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Voitovska Oksana
PhD in Education, Associate Professor,
Adults Education Department at Scientific and Teaching Institute of Continuing Education
National Pedagogical Dragomanov University (Kyiv, Ukraine)

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF PROFESSIONAL DEVELOPMENT OF PHYSICAL TRAINING TEACHERS IN THE CONDITIONS OF POSTGRADUATE PEDAGOGICAL EDUCATION

It is stated in the article that at the level of structure of organizational and pedagogical conditions is the openness of educational environment of institutions of postgraduate pedagogical education for introduction of innovations into the process of professional development of physical training teachers; the level of andragogical competence of teachers, which ensure the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education. At the level of content, the organizational and pedagogical condition is the selection and structuring of the content of the education of professional development of physical training teachers in the conditions of postgraduate pedagogical education in accordance with the integration processes. At the level of teaching technology, organizational and pedagogical conditions are integrative-differentiated organization of occupations in the process of professional development of physical training teachers in postgraduate pedagogical education with the use of modern teaching technologies; regular change of the nature of activity in the process of training, based on personal experience of the students, their individual motivational orientation; organization of independent work of listeners as a means of formation of professional competences.

Key words: professional development of physical training teachers, postgraduate pedagogical education.

Войтовська О. М. Організаційно-педагогічні умови професійного розвитку вчителів фізичної культури в умовах післядипломної педагогічної освіти. У статті обґрунтовано, що на рівні структури організаційно-педагогічними умовами є відкритість освітнього середовища закладів післядипломної педагогічної освіти для впровадження інновацій в процес професійного розвитку вчителів фізичної культури; рівень андрагогічної компетентності викладачів, які забезпечують процес професійного розвитку вчителів фізичної культури в умовах післядипломної педагогічної освіти. На рівні змісту організаційно-педагогічною умовою є відбір й структурування змісту освіти професійного розвитку вчителів фізичної культури в умовах післядипломної педагогічної освіти відповідно до інтеграційних процесів. На рівні технології навчання організаційно-педагогічними умовами є інтегративно-диференційована організація занять в процесі професійного розвитку вчителів фізичної культури в умовах післядипломної педагогічної освіти з використанням сучасних технологій навчання; регулярна зміна характеру діяльності в процесі підготовки з опорою на особистий досвід слухачів, їх індивідуальну мотиваційну спрямованість; організація самостійної роботи слухачів як засіб формування професійних компетенцій.

Ключові слова: професійний розвиток учителів фізичної культури, післядипломна педагогічна освіта.

Войтовская О. Н. Организационно-педагогические условия профессионального развития учителей физической культуры в условиях последипломного педагогического образования. В статье обосновано, что на уровне структуры организационно-педагогическими условиями является открытость образовательной среды учреждений последипломного педагогического образования для внедрения инноваций в процесс профессионального развития учителей физической культуры; уровень андрагогической компетентности преподавателей, обеспечивающих процесс профессионального развития учителей физической культуры в условиях последипломного

педагогического образования. На уровне содержания организационно-педагогическим условием является отбор и структурирование содержания образования профессионального развития учителей физической культуры в условиях последипломного педагогического образования в соответствии с интеграционными процессами. На уровне технологии обучения организационно-педагогическими условиями является интегративно-дифференцированная организация занятий в процессе профессионального развития учителей физической культуры в условиях последипломного педагогического образования с использованием современных технологий обучения; регулярная смена характера деятельности в процессе подготовки с опорой на личный опыт слушателей, их индивидуальную мотивационную направленность; организация самостоятельной работы слушателей как средство формирования профессиональных компетенций.

Ключевые слова: профессиональное развитие учителей физической культуры, последипломное педагогическое образование.

Target setting. The reformation of the higher education system is carried out in the context of changes that are taking place in the political, economic, social life of society. Modern requirements to the higher education system are oriented towards its functioning in the direction of training specialists who are ready to be active participants in the life of the society, competitive in the market of educational services, which are rapidly adapting to the changes that are taking place, raising the level of professional competence throughout life. In this connection, the system of postgraduate pedagogical education and its specific opportunities for training, retraining and professional development of specialists of various backgrounds, including physical training teachers, are of special importance. In today's pedagogical science insufficiently studied issues related to the study of organizational and pedagogical conditions that contribute to the intensification of the process of professional development of physical training teachers in postgraduate pedagogical education, both at the level of structure and content, and at the level of technology education.

