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**The problem of professional training future teachers of physical education in complex  
«pedagogical college – pedagogical university»**

**Abstract:** This article examines the main trends in the development of educational facilities in continuing teacher education; implemented logical and historical analysis of the process of their formation, analyzed the works of contemporary scholars on the role of an educational complex «Pedagogical College – Pedagogical University» in the professional training of future teachers of physical education.

**Keywords:** professional training, continuous pedagogical education, educational facilities, teachers of physical education, complex «Pedagogical College – Pedagogical University».

One of the leading trends in the development of modern educational paradigm, which is carried out on the background of innovative processes active in the social and economic spheres of society, there is increased attention to the problem of continuous pedagogical education. Its main meaning is in constant creative renewal, development and improvement of each person throughout life. Preparation of highly qualified specialist acts as one of the main principles of teacher education, which is the base for all professionals involved in the training, development and socialization. The level of teacher education determines the efficiency in solving professional tasks of educators, teachers, university teacher and the system of training adults [1]. Strategic objectives of teacher education is to prepare qualified specialists capable to operate effectively outside the learning situations, and solve typical problems that arise in their own professional activity [2]. Basic requirements for continuous professional training in Ukraine are specified in the National Doctrine of Education Development in Ukraine in the XXI Century (2002), the Law of Ukraine «On General Secondary Education» (1999), «On Higher Education» (2002), the State program «Teacher» (2002), National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013), Industrial Development Concept of continuous pedagogical education (2013).

One of the ways of solving the problems of the continuing professional development is to train professionals in the conditions of an educational complex «Pedagogical College – Pedagogical University» that best solves tasks of continuous training in today's globalized

world. According to L. Motornaya, the education received in the educational complexes in the world educational space in the system of continuing professional education is a priority and prestigious [2].

Today in Ukraine legislative basis for the functioning of an educational complex «Pedagogical College – Pedagogical University» is the «Regulations on the educational and scientific-industrial complex» [3], which is valid from January 25, 1994, and determines how to create educational and scientific industrial complexes, the organization of their educational work and shaping the content of education in the system of speed training. According to this document, educational complexes provide «the introduction of speed training on cross-curricula and programs, effective using of the teaching staff, teaching laboratory and production facilities, social infrastructure, organization of teacher training institutions and employees of enterprises, compatible research, testing and the results of scientific research, scientific training, development of training and methodological support»[3, p. 3].

The problems that are associated with the implementation of continuous pedagogical education in the school system complex «Pedagogical College – Pedagogical University» engaged modern scholars such as L. Berezhna, N. Denisova, L. Dihanova, O. Chepka and others. Thus, in this thesis L. I Berezhnoj «Organizational-pedagogical bases of formation of physical culture in Teachers College at the training complex» [4] experimentally verified the effectiveness of the concept of training teachers in continuing teacher education based on educational research and teaching complex. The author considers the training complex as a system of continuous pedagogical education and notes that the training of teachers in the educational complex «Teachers College – Pedagogical University» provides a higher level of professional skill of teachers N. Denisova [5] analyzes the theory of psycho-pedagogical training of future teachers in the complex «college – university» in the context of continuous pedagogical education, substantiates and characterizes the direction of organizational and methodological interaction between structural units revealed the content of the main factors that helped in the creating educational complexes and justifies the stages of their development. The purpose of the article – to implement logical-historical analysis of the formation and development of national teacher education, educational conditions for creating complex «Pedagogical College – Pedagogical University» and its role in the process of continuous pedagogical education.

For research of the formation of the domestic teacher education, development of educational systems in the context of continuous pedagogical education devoted to the works of contemporary researchers N. Demyanenko, V. Lugovoi, V. Mayborody, N. Pobirchenko,

etc. Becoming a Ukrainian teacher education comes from the Kiev Rus, when it was founded Kyiv-Mohyla Academy and Ostrog, which became the first foci formation of elite research and teaching, teachers, founders a national school. Educational process in the academies wore pronounced humanistic direction, combined national traditions of Ukrainian education and best achievements of Western European educational thought. The results of performance and effectiveness of the above-mentioned scientific academies could be seen in educational and teaching activities of its inmates: Hetman P. Konashevich Sagaydachnogo, Smotrisky M., I. Vyshenskaya, P. Graves, F. Prokopovich H.Skovoroda etc. Problem of teacher education and educators engaged in the Lviv University, which work closely with the Kyiv-Mohyla Academy contributed to the formation of highly qualified teachers for the Moscow Academy, St. Petersburg Seminary, Chernigov, Perejaslavskogo, Kharkov Collegium [5, p. 23].

