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On Standardisation Requirements Problem of Physical Education Teachers

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Abstract

“The National Doctrine of Education in the Russian Federation” defines strategic goals and objectives for the development of education through 2025. It is assumed that the Russian education system should reach a new qualitative level corresponding to social demands.

In this regard, various social activities are used to ensure the processes of modernization and optimization of Russian education. One of these trends is to draft a document that defines the requirements for the content and implementation of the professional standards for teachers. A special research was conducted in connection with the urgency of this problem. We chose representatives from the sphere of physical education as respondents due to the activities of the department

of the theory and technique of a physical education and fundamentals of health and safety, State Educational Institution of Additional Professional Education “Nizhny Novgorod Institute for Education Development”.

It was decided to use the following research methods: analysis, generalization and systematization of methodological literature and specialized literature on the research problem; interviews with teachers and methodologists of the departments who manage learning processes, a questionnaire "Readiness of a teacher of physical education to meet the requirements of professional standards" and methods of mathematical statistics.

Results

The results obtained revealed that the best indicators for the level of formation belong to the "Training Activity" ; 83% of respondents possess to the full extent. In "Educational Activity" 27% of respondents are ready to implement the requirements of the professional standard and 50% to a greater extent. The professional competencies of respondents in "Developing Activity" have insignificant indicators. Only 19% of respondents can implement the structural units of labor functions to full extent and 49% can do it to a greater extent.

From the data obtained it might be concluded that the level of readiness to implement the professional standards for teachers is not high enough. Furthermore, it is necessary to search for new ways to increase the readiness of teachers.

This study aims to test the developed organizational and content support model in connection with the formation of the professional competencies of a teacher in the context of the professional standard requirements; to obtain data on the possibilities of implementing the requirements of the professional standard .

The study aims to contribute to modeling of educational programs for further use in the educational process of physical education.

Key words: professional standard, qualification of a teacher, standardization, assessment of the teacher's readiness, competence, professional activity.

Introduction

“The National Doctrine of Education in the Russian Federation” defines strategic goals and objectives for the development of education through 2025. It is assumed that the Russian education system should reach a new qualitative level corresponding the social assignment.

In this regard, various social activities are used to ensure the processes of modernization and optimization of Russian education. One of these trends is to draft a document that defines the requirements for the content and implementation of the professional standards for teachers. In essence, it is about the standardization of the content and requirements for the professional activity of a teacher.

In 2014 the publishing house "Prosveshchenie" presented the professional standards for teachers [26]. The author of the paper outlines three answers to the question asked in the title of the paper. The first answer is skeptical, the second one is pessimistic, and the third is optimistically restrained.

The authors of this article refer themselves to restrained optimists for a number of reasons concerning the content of the standard and the possibilities for assessing the pedagogical activity. We believe that it is always more difficult to create something than criticize what was created.

Making choice against skepticism and anxious expectations, we take into consideration several issues . Firstly, the implementation of the standard is objectively necessary because it meets social requirements. Secondly, this standard is a benchmark for its further improvement. Thirdly, one of the co-authors of the discussed standard confirms persuasively that a lot remains to be clarified in the course of practical work during the introduction of professional standards [20; 26]. That is why we restrain our optimism towards the proposed content of the teachers’ professional standard. Our restrained optimism in relation to the content of the teachers’ professional standard reflects the state of current affairs. We need to find ways to overcome these drawbacks. [15; 17; 26; 42].

We have conducted a special study bearing in mind the importance of introduction of professional standards.

The purpose of the study is to identify the distribution of physical education teachers in terms of their readiness to meet the requirements of the professional standard.

To achieve the goal, the following tasks were set:

1. To develop diagnostic materials which will assess the readiness of teachers to implement their pedagogical activities.
2. To identify the teachers' opportunities to use professional competences, which are presented in the teachers' professional standards.
3. To assess the effectiveness of the approved organizational methodological and technological support used in the study.

Scientific novelty resides in testing the methods which encourage the development of the professional competencies according to professional standards.

The study offers some important insights into implementation of professional standards by physical education teachers. The data obtained will help to improve the system of professional training.

Theoretical significance. A special study makes it possible to identify the level of readiness of physical education teachers to meet the requirements of professional standards, and outline top-priority goals for the professional development of teachers.

Practical significance lies in the possibility to research and stimulate educational training programs and their further implementation in the educational process of working teachers.