Analysis of recent research and publications. The main aspects of the development of adult education were studied by both Ukrainian and foreign scholars, including N. V. Abashkina, S. G. Vershlovsky, L. P. Vovk, P. V. Gornostaev, O. V. Darynsky, E. I. Dobrynska, S. I. Zmiyov, I. A. Zyazyun, V. I. Lugovyi, A. O. Ligotsky, L. M. Lysokhina, V. K. Mayboroda, N. G. Nichkalo, O. I. Ohienko, V. G. Onushkin, N. G. Protasov, S. O. Sysoeva, M. Knowles, P. Jarvis, R. M. Smith and others.

The main issues of professional training of specialists in physical education and sports were thoroughly investigated by domestic scientists: O. Y. Azhippo, N. O. Belikov, P. B. Dzhurinsky, M. V. Podchak, E. A. Zakharina, A. P. Konoh, RV Klopov, O. S. Kuts, L. P. Suschenko, O. V. Timoshenko, Y. M. Shkrebtiy and others. **The purpose of the research** is to substantiate organizational and pedagogical conditions of professional development of physical training teachers in the conditions of postgraduate pedagogical education at the level of structure, content and technology of training.

Presentation of basic material of the research. We substantiate the organizational and pedagogical conditions that facilitate the intensification of the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education both at the level of structure and content, and at the level of teaching technology. In this regard, in our view, it would be advisable to consider the organizational and pedagogical conditions on the three subordinate levels.

At the level of structure, the first organizational and pedagogical conditions is the openness of the educational environment of institutions of postgraduate pedagogical education for introducing innovations into the process of professional development of physical training teachers. On the basis of normative-legal, organizational-managerial and conceptual-programmatic state decisions, a new quality of institutions of postgraduate pedagogical education are formed. The work of these institutions takes into account the whole complex of changes in education: the intensification of the educational process, new content and forms of its organization, socio-cultural and value reorientation of education, new strategies in the management and financing of educational institutions.

As a result of creating an educational environment in institutions of postgraduate pedagogical education, professional development of physical training teachers in priority areas should be ensured. In this case, the emphasis should be on the impact of integration processes that facilitate the introduction of innovations in the process of professional development of physical training teachers in postgraduate pedagogical education.

As N. N. Koshel notes, «the educational environment forms the basis of the viability of any community, and therefore the importance of studying, modeling and designing the environment in which a specialist is formed, where all of its participants can feel secure and satisfy the basic needs, comes at the first place» [3, p. 45]. The dialogic nature of the educational process of professional development of physical training teachers in postgraduate pedagogical education should be based on the logic of introducing the new knowledge into the existing system of knowledge, forming the zone of the nearest and distant development; To be informationally and operationally saturated by means and criteria of independent search and evaluation of information resources by listeners, stimulating the initiative of subjects of interaction; To be pluralistic in essence, forming a conscious acceptance of the possibility of alternative approaches and decisions and their actual positioning in them, etc. The ultimate goal of the educational process is to become a cultural, independent, active person with the ability to self-actualization and self-development, the reconciliation of personal and social interests.

The urgency of increasing the competence of listeners, including professional ones, is conditioned by the necessity for a person to constantly correspond to the dynamics of the tasks of professional activity, as well as acquisition and improvement of them in the process of experience (including professional). The process of self-development of competence requires external support. In this regard, the educational process of professional development of physical training teachers will be open to the introduction of various types of innovations that contribute to its intensification.

In search of new approaches to the organization of the process of professional development of physical training teachers in postgraduate pedagogical education, it is important to understand not only external changes that are caused by opportunities of the educational environment, but also internal ones, which are connected with necessary changes in the activity of teachers. In this regard, the second organizational-pedagogical condition at the level of structure is the andragogical competence of teachers, which

ensure the process of professional development of physical training teachers in postgraduate pedagogical education.

The implementation of the educational process is ensured by highly qualified faculty members. Extremely important the possession of the knowledge, skills, qualities and value orientations for teachers that are necessary for working with the students. All of the above is the basis of andragogical competence, which is dynamic and can be evaluated only during the practical activity of teachers, and its level can vary throughout their professional life.

