

Fedir Zagura, Ph.D. (*Physical Training and Sports*),
Head of the Athletic Sports Department
Lviv Ivan Boberskiy State University of Physical Culture

ORGANISATIONAL FORMS AND METHODS OF PHYSICAL EDUCATION TEACHERS' PROFESSIONAL DEVELOPMENT AT MULTYDISCIPLINARY HEI

The article highlights the problem of professional development of physical education teachers in multidisciplinary institutions of higher education. The goal of the article is to present the organisational forms and methods of physical education teachers' professional development at multidisciplinary institutions of higher education. To achieve the determined goal, the objectives are defined: to analyse the scientific and pedagogical literature on the problem of forms and methods of HEI teachers' professional development; to present the forms and methods of physical education teachers' professional development at multidisciplinary institutions of higher education which proved their effectiveness. An analysis of the scientific and pedagogical literature devoted to the issues of the operational component of professional development was performed. It is stated that the variety of organizational forms and methods of professional development allows to ensure its effectiveness in the academic community of a multidisciplinary educational institution. Among them there are business and role-playing games, trainings for various purposes, master class conducted by experienced teachers, seminars and webinars, discussions, modelling, teamwork, the cascade method, performance of creative tasks, delegation of functions, and rotation, as well as project method, compilation of a portfolio. Their characteristics are provided, advantages are singled out and procedures of their usage are presented. It is concluded that the use of various organizational forms and methods of professional development of physical education teachers contributes to the formation of physical education teachers' interest in expanding their knowledge, diversifying the forms and models of professional development, applying different methods in their own experience; the orientation of professional development on organizational, scientific, educational, educational-methodical, international, health-prophylactic, sports-leisure, sports activities; the revealing individual, creative abilities, internal potential of physical education teachers during participation in internal and external forms and models, professional development, as well as using various methods of professional development. Prospects for further scientific research are presented.

Keywords: physical education teacher; multidisciplinary institution of higher education; professional development; professional development; organizational forms of professional development; methods of professional development.

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Федір Загура, кандидат наук з фізичного виховання і спорту,
завідувач кафедри атлетичних видів спорту
Львівського державного університету фізичної культури
імені Івана Боберського

ФОРМИ ОРГАНІЗАЦІЇ ТА МЕТОДИ ПРОФЕСІЙНОГО РОЗВИТКУ ВИКЛАДАЧІВ ФІЗИЧНОГО ВИХОВАННЯ БАГАТОГАЛУЗЕВИХ ЗВО

У статті висвітлено проблему застосування різноманітних організаційних форм і методів у професійному розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти. Виконано аналіз науково-педагогічної літератури, що присвячена питанням операційного компонента професійного розвитку. Охарактеризовано ділові та рольові ігри, тренінги різного призначення, майстер-класи, які проводять досвідчені викладачі, семінари та вебінари, дискусії, моделювання, командна робота, каскадний метод, виконання творчих завдань, делегування функцій, ротація, а також проєктний метод, складання портфоліо. Наведено їхні характеристики, виділено переваги та наведено порядок їх використання. Зроблено висновок, що використання різноманітних організаційних форм і методів професійного розвитку сприяє формуванню інтересу викладачів фізичного виховання до розширення знань, урізноманітнення форм і моделей, застосування різних методів у власному досвіді; спрямованості професійного розвитку на організаційну, наукову, навчальну, навчально-методичну, міжнародну, оздоровчо-профілактичну, спортивно-дозвілєву, спортивну діяльність; розкриттю індивідуальних, творчих здібностей, внутрішнього потенціалу викладачів фізичного виховання під час участі у внутрішніх і зовнішніх формах та моделях професійного розвитку, а також використання різноманітних методів. Представлено перспективи подальших наукових досліджень.

Ключові слова: викладач фізичного виховання; багатогалузевий заклад вищої освіти; професійний розвиток; організаційні форми професійного розвитку; методи професійного розвитку.

