

The cover features a central image of a person standing on a dark rock, looking up at a vibrant green aurora borealis in a starry night sky. The background is a dark teal color with several diagonal stripes in shades of blue and brown. The title 'REVISTA INCLUSIONES' is written in large, bold, white capital letters across the center.

REVISTA INCLUSIONES

HOMENAJE A JAQUELINE VASSALLO

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Julio / Septiembre

2020

ISSN 0719-4706

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PROFESSIONAL DEVELOPMENT OF A TEACHER IN HIGHER EDUCATION

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Fecha de Recepción: 09 de enero de 2020 – **Fecha Revisión:** 03 de marzo de 2020
Fecha de Aceptación: 02 de junio de 2020 – **Fecha de Publicación:** 01 de julio de 2020

Abstract

The article examines the professional development of a teacher in higher education based on the example of a powerlifting trainer in a specialized university sports center. The relevance of the research topic is determined by the need to resolve the issues of professional development of a powerlifting trainer of a specialized university sports center in modern social and economic conditions, characterized by the orientation of the government towards the modernization of additional education with particular emphasis on the quality of professional training, retraining, and advanced training of sports trainers. The issues of professional development of powerlifting trainers require a systemic psychological and pedagogical approach that also accounts for the cultural, social, and other patterns involved in personality development and determining the rules for the implementation of said development. The new times set new requirements for training professionals in powerlifting. Along with students, the trainer is considered one of the key subjects of activity in powerlifting. The assessment of the productivity of activity in powerlifting in the modern reality of world-level development and its socio-economic and political significance appears to be quite a complicated task both from a pragmatic viewpoint and in accordance with the main life, humanistic, and philosophical principles. The specific features of the social functions and professional activity of powerlifting trainers condition the problem of their professional development, which appears especially relevant. The essence of this development seems in a fundamental restructuring of the entire system of professional and pedagogical education based on the ideas and methods of other sciences.

Keywords

Professional development – Sports trainer – Powerlifting – Specialized sports center

Para Citar este Artículo:

Sergeeva, Marina Georgiyevna; Klychkov, Kirill Evgenyevich; Lukashenko, Dmitry Vladimirovich; Petrova, leila Amzarovna y Ilenko, Natalya Mihajlovna. Professional development of a teacher in higher education. Revista Inclusiones Vol