N. Pobirchenko in the study «Continuing teacher education in the historical dimension» argues that the beginning of development of continuing teacher education is the Kiev Theological Academy, which trains teachers for the national schools, opened according to regulations of Spiritual F. Prokopovich. «No other institutions for teacher training was not, and could not be, because there was no developed system of school education [8, p. 166]. The author notes that only in the XIX century. after the creation of the Ministry of Education, the base of the Kharkov and Kiev universities appear foundations of continuous pedagogical education. «At the universities was opened educational institutions that were special educational institutions, provided educational training of the future teachers for high schools and partly – for county schools» [8, p. 167].

Significant contribution to the development of the national system of teacher education was done by Kharkov University, organizational and methodical activity of which accelerated the educational reforms in the first nine years of the establishment the number of schools has increased seven times.

To the study of training future teachers devoted thesis of I. Kravchenko «Teachers institutions in the system of training teachers in Ukraine (the second half of XIX – beginning of XX century.)» [9]. First educational institutions were of the closed type institutions where psycho-pedagogical training consisted of theoretical (the study of the integrated course of «Pedagogy») and practical (psycho-pedagogical observation during teaching practice) components. After completing of a full course graduate of Pedagogical Institute had to serve on the teacher's office at least six years [9, p. 2-3].

N. Pobirchenko claims that during the second half of XIX – beg. the XX century was created «hierarchical system of continuous education of teachers, who had different features and organizational sense of unity, the relationship at all levels of education» [8, p. 191]. V. Majboroda [7] states the fact that it is the twentieth century is characterized by the proliferation of new types of non-governmental educational and professional institutions - educational and scientific systems that operated along with pedagogical universities. It was the first attempt to unite the efforts of state education establishments, educational institutions for the implementation of training and retraining of teachers, development of scientific problems and consulting outreach. Such an educational complex integrated work of teaching unions, committees, and educational organizations college committees varieties of pedagogical courses, teachers' conventions, educational schools (prototypes of pedagogical colleges, schools, and later – colleges). First educational complex of pedagogical direction laid the foundations for a multi-level professional education system: Stage 1 – fundamental general university education, grade 2 – professional training of specialists of one direction.

Objective retrospective logical-systematic analysis of archival materials, educational and political literature on the researched topic allowed N. Demyanenko [6] to identify such leading trends, characteristics and patterns of general teacher training XIX – early XX century: General pedagogical training – general for each teacher, despite the different main specialty; the beginning of a general pedagogical training; introduce the idea of integration and differentiation in content and general teacher training courses; general pedagogical professionalization of teacher training; creation model, research educational institutions and educational facilities. [6]

During the 60-70s in the history of the national system of teacher education the transition to centralization of education, approval of authoritarian pedagogy. In addition to these negative developments, positive one was to improve the content of psycho-pedagogical disciplines, humanistic pedagogy development cooperation.

Analytical processing of scientific, educational, legal sources it possible to state that the 70-80s of XX century characterized by further centralization and unification of the content of teacher education. Domestic researcher theoretical and methodological aspects of teacher education in Ukraine V. Lugovoi said that step up to 1985 determined brutal (absolute) centralization. It was 1985, the author has described as the peak of the development and exacerbation of the crisis situation in teacher education [7].

Reforming the Soviet system of teacher education 1984-1985. aims to increase the duration of the study, because the low level of general education teacher training provoked the

emergence of dogmatism, conservatism, national nihilism, dehumanization in activities of teachers and educators. In those years, developed the first comprehensive plans to ensure continuity of middle and senior special education teacher.

In 1985 was approved the decree «On measures to improve training, increase training of teachers, improve their working conditions and everyday life», according to which the proposed «fix for each institution that prepares teachers (professors) and trainer training schools, secondary special and vocational education and extracurricular institutions as the base for the organization in their teaching practice and other educational work» [10]. In fact, this decision gave rise to the creation of educational research and training, research and production facilities.

Thus, in Ukraine the process of creating an educational complex began quite recently. The most important factors that caused the creation of integrated systems were pedagogical innovations of the late twentieth century – the idea of continuity and gradation of education. The first step in the development of educational systems was to initiate joint efforts of universities of different accreditation levels to avoid duplication directions specialties, maintaining adequate logistical base in the context of a general reform and the establishment of a national education system. In 1991-1994. in Ukraine were approximately 283 teaching and research complexes. They consisted of educational, vocational, higher education institutions of different levels of accreditation and units of postgraduate education.

The second stage in the development of educational systems «Pedagogical College – Pedagogical University» is a period of regulatory support their activities. Basis for building models step training in educational, scientific and industrial complexes have approaches of continuing professional education, integrative, differentiation, multilevel, versatility, professional orientation, gradation, complexity and social conditioning. Logical and historical analysis of the formation of an educational complex «Pedagogical College – Pedagogical University» gives reason to conclude that the germs of continuous pedagogical education to some extent manifested since the time of Kiev Rus, namely at the Kyiv Mohyla and Ostrog Academy. Birth of educational and scientific complexes occurs in the twentieth century. Only in the 90 years of the twentieth century, scientists have turned their attention to teacher training in continuing teacher education at the training complex.

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