Problem statement. Professional development of physical education teachers in multidisciplinary institutions of higher education is a process that is implemented throughout the entire professional activity and involves the specifics of initial

professional training, as well as the needs of each stage of professional development, as well as a system of complementary components characterized by the presence of interrelationships, reflecting the needs of professional activity, which is implemented in the context of the

academic environment of a multidisciplinary institution of higher education. Among its main components there are the goal and objectives, content, implementation conditions, etc. To achieve the defined goal of professional development, it is important to ensure the harmonization of its content and relevant organizational forms and methods.

Analysis of recent research and publications. Scientific and pedagogical literature on the problem of research presents the best examples of professional development practice. In particular, researchers study the issue of the attitude of teachers to the organization of professional development in a distance format [1; 3; 5; 10], organizational forms of professional development [2; 4], methods of professional development [6; 13; 15], among which collegiate learning deserves special attention [7; 11], as well as interactive learning [8; 9], gamification [12; 14] etc. However, such studies have a generalized nature and do not reflect the specifics of the application of organizational forms and methods of physical education teachers' professional development at multidisciplinary institutions of higher education.

The goal of the article. The goal of the article is to present the organisational forms and methods of physical education teachers' professional development at multidisciplinary institutions of higher education. To achieve the determined goal, the following objectives are defined: 1) to analyse the scientific and pedagogical literature on the problem of forms and methods of HEI teachers' professional development; 2) to present the forms and methods of physical education teachers' professional development at multidisciplinary institutions of higher education which proved their effectiveness.

Research results. The variety of organizational forms and methods of professional development allows to ensure its effectiveness in the academic community of a multidisciplinary educational institution. We attribute an important role to the use of business and role-playing games in the professional development of physical education teachers [12]. As evidenced by the results of the analysis of professional activity, a modern teacher of physical education in a multidisciplinary institution of higher education must possess management skills and abilities, as well as leadership qualities. In particular, the use of business games contributes to the development of skills and abilities to make balanced decisions in standard and non-standard professional situations. Among the advantages of business games, we distinguish their focus on the formation of management skills of physical education teachers, as well as being based on real situations from professional activities, etc.

We propose to use role-playing games as an effective method of physical education teachers' professional development, the use of which contributes to a better perception of academic environment peculiarities in a multidisciplinary institution of higher education, understanding the specifics of modern youth, their interests

and preferences, views, values, and attitudes, etc. T. Henriksen claims that the role-playing game helps to create "...an environment in which a person, through immersion in a role and the world of this role, gets the opportunity to interact with the surrounding world and its participants" [8, 108].

According to the author's concept, a role-playing game should involve several stages of its implementation: setting up a group for a role-playing game, selecting participants and assigning roles, creating a "scene", preparing observers, conducting a role-playing game, discussion and evaluation, reproduction, repeated discussion and evaluation, generalization and dissemination of experience. The expediency of using such a role-playing structure can be found in the publications of foreign researchers [6; 14]. We agree with O. Onishchenko that "with the help of a role-playing game, you can gain experience using certain skills in a game situation; analyse alternative methods of action, ideas proposed to fulfil the task of the game, change the situation for the better; to practice certain types of behaviour in a safe environment before starting to apply them in a real life; gain confidence in one's abilities during practical actions or rehearsal of a certain event; consolidate the learned material by providing feedback; to add an element of entertainment to the educational process" [2, 108]. Among the main advantages of role-playing games, we determine the motivation of physical education teachers for professional development, the improvement of the teaching method of the academic discipline "Physical Education" and their own pedagogical style, the organization of training based on real professional situations, the development of social skills and abilities, the development of critical thinking, observation skills and constructive critics etc.

