emotional states, lack of volitional regulation, age crisis, lack of a clear life perspective, low health, low level of socio-psychological competence, inadequate self-esteem and inability to manage their mental states and overcome psychological barriers.

Difficulties at each stage of the professional development of physical education teacher can be caused both by the specifics of his training activity and the low level of professional qualities formation that do not allow constructively solve the emerging problems:

- entering the profession: the problems of adaptation to the team, problems associated with the professional development, the requirements of society to the teacher's personality, adequate self-esteem, the formation of an image of a professional in accordance with opportunities;

- stage of professionalization: insufficient development of special skills to identify barriers to professional development; lack of scientific knowledge related to the design of their own life strategy; identification of ways and means of improvement of professional skills, movement towards professionalism; lack of awareness of related issues concerning effective means for overcoming professional and age-related crisis;

- stage of professional mastery: problems associated with emotional burnout and professional deformation; insufficient development mentor ability and ability to transfer gained experience; absence of the formed individual style of training activities; the gap between the real image of the existing professional and ideal teacher; awareness of this image mismatching.

We should note that the problem associated with teacher's impression of his real professional image and its correlation with the standard, ideal model may arise at the previous stage of professional development. But at the stage of pedagogical mastery, in the presence of sufficiently high results of scientific and practical activity, this gap can be significant, the severity of the problem may not be realized, which will contribute to the emergence of professional deformation, emotional experience and burnout.

In the first stages of professional self-realization, interests, needs and orientation of the physical education teacher are related to the comprehension of the essence of training activities, social role, entry into a new team, the development of the proposed functions, correlation between their characteristics and the requirements of the profession. This correlation determines the emphasis on own personality, so, at this stage, the personality orientation of teaching and training activities often prevails.

At the next stages, accents are shifting to the process and actual result of activity. Here everything depends on the values, the settings of physical education teacher, the environment in which professional development takes place. The theoretical substantiation of the problem of professional formation of the teacher of physical education with the use of fitness technologies allows him to consider it as a complex, dynamic and

phased process of the emergence, consolidation and transformation of content qualities that provide the opportunity to demonstrate professional and social activity, aimed at solving special problems, overcoming existing problems.

Discussion

The analysis of special literature, modern requirements to physical education teacher and specifics of his training activities with the use of fitness technologies allows us to assert that the professional readiness of physical education teacher in a higher pedagogical educational institution is carried out in three stages.

As initial step we should distinguish the stage of adaptation. The success of this phase is marked by an understanding of essential characteristics of training activity as a phenomenon, the advantage of adaptive model of professional development, lack of individual style of activity, the presence of reproductive level of professional activity, the implementation of the transition to an adaptive level.

The next stage of professionalization we can characterize by the domination of a professional development model, high level of competence in the field of pedagogical activity and interpersonal relations, the ability to combine competence with professionally important qualities, flexible style of activity, the formation pedagogical position, implementation of transition from adaptive to heuristic level of professional formation.

The final stage is the stage of professional mastery. We can characterize this stage by a high level of professionalism, which manifests itself in the ability to perform high-level training activities, perform communication and ability to receive a guaranteed pedagogical result, the transition from the heuristic level of professional activity to a creative level, individual style of training activities, which ensures the formation of an individual image; the formation of a high level of professional qualities, the ability and willingness to act as a mentor and to transfer experience.

Our research shows that there is a need to adjust the thematic plans for physical education according to the progressive development of fitness technology and the needs of modern youth.

Conclusions

Analysis of scientific literature and normative documents regulating the professional training of physical education teacher in a higher educational institution with the use of fitness technologies allowed us to establish requirements for his personality and professional activities: high level of professionalism, solid scientific competence, systematic professional knowledge, etc.

We can define, based on our research, following stages of professional development of physical education teacher in the higher educational institution with the use of fitness technologies: the stage of adaptation, the stage of professionalization and the stage of professional mastery.

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