Literature review

Understanding the meaning of the planned transformations is great assistance in the development of man's potential and society in general. It plays an essential role in acquisition of new professional competencies and molding professional readiness to act under new conditions.

A thorough analysis of literature on the problem of methodological support of educational activities [7; 15; 23; 38; 39] makes it possible to note the value of the methodologization of pedagogical research.

Attempts to replace the authoritarian postulate of the subjective notions of common sense with dialectic logic are, to some extent, common for the content and implementation of the professional standard.

A number of issues that are of fundamental importance for the development of the theoretical orientation of the substantive provision of professional standards have not been resolved yet [1; 5; 16; 35].

A very important issue of content provision of a teachers' professional standard (in the process of clarification) is the identification (by criteria of necessity and sufficiency) of competences. In this connection, the authors of the paper have developed a model of functions for professional activities of a teacher. These functions can be designated as competences.

The level of teachers' readiness is one of the aspects of meeting the requirements of professional standards. At present, professional readiness assumes paramount social significance, as it becomes a purpose, a means and a result of professional training.

We adhere to the following definition of readiness. Readiness is an integral personal education based on the needs and abilities of the subject, which is characterized by the normative level of the transformation of social relations into the system of functions of the individual [25].

The content of pedagogical activity consists of three parts: informative, operational, and motivational [6; 24]. They describe knowledge, modes of activity (skills) and needs. This structure is universal and reflects the "essential forces" of a man.

These parts are essential for pedagogical activity and professional readiness.

There is a large volume of published studies describing effective mechanisms which help to develop professional readiness according to the requirements of the federal state educational standard, professional teacher's

standard [21; 22; 9; 3; 14; 18; 30]. Significant efforts are being made to improve the professional qualifications of teachers [4; 8; 12; 13; 28; 37]. The researchers claim that the teachers' readiness to innovate and develop new pedagogic methods and techniques is an indispensable condition for the implementation of the professional standard. The fact is that readiness as an integral education is a set of teachers' characteristics that aimed at the development of their pedagogical activity. Teachers' readiness helps identify and solve the problems of education [10; 29; 33; 34; 36; 41].

According to V.A. Slastenin, the essence of the professional development of a teacher is the process of integration of the external professional training and personality development [19; 40].

This study aims to contribute to formation of universal educational activities within the framework of the implementation of the subject "Physical Education", to define criteria for their measurement and improvement. Teacher's awareness of the need to solve the set tasks at the stage of modernization of education, the formation of readiness for change, the ability to respond to changing conditions, and the ability to learn are the main qualities of a modern teacher [2; 26; 27; 31; 32].

The analysis of the methodical and specialized literature on the subject of the study shows that such researches have not been conducted yet.

In connection with the above mentioned, the development and testing of new organizational models and content-technological support for physical education teachers in order to form readiness for the implementation of the requirements of FSES, the professional standard, the main trends in the development of education remain a crucial task.

Materials and Methods

The present study consists of several stages. At the first stage of the study we analyzed methodological literature, theoretical and practical researches on how to assess the professional activity of teachers in the context of the requirements of its modernization and optimization; searched and developed diagnostic materials

to study the possible difficulties teachers of physical education faced in the implementation of their professional activities. На втором этапе (проектировочно-деятельностном) изучались показатели, определяющие меру готовности каждого педагога к реализации требований профессионального стандарта педагога в условиях его поэтапного введения. At the second stage (designing and activity) we analyzed the indicators that determine the level of readiness to meet the requirements of the teacher's professional standard. а третьем этапе (контрольно-аналитическом) был осуществлен анализ полученных результатов. At the third stage (control and analytical) we analyzed the obtained results, i. e. the results were discussed and summarized.

In the course of the study, we used theoretical and practical methods such as analysis, generalization and systematization of methodological literature on the research problem; interviewed teachers, heads of educational organizations, methodologists of departments that carried out management in the field of education; conducted a questionnaire "Readiness of teachers of physical culture to implement the requirements of the professional standard", used pedagogical observation and methods of mathematical statistics.

Conducting the questionnaire (written) among the teachers of physical culture we aimed to measure the readiness for the implementation of pedagogical activity under the conditions of new requirements, to identify some problematic aspects associated with creating the necessary conditions for mastering the professional competencies of teachers and identify the main activities of the department associated with their formation.

The study was conducted at the regional methodological seminar organized by the department of the theory and technique of a physical education and fundamentals of health and safety. The seminar was attended by 73 people from 41 districts of the Nizhny Novgorod region and six parts of Nizhny Novgorod. All representatives of districts and city parts were the heads of methodological associations of teachers of physical education.

The average age of respondents was 40-45 years. Their work experience was more than 15 years. All of them had pedagogical physical education.

At the beginning of the research the participants were provided with information on the content of the teacher's professional standard, its basic requirements and professional duties that teachers had to master as a part of their pedagogical activities. After that, professional competencies were identified according to the types (directions) of teaching activity.

After the presentation and discussion the topic "Pedagogical activity of the teacher of physical education according to the requirements of the professional of the teacher's standard " participants had to fulfill individual creative tasks developed by the authors of the article.

The content of the proposed tasks included the main requirements of the professional standard to the implementation of the teacher's professional competencies. Based on the generalized functions of pedagogical activity three types (directions) were identified: teaching, educational and developing activity. Within the framework of each line of activity the questionnaire consisted of the statements connected with the development of necessary theoretical and professional knowledge ,as well as, skills of pedagogical activity.

To answer the indicated questions in each activity a five-point scoring scale should be used, according to which 5 points mean " I have full knowledge"; 4 points mean " I have it to a greater extent"; 3 points mean " I have to a lesser extent" 2 points mean " I have partially"; 1 point means do not have ".Each line of pedagogical activity was divided into three sections: conditions, requirements (dependent and independent on the teacher of physical education) and professional activities in the context of the implementation of the content based academic subject. Competences are taken from the content of the professional standard.

Results

Interviews with the heads of educational organizations and teachers of physical education showed that they did not study sufficiently the content of the professional standard requirements.

The best results obtained from the questionnaire survey carried out among the heads of the district methodological associations of physical education teachers belong to "Teaching activity" 43% of respondents use it in full measure; 40% use it to a greater extent; 6% use it to a lesser extent; 5% use it partially; 6% - do not use.

However, 17% of teachers of physical education assess their readiness to meet the requirements of the professional standard as insufficient.

The "Educational Activity" section does not reveal optimum results. Only 27% of respondents are ready to meet the requirements of the professional standard, 50% meet them to a greater extent; 10% of respondents meet requirements to a lesser extent; 8% of respondents meet partially and 5% do not meet. The total sum of the last three estimates is 23%, which means that, one in four is struggling to meet the requirements of the professional standard.

The professional competencies of the participants of the survey reveals the lowest results in the "Developing activities" section. For example, only 19% of respondents use the structural units of labor functions in full measure, 49% - to a greater extent; 19% - to a lesser extent; 10% - partially; 3% - do not have.

The data obtained allow us to draw a conclusion that the level of readiness is not sufficient enough to meet the requirements of the professional standard. Teachers of physical education have below average levels of information - methodological and technological support necessary for the implementation of the developing activity. It points to the fact that to increase the level of readiness to implement the requirements of the professional standard is one of the central tasks of the teacher's professional development.

Discussion and Conclusions

The results of the study obtained at initial stage allow the authors to make some assumptions.

The analysis of the research and methodological literature reveals that the study of the readiness of physical education teachers to meet the requirements of the professional standard have not been pursued before .

The data analysis revealed that a significant part (17%) of respondents did not have enough expertise to work .

During the interview teachers of physical education express their opinions about the list of competencies that must be included into the professional standard. They believe that the list of competencies of the professional standard is arbitrary and based on common sense. The system of functions for the professional activity of the teacher can help to overcome arbitrariness. This system includes three levels.

The first level consists of the basic functions of pedagogical activity: educational (formation of knowledge), teaching (the formation of modes of activity), educational (the formation of attitudes and values) and developing activity.

The second level includes managerial functions in every area of pedagogical activity. It allows to identify 16 basic competencies that determine their primary structure . For example, the core competence "Formation of knowledge" (the function of pedagogical activity) includes the following competences (managerial activity): "organization of knowledge formation", "designing the process of knowledge formation", " regulation of knowledge generation ", " monitoring the results of knowledge generation."

The third level forms possible subject competencies, allocated within each basic competence when necessary.

The authors of the article believe that the data of the short-term research conducted with the teachers of physical education are focused on the ways and means to increase the readiness of teachers to meet the requirements of the professional standard in all areas.

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