Currently, the practice of using trainings for various purposes is widespread in the educational sector. In the system of physical education teachers' professional development at multidisciplinary institutions of higher education, we consider educational trainings as one of the effective forms of learning organization, the application of which is aimed at practical activity, and the competence-based approach. The researchers define the main elements of the trainings' structure as the statement of the problem; actualization of personal experience; algorithmization – modelling of actions, behaviour patterns, formation of behavioural patterns. The result of a training is determined as the awareness and consideration of new experience to create a real environment, transfer of methods of action to real professional situations, change of social and professional attitudes, stereotypes and behaviour. Among the main advantages of educational trainings, we single out a high level of activity of training participants, teamwork, verification of acquired knowledge in practice, organization of training in a small group of teachers, etc.

The results of scientific and pedagogical literature

analysis indicate that the master class is one of the effective forms of organizing professional development [9]. Their use contributes to the organization of training, in the conditions of which teachers can familiarize themselves with the practical experience of experienced teachers. During the master classes, teachers have the opportunity not only to see, but also to independently perform the exercises and techniques that the master teacher uses in his practice. This positively affects the professional development of the teacher and his level of professional competence. Among the advantages of a master class we consider its practical, competent and effective orientation; its interactive nature and constant interaction between the participants of the master class and experienced teachers, which demonstrates his professionalism; as well as creating an atmosphere conducive to the development of teachers' creativity.

In traditional practice there is the use of seminars and webinars in physical education teachers' the professional development at multidisciplinary institutions of higher education [5, 10]. A seminar or a webinar, conducted with the help of modern information and communication technologies, is a form of training organization that involves the integration of independent training and training in a group, in the format of a discussion of topical issues related to the professional activity of a higher school teacher. Such seminars can be held at the level of the department of physical education, at the level of a faculty, a higher education institution, at the level of cooperation between various institutions both within and outside the country. During the research, we collected information about the availability of video materials of seminars and webinars that can be used by physical education teachers for their own professional development, and also presented our own developments that were used during the research.

Special attention is paid to discussions, modelling [7], teamwork [4], the cascade method [15] and the performance of creative tasks [3], the implementation of which within the department of physical education involves, first of all, collegiality of training, the involvement of teachers at various stages of professional development. This is not only about the professional development of an individual teacher, but also about his involvement in team building, professional community development, improving the work of the department of physical education as a structural unit of a multidisciplinary institution of higher education.

Among the methods of physical education teachers' professional development, we single out delegation of functions and rotation. The method of delegating functions to a scientific and pedagogical employee involves the transfer of powers by the head of the department regarding the organization and performance of certain tasks. The use of this method provides an opportunity for the teacher of physical education to take responsibility for the performance of the task, which, in turn,

requires him to use knowledge, possess relevant skills and abilities. It should be noted that the advantages of this method include a significant motivational influence (interest, satisfaction, independence, confidence in one's own abilities), the formation of the physical education teacher's awareness of his own role and importance in the team, understanding of the specifics of the activity of the physical education department or its individual elements, etc. As for rotation [13], this is a method of non-formal learning, which involves familiarizing the employee of the physical education department with various activities of the structural unit, cooperation with other units, as well as direct participation in the performance of relevant tasks.

The project method, which is used both in the educational process of students and in physical education teachers' professional development, deserves a special attention. With the help of project training, scientific and pedagogical employees can learn in cooperation with experts and experienced teachers; determine the goal, objectives and expected results of the project; discuss the project implementation plan and participate directly in its implementation; improve professional activity on the basis of mastered knowledge, developed abilities and skills. Since project-based training in the context of professional development can have a variety of topics, be implemented both within the framework of a multidisciplinary higher education institution and in partnership with third-party organizations and institutions, we consider its advantages to be as follows:

- updating the knowledge of physical education teachers in the context of international trends in the development of the educational field;
- mastering innovative methods of teaching physical education in higher education;
- introduction of changes in professional activity with the aim of providing high-quality educational services and organizing a constructive academic environment, which contributes to the achievement of the specified learning outcomes of students, etc.