The first step in constructing the logic of the educational process of professional development of physical training teachers in postgraduate pedagogical education is the positioning of the teacher in the system of inter-subjective interaction. I. A. Kolesnikova, A. E. Maron, E. P. Tonkonga and others note that «the meaningful choice of a teacher's position depends on a number of points: the initial targets of the participants; the nature of the content to be assimilated; a situation requiring the output of a certain level of training; established terms of study; personal characteristics of the teacher, style of his professional behavior; degree of possession the content and cognitive-communicative situation by teacher; features of the subject of study (age, gender, status, etc.); existing cultural traditions and educational stereotypes» [4, p. 112].

A. Vasilkova points out that «in carrying out the professional activity in institutions of postgraduate pedagogical education, the teacher should clearly imagine the commitments that he takes on himself» [1, p. 80]. He needs to evaluate objectively his capabilities, strengths and weaknesses, stresses the scientist, «as well as to know the existing professionally meaningful qualities; to understand the ratio of professional training, the experience of teaching activity to the amount of andragogical competence, which he must possess; to realize the need to constantly improve personally and professionally, to increase their professional skills» [1, p. 80].

In the andragogical competence of the teacher can be allocated managerial and psychological and pedagogical competence. Management competence forms theoretical knowledge and practical skills, in other words, experience, based on knowledge of the scientific basis of the organization of the activities of various state structures, educational institutions and public organizations. The teacher also needs knowledge of the theory, methodology and techniques for working with the students, knowledge of the basics of management, the ethics and leadership psychology, the culture of speech and communication, etc.

Psychological-pedagogical competence forms knowledge on andragogy, pedagogy and psychology, which are necessary for solving various problems related to the implementation of the educational process.

The teacher needs to continuously deepen his / her professional knowledge during the practical activity, through the system of professional development, through self-education, etc. An integrated combination of different ways to accumulate knowledge and experience in the field of andragogy will contribute to improving the professionalism of teachers, their personal qualities and the general cultural level.

At the level of content, the organizational and pedagogical condition is the selection and structuring of the content of the education of professional development of physical training teachers in the conditions of postgraduate pedagogical education in accordance with the integration processes. The transition from a qualification model of a specialist to a competent person has allowed shifting the emphasis in the professional development of physical training teachers in the conditions of postgraduate pedagogical education on social-personal, academic and professional competences. Accordingly, information, knowledge that provides the possibility of specialization in the field of physical culture and sports, in demand not only in the market of educational services, but also in the labor market, cannot be academically closed, strictly delineated. V. D. Shadrikov notes that «the new educational environment of institutions of postgraduate pedagogical education includes well-defined fields of knowledge and competence, which are interdisciplinary in essence and which affect the selection of the content of education» [5, p. 26].

At the level of teaching technology, the first organizational-pedagogical condition is an integrative-differentiated organization of occupations in the process of professional development of physical training teachers in postgraduate pedagogical education with the use of modern teaching technologies. The processes of integration and differentiation mutually complement each other, exist in inseparable unity and represent a dialectical relationship on the general logical and methodological basis. In the conditions of postgraduate pedagogical education, these processes contribute to successful mastery of students with fundamental skills, and professional competencies. The construction of the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education on the basis of integration involves the study of educational material in logical sequence, compaction of information in time, elimination of duplication of material, its systematization, establishment of continuity and interpenetration of knowledge and skills of some disciplines to others. Specifying the above, it can be argued that the content of the academic activity of a future specialist is determined by the logic of science, the model of professional pedagogical activity. In this case, the content of teaching is consistently transformed into a subject of professional activity, increasing the degree of knowledge intensity, intensification and rationalization of the educational process, which is based on qualitative changes in the knowledge of students. Therefore, in the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education, integration of the theory with typical situations and needs of both students and institutions of postgraduate pedagogical education is necessary, as well as the construction of another learning logic – the logic of real actions.

Differentiation of training in the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education acts as a way of their individualization, and as an option pedagogically expedient organization of joint activity of students in their cooperation with the teacher, in other words, polysubject interaction.

