



ФІЗИЧНЕ ВИХОВАННЯ РІЗНИХ ГРУП НАСЕЛЕННЯ

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INNOVATIVE APPROACHES TO IMPROVING THE SKILLS OF PHYSICAL EDUCATION TEACHERS

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Annotation

Introduction. Modern conditions for organizing advanced training of teachers indicate the need to master innovative teaching technologies, which involve the targeted implementation of innovative methods, technologies and strategies, the dissemination and use of educational innovations that modernize the educational process and make it more responsive to today's challenges. In the context of the reform of the education system in our country, the study and analysis of the development of education abroad is becoming increasingly relevant. Familiarization and study of foreign experience in the application of innovations in the system of advanced training of physical education teachers are components of competitiveness in the global space. **The purpose of the study** is to determine ways to improve postgraduate education of physical education teachers based on the study and analysis of foreign experience. **Research material and methods** – analysis and improvement of scientific and methodological literature, questionnaires, methods of mathematical statistics. 42 physical education teachers of the Dnipropetrovsk region participated in the questionnaire. **Research results.** Analysis of the experience of organizing postgraduate education in foreign countries shows that the most effective approaches are: 1) modular and flexible learning, 2) integration of digital technologies, 3) practice-oriented, 4) international exchanges and partnerships, 5) focus on health-preserving competence. To determine the most effective approaches in organizing the educational process of improving the qualifications of physical education teachers, we conducted a survey. It should be noted that the largest number of teachers (38,2%) preferred a practice-oriented approach, 33,3% of physical education teachers chose a focus on health-preserving competences, 14,2% noted the importance of modular and flexible learning, and only 9,5% preferred the integration of digital technologies. 4,7% of teachers noted international exchanges and partnerships as the leading approach. **Conclusions.** Studying foreign experience in applying innovations in the system of advanced training of physical education teachers is of great importance for the implementation of innovative methods, technologies and strategies that modernize the educational process in secondary education institutions and are components of the competitiveness of teachers in the global space.

Keywords: innovative approaches, advanced training, physical education teacher, foreign countries, modern educational technologies.

ІННОВАЦІЙНІ ПІДХОДИ ДО ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ВЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ

Анотація

Вступ. Сучасні умови організації підвищення кваліфікації вчителів свідчать про необхідність оволодіння інноваційними технологіями навчання, які передбачають цілеспрямоване впровадження новаторських методів, технологій та стратегій, поширення та використання освітніх інновацій, які модернізують навчальний процес і роблять його більш відповідним викликам сьогодення. В умовах реформи системи освіти в нашій країні все більшої актуальності набуває вивчення і аналіз розвитку освіти за кордоном. Ознайомлення та вивчення зарубіжного досвіду застосування інновацій в системі підвищення кваліфікації вчителів фізичної культури є складовими конкурентоздатності у світовому просторі. **Мета дослідження** – визначити шляхи вдосконалення післядипломної освіти вчителів фізичної культури на основі вивчення та аналізу зарубіжного досвіду. **Матеріали і методи дослідження** – аналіз та удосконалення науково-методичної літератури, анкетування, методи математичної статистики. В анкетуванні взяли участь 42 вчителі фізичної культури Дніпропетровської області. **Результати дослідження.** Аналіз досвіду організації післядипломної освіти в зарубіжних країнах свідчить, що найбільш ефективними підходами є: 1) модульне та гнучке навчання, 2) інтеграція цифрових технологій, 3) практико-орієнтований підхід, 4) міжнародні обміни та партнерства, 5)

фокус на здоров'язбережувальній компетентності. Для визначення найбільш ефективних підходів в організації освітнього процесу підвищення кваліфікації вчителів фізичної культури нами було проведено анкетування. Слід відзначити, що найбільша кількість вчителів (38,2%) віддали перевагу практико-орієнтованому підходу, фокус на здоров'язбережувальні компетентності обрали 33,3% вчителів фізичної культури, важливість модульного та гнучкого навчання зазначили 14,2% і тільки 9,5% віддали перевагу інтеграції цифрових технологій. Міжнародні обміни та партнерство відзначили провідним підходом 4,7% вчителів. **Висновки.** Вивчення зарубіжного досвіду застосування інновацій у системі підвищення кваліфікації вчителів фізичної культури має велике значення для впровадження новаторських методів, технологій та стратегій, які модернізують навчальний процес у закладах загальної середньої освіти, і є складовими конкурентоздатності вчителів у світовому просторі.