The compilation of a portfolio is a widely used method of professional development. In the context of our research, we interpret the portfolio as a set of documents that certify the achievements of a scientific and pedagogical employee in professional activity or reflect his goals, objectives, philosophy of education, etc. It is worth mentioning that there are various types of portfolios, the classification of which is based on their functional purpose. In the course of our research, the development of a professional portfolio was proposed, which serves as a basis for reflection on one's own professional activity, its collegial evaluation, reflection of professional goals, professional development and achievements, and also contributes to the construction of long-term plans for further professional development of a physical education teacher at a multidisciplinary institution of higher education. We see the value of compiling a

portfolio in the fact that it is a kind of tool for assessing professional competence and compliance with professional standards.

Conclusions and prospects for further research.

The use of various organizational forms and methods of professional development of physical education teachers contributes to:

- the formation of physical education teachers' interest in expanding their knowledge, diversifying the forms and models of professional development, applying different methods in their own experience;
- the orientation of professional development on organizational, scientific, educational, educational-methodical, international, health-prophylactic, sports-leisure, sports activities;
- the revealing individual, creative abilities, internal potential of physical education teachers during participation in internal and external forms and models, professional development, as well as using various methods of professional development.

Among the prospects for further research, we consider the models of physical education teachers' professional development based on the cooperation between different higher education institutions.

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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ ДО ОРГАНІЗАЦІЇ ТВОРЧОЇ ДІЯЛЬНОСТІ УЧНІВ НА ЗАСАДАХ ЕТНОДИЗАЙНУ

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Наталія Свирідюк, заслужений майстер народної творчості України,
член Спілки дизайнерів України, здобувач наукового ступеня “доктор філософії”
Полтавського національного педагогічного університету імені В.Г. Короленка

ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ ДО ОРГАНІЗАЦІЇ ТВОРЧОЇ ДІЯЛЬНОСТІ УЧНІВ НА ЗАСАДАХ ЕТНОДИЗАЙНУ

У статті розглянуто окремі аспекти впливу етнодизайну на розвиток творчих здібностей учнів на заняттях з трудового навчання і технологій, а також на гурткових заняттях у закладах позашкільної освіти. Підкреслено роль учителя трудового навчання та технологій у процесі залучення учнівської молоді до етнотрадицій, народного мистецтва та національної культури. Доведено, що лялька-мотанка є симбіозом різних напрямів народного мистецтва. Задумуючись до розробки та створення вузлової ляльки, дітей знайомляться з народним костюмом, вишивкою, ткацтвом, традиційною символікою та орнаментикою й низкою інших етнотехнологій. У дослідженні також акцентовано увагу на проєктній діяльності учнів, яка сприяє комплексному підходу до технологічного процесу створення нових виробів – від ідеї до презентації та реалізації власних задумів.

Ключові слова: етнодизайн; розвиток творчих здібностей учнів; підготовка майбутніх учителів технологій; технологія виготовлення народної ляльки; лялька-мотанка в навчальному процесі початкової, базової середньої, поза-шкільної освіти.

Лім. 14.

Nataliia Svyrydiuk, Honored Folk-Art Master of Ukraine,
Member of the International Design Association,
Applicant of the Scientific Degree “Doctor of Philosophy”
Poltava Volodymyr Korolenko National Pedagogical University

PREPARATION OF FUTURE TEACHERS OF TECHNOLOGY FOR THE ORGANIZATION OF STUDENTS CREATIVE ACTIVITIES ON THE BASIS OF ETHNO-DESIGN

The article examines certain aspects of the influence of ethnodesign on the development of creative abilities of students in classes on labor training and technology, as well as in group classes in extracurricular education institutions. The development of creativity on the basis of ethno-traditions, folk art and national culture is of particular importance, because creating new images and compositions in the ethno-style, not copying, but being inspired by folk art, is a unique, truly creative matter. Works of decorative and applied art are the environment in which the worldview, aesthetic ideals, moral values and work qualities of an individual are formed.