Integrative-differentiated organization of classes also involves the use in the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education of different methods and methods of teaching depending on the goals, specifics of the discipline, the period of training and features of the students, as well as the optimal combination of individual stages of occupation of individual, group, paired and frontal forms of work. Mutual assistance, mutual responsibility, self-control and mutual control develop at the students in the organization of group and even forms of cognitive activity in classes, if the teacher is competent in psychological issues regarding the formation of groups. In the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education integrative-differentiated organization of classes allows not only to adapt the educational process to the individual characteristics and interests of students, but

also to ensure freedom of choice and variability of education, to form the desire of students to self-education, to assist in solving individual problems regarding the development of personality. The second organizational and pedagogical condition at the level of teaching technology is a regular change in the nature of activity in the process of professional development, based on personal experience of the students and their individual motivational orientation. Professional development of physical training teachers in the conditions of postgraduate pedagogical education needs to be improved, first of all, in the field of teaching technology. In the conditions of updating of this system it is necessary to lay in the technology of teaching the modification of their various parameters in terms of the psychology of students, the purpose of education and the conditions of study, as well as the available teaching aids. Specificity of professional development of physical training teachers in the conditions of postgraduate pedagogical education is expressed, first of all, in theoretical training, which is determined by operational, emotional-volitional, motivational and intentional factors. In the educational process, listeners are actually beginning to form information requests, the conscious acceptance of a certain position in the learning process, the desire and ability to transfer the content of their own life experiences into the content of learning. In the opinion of the scientists-andragogues I. A. Kolesnikova, A. E. Maron, E. P. Tonkonoyi and others, «an adult who learns to recognize himself as an independent, self-governing person; has a great life experience; has a high motivation to study, which is due to the ability to solve their professional and personal problems through educational activities; strives for the immediate practical application of the acquired knowledge and skills in everyday and professional life; puts forward increased demands on the quality and results of learning» [4, p. 112]. In connection with this, the curricula and methods of teaching work should take into account the different level of trained students. Learning technologies used in the process of professional development of physical training teachers create a socio-cultural space in which the personality of the students is formed, their will, interest in the specialty and which ensure the transfer of knowledge to the field of work; shape the minds of physical training teachers and influence their purposefulness and life strategy. The third organizational and pedagogical condition, which involves the organization of independent work of students as a means of forming professional competencies, has a special significance at the level of teaching technology. Allocate their own independent work, which is motivated by the needs of the individual and organized by the listeners and it is guided an independent work as a performance by the students of a task developed and supervised by the lecturer. In the process of independent work the listener acts as an active creative person, as the creator of his culture, erudition, education, readiness for future professional activity. The activity of the personality of the listener is manifested in the formulation of the goals of independent work, its planning, determination of ways of self-immolation and self-control, evaluation, and result.

M. I. Dyachenko points out that «independent work requires intensive thinking, solving various cognitive tasks, keeping records, comprehension and memorization of educational and other information; it has a versatile meaning: it is a significant factor in theoretical and practical training of students for future activities, the formation of professional knowledge, skills and abilities, personal qualities, readiness to perform their duties upon completion of training» [2, p. 35].

Conclusions. Thus, we substantiated the organizational and pedagogical conditions of professional development of physical training teachers in the conditions of postgraduate pedagogical education, which ensure the intensification of this process. At the organizational structure-pedagogical conditions structure is: openness of educational environment of institutions of postgraduate pedagogical education for introduction the innovations into the process of professional development of physical training teachers; the level of andragogical competence of teachers, which ensure the process of professional development of physical training teachers in the conditions of postgraduate pedagogical education. At the level of content, the organizational and pedagogical condition is: selection and structuring of the content of the education of professional development of physical training teachers in the conditions of postgraduate pedagogical education in accordance with integration processes. At the level of teaching technology organizational and pedagogical conditions are: integrative-differentiated organization of occupations in the process of professional development of physical training teachers in postgraduate pedagogical education with the use of modern learning technologies; regular change of the nature of activity in the process of training, based on personal experience of the students, their individual motivational orientation; organization of independent work of listeners as a means of formation of professional competences. Creation and implementation of these conditions will promote the successful polysubject interaction of participants in the educational process in order to develop their personal qualities, improve their professionalism, self-actualization.

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