Ключові слова: інноваційні підходи, підвищення кваліфікації, вчитель фізичної культури, зарубіжні країни, сучасні освітні технології.

Introduction. Improving the qualifications of physical education teachers is determined by social requirements for an educator who can effectively apply innovative forms, means and methods of teaching in practice, which has a positive impact on the effectiveness of the educational process.

It should be noted that the role of modern technologies in solving pedagogical problems is crucial. Their application depends on the level of competence of the teacher's personality. As N. Belikova notes, «teacher training is aimed at developing seven competencies, namely: professional-pedagogical, socio-civic, general cultural, psychological-facilitative, language-communicative, entrepreneurial and information-digital». This indicates the need to introduce a wide range of knowledge from various fields into the training system, which is aimed at their formation. The problem of improving the system of postgraduate training for teachers has been the subject of a significant number of studies. [1, 2, 3, 4]

Modern conditions for organizing advanced training of teachers indicate the need to master innovative teaching technologies. They involve the targeted implementation of innovative methods, technologies and strategies, the dissemination and use of educational innovations that modernize the educational process and make it more responsive to today's challenges. [2, 3, 5, 6]

Readiness for innovative activity is an internal need of a teacher, an

important component of the realization of his creative potential. [7]

In the context of the reform of the education system in our country, the study and analysis of the development of education abroad is becoming increasingly relevant. Familiarization and study of foreign experience in the application of innovations in the system of advanced training of physical education teachers are components of competitiveness in the global space. [8, 9, 10]

Modern requirements for teacher preparation in accordance with the Concept of the «New Ukrainian School» require scientific substantiation of the form and content of the educational process, which are aimed at forming the personality of the teacher-innovator, his readiness for innovative activity, taking into account foreign experience. [11]

The **hypothesis of the research** is based on the assumption that the study and analysis of foreign experience in organizing the educational process in the system of advanced training of physical education teachers will contribute to identifying ways to improve retraining of personnel for the formation of skills and abilities in the use of innovative technologies in the educational process of physical education.

The **purpose of the study** is to identify ways to improve postgraduate education of physical education teachers based on the study and analysis of foreign experience.

Material and methods – analysis and generalization of scientific and methodological literature, ques-

tionnaires, methods of mathematical statistics.

42 physical education teachers of Dnipropetrovsk region participated in the questionnaire.

Results. Modern educational reality requires physical education teachers not only professional knowledge and skills, but also the ability to quickly respond to the challenges of the time, integrate the latest pedagogical technologies and be a guide to a healthy lifestyle among the younger generation. That is why the issue of improving the skills of teachers is gaining special importance. [12]

Analysis of the experience of organizing postgraduate education in foreign countries shows that the most effective approaches are: 1) modular and flexible learning, 2) integration of digital technologies, 3) practice-oriented approach, 4) international exchanges and partnerships, 5) focus on health-saving competence.

The first approach is modular and flexible learning.

In EU countries, a system of short-term modules is actively used. This allows teachers to choose topics according to their own professional needs: inclusion in physical education, digital tools in the training process, methods of reducing educational stress, etc.

One of the leading trends in modern advanced training of physical education teachers is the transition to a modular system, which is based on the principles of individualization and flexibility.

The professional development of a teacher is divided into small modules – separate thematic blocks of training (from 4 to 20 hours). The teacher independently selects modules according to his own professional needs, educational objectives of the educational institution or current needs of students.

Modules can be combined in various combinations. It creates an individual educational trajectory for each teacher.

Examples of modules for physical education teachers may include the following:

- innovative methods of organizing a physical education lesson;
- introduction of inclusive practices in physical education;
- use of digital tools (fitness trackers, online applications, VR technologies);
- methods of preventing professional burnout of teachers;
- techniques for developing students' leadership and communication skills through sports.

The advantages of modular learning are:

- flexibility – the teacher chooses the pace and format of learning: face-to-face, distance or blended.
- practical orientation – the content of the modules is oriented towards solving specific pedagogical tasks.
- motivation for development – the opportunity to create a personal professional development program increases the interest of teachers.
- accumulation of results – credits or certificates are awarded for each module, which subsequently form a complete package of professional development.

The experience of foreign countries shows that in Finland and Estonia, physical education teachers choose a set of microlearning courses that meet their needs from the national educational platform. [13] In Germany, they practice combined modular learning, where part of the material is studied online and com-

pleted through a practical workshop. [14, 15] In Canada, they actively use flexible certification programs that allow teachers to update their qualifications every year in a convenient format. [16, 17]

The second approach is digital technologies integration.

Foreign platforms offer online courses, webinars, virtual sports laboratories. This creates conditions for international cooperation, exchange of experience and accessibility of training regardless of geography.

In the modern system of advanced training of physical education teachers, digital tools are actively introduced that make the learning process more accessible, interactive and practically oriented. The Dnipro Academy of Continuing Education cooperates with the Scientific and Educational Institution «Prydniprovs'k State Academy of Physical Culture and Sport» of the Ukrainian State University of Science and Technology, using this approach.

Online platforms, mobile applications and virtual resources are used in advanced training courses for physical education teachers. In addition, combining face-to-face classes with distance formats (blended learning), digital technologies not only in the training of teachers, but also in their practical work with students are used.

Digital tools include the following:

- fitness trackers and mobile applications (Strava, MyFitnessPal, Google Fit) for analyzing physical activity and monitoring progress.
- video platforms and virtual libraries with methodological materials, recordings of master classes and lessons.
- virtual and augmented reality (VR/AR) – for modeling sports situations, developing coordination and movement techniques.
- online courses and webinars – for international exchange of experience, improving skills without restrictions in space and time.

- digital diaries and monitoring platforms – tracking academic achievements and student participation in sports events.

The advantages of integrating digital technologies include:

- accessibility – the ability to learn at any time and from any place;
- interactivity – active involvement of teachers through online simulations, tests, interactive exercises;
- personalization of learning – selection of topics that meet the needs of a particular teacher;
- international cooperation – exchange of practices and joint projects between educators from different countries;
- increasing student motivation – the use of gadgets and digital solutions makes physical education lessons more attractive to young people.

In the USA, Distance Learning for PE Teachers – online platforms with practical exercises, testing and virtual coaches, is being actively implemented. [18, 19] In Singapore, physical education teachers are trained in the use of VR technologies to develop safe movement skills and sports technique. [20]

In the UK, online communities of educators have become popular. Teachers share lesson plans, digital tools, and experiences integrating gadgets into teaching. [9]

The third approach is practice-oriented.

Along with theoretical knowledge, an important role is played by training work, participation in master classes from professional coaches, and development of own projects. This model is common in Canada and Scandinavian countries. [17, 21] It should be noted that this approach is actively implemented in the educational process of improving the qualifications of physical education teachers in the Dnipropetrovsk region. This contributes to the formation of competencies that can be immediately applied in practice.

One of the key trends in improving the qualifications of physical education teachers is the shift in emphasis from theoretical knowledge to practical skills and real pedagogical situations.

Study is organized as trainings, workshops, master classes, where teachers not only listen, but also practice exercises, methods and pedagogical scenarios. The main attention is paid to the application of new knowledge in specific school conditions. Teachers create their own mini-projects, which are then tested in work with students.

The forms of implementation of this approach are:

- master classes from coaches and university teachers – demonstration of modern methods of teaching motor exercises, sports games, means of health-improving physical culture;
- educational trainings – practicing classroom management technologies, organizing inclusive classes, using game methods;
- project activities – creating educational cases (for example, «Health Week», «School Spartakiad», «Fitness Program for Teenagers»);
- peer-to-peer learning – exchange of experience between colleagues: open lessons, joint classes, mutual analysis.

The advantages of a practice-oriented approach include:

- direct application – new knowledge is immediately transformed into ready-made methods for lessons;
- development of professional skills – the teacher improves not only sports technique, but also pedagogical, communicative and organizational competencies;
- motivation through results – teachers see the practical effect of their own actions, which stimulates further development;
- team interaction – during trainings, an environment of cooperation is formed where teachers receive support and inspiration.

Thus, in Canada, advanced training of physical education teachers is carried out in the format of «Learning by Doing» – teachers immediately practice new exercises on themselves. [17] In Scandinavian countries (Sweden, Norway), practical workshops on ecological activities are widespread: skiing, Nordic walking, outdoor activities. [21] In the UK, Lesson Study is actively practiced – teachers jointly develop a lesson, conduct it, analyze and improve the methodology. [9]

The fourth approach is international exchanges and partnerships.

Academic mobility programs, internships in foreign schools and universities allow physical education teachers to adopt best practices in organizing lessons, developing student sports clubs, and forming motivation for physical activity.

In modern education, an important factor in improving the qualifications of physical education teachers is cooperation at the international level. This makes it possible to adopt best practices and implement innovative approaches in their own activities.

This approach is implemented through the organization of academic mobility for teachers, namely: internships, participation in international trainings, seminars and sports projects; cooperation between universities, schools, sports associations of different countries; participation in international educational programs aimed at developing health-preserving competence of students and teachers.

Forms of international cooperation include:

- exchange programs – short and long-term internships in schools or universities in other countries.
- joint projects – organization of international school sports competitions, healthy lifestyle festivals, intercultural marathons.
- network professional communities – online groups and platforms for exchanging educational materials, video lessons, methodological developments.

- bilateral partnership – cooperation between Ukrainian and foreign educational institutions in the field of physical education and sports.

What can be the advantages of international exchanges and partnerships?

- access to innovative methods – teachers receive new approaches to organizing lessons and extracurricular work.
- cultural exchange – acquaintance with the traditions of physical education and sports practices of other countries.
- professional growth – increasing the level of pedagogical skills through participation in international trainings and conferences.
- expanding opportunities for students – children's participation in international sports events, online tournaments, joint health programs.

Ukrainian teachers who involved in various international programs can undergo internships in educational institutions of different countries.

Finland and Norway actively implement teacher exchanges to discuss issues of inclusion and the development of outdoor education. [21]

The USA has an International Sport Exchange program, where teachers and coaches exchange experience in conducting sports events and training. [18]

The fifth approach is a focus on health-preserving competence.

Modern foreign practice emphasizes the importance of combining physical activity with the formation of a culture of health, psychological stability and social adaptation of children. This is especially relevant for Ukrainian schools in today's conditions.

In modern educational systems around the world, the advanced training of physical education teachers is increasingly focused on the formation of health-preserving competence – the teacher's ability not only to teach physical activity, but

also to form a holistic culture of a healthy lifestyle in children.

The essence of the approach is that the physical education teacher becomes a mentor in the field of health, psychological well-being and social adaptation of students. Teacher training includes not only the methodology of teaching exercises, but also issues of psychological support, nutrition, hygiene, and prevention of bad habits. The emphasis is on the harmonious development of the personality, and not only on sports achievements.

The key components of a teacher's health-preserving competence are:

- physical component – methods for developing motor qualities, forming motor skills and abilities;
- psychological component – the ability to reduce students' stress levels, maintain a positive microclimate in the classroom;
- social component – forming in students the values of cooperation, mutual respect, responsibility for their own health;
- digital component – using technologies to monitor physical activity and teach healthy habits.

The advantages of focusing on health-preserving competence are:

- prevention of diseases and bad habits among students;
- formation of vital skills – managing the daily routine, balanced nutrition, active rest;
- strengthening psychological resilience – especially relevant in stressful situations, crises and military challenges;
- creation of a healthy educational environment – the school becomes a space where children learn to live actively and responsibly.

It should be noted that in Japan, the school physical education program includes mandatory modules on the formation of healthy eating habits and self-regulation. [22] In the Netherlands, teachers take courses on the integration of physical exercise and psychological practices

(mindfulness, relaxation) into the school day. [9] In Canada, the Comprehensive School Health program works. There teachers are taught to develop health-preserving competencies in partnership with parents and the community. [17]

Therefore, foreign experience convinces us that the professional development of physical education teachers should take place as a continuous process, with an emphasis on innovation, digitalization and international cooperation.

The implementation of these approaches in Ukrainian practice will contribute to the creation of a modern system of professional development of teachers capable of raising healthy, active and competitive youth.

To determine the most effective approaches in organizing the educational process of professional development of physical education teachers, we conducted a survey in which 42 teachers participated.

It should be noted that the largest number of teachers (38.2%) preferred a practice-oriented approach. They noted that the combination of theoretical and practical training has a greater impact on the professional growth of the teacher. Practical classes, master classes, trainings allow developing practical skills in mastering modern technologies and teaching methods, develop communication skills, teamwork, pedagogical coaching and psychological interaction.

The focus on health-preserving competencies was chosen by 33.3% of physical education teachers. They noted that a modern school should provide conditions for improving the physical, mental and social health of children. In the process of advanced training, this approach forms a holistic vision of the teacher's role in maintaining health, the ability to implement integrated health-preserving technologies in the educational process.

The importance of modular and flexible learning was noted by 14.2% of teachers, who believe that this

approach provides individualization and flexibility of learning. The teacher can choose topics that correspond to his professional interests, level of training and current needs of the school to form his own trajectory of professional development.

It should be noted that only 9.5% of physical education teachers preferred the integration of digital technologies. Although this approach has wide opportunities for planning and organizing classes using online platforms, which is a necessary condition for conducting classes in a distance learning education.

Digital technologies in physical education are used to create interactive tasks, video constructions, QR quests, assessing physical fitness, creating visual reports on student success.

Only 4.7% of teachers noted international exchanges and partnerships as the leading approach. This is due to the fact that a small number of teachers are involved in international projects.

Thus, determining priority approaches, taking into account foreign experience, to improve the educational process of advanced training of physical education teachers will contribute to the formation of high professional skills.

Discussion. The problem of improving the professional development of physical education teachers attracts the attention of scientists, because the new requirements for teachers according to the Concept of a New Ukrainian School require restructuring of education based on the introduction of modern innovative technologies that affect the level of professional skills of the teacher.

The need to solve this problem is also dictated by changes in educational concepts in foreign countries. This requires the study and analysis of foreign experience in postgraduate education of physical education teachers, modern changes in the content of forms and methods of the professional development system.

Significant scientific and theoretical achievements in the system

of postgraduate education are revealed in the works of V. Savchenko [3], N. Belikova [1], V. Martynenko [12], E. Sofyants [4].

The identified modern approaches and requirements for the professional activities of teachers in foreign countries were presented in a significant number of scientific works. [9, 10, 13, 15]

We analyzed the use of innovative technologies in the educational process of postgraduate education of physical education teachers and identified the following approaches to its improvement. These are modular and flexible learning; digital technologies integration; practice-oriented approach; international exchanges and partnerships, focus on health-preserving competence.

A survey of physical education teachers showed that 38.3% preferred a practice-oriented approach; 33.3% – focus on health-preserving competence, 14.2% – chose modular and flexible learning; 9.5% –

integration of digital technologies; 4.7% – international exchange and partnership.

The data we obtained coincide with the results of the study by O. Ovcharuk and I. Ivaniuk who noted that webinars, online courses, and master classes are considered effective forms of professional development. [6]

The conducted study expands the understanding of the forms, content, and methods of educational activities in the system of postgraduate education of physical education teachers.

Conclusions.

1. Studying foreign experience in applying innovations in the system of advanced training of physical education teachers has a great importance for the implementation of innovative methods, technologies and strategies that modernize the educational process in secondary education institutions and are components of the competitiveness of teachers in the world.

2. Determining the most effective approaches to organizing the educational process based on foreign experience showed that 38.3% chose a practice-oriented approach, 33.3% – a focus on health-saving competencies; 14.2% – modular and flexible learning; 9.5% – integration of digital technologies; 4.7% – international exchanges and partnerships.

Conflicts of interest statement. The co-author of the article, Moskalenko N. holds the position of Deputy Editor of the journal “Sportyvnyi Visnyk Prydniprovia” (Prydniprovia Journal of Sports Science). To avoid a potential conflict of interest, the review process of this article and the final decision regarding its publication were fully assigned to another member of the editorial board who is not a co-author. Strict adherence to all standard procedures of independent and double-blind peer review was maintained throughout, ensuring the objectivity of the manuscript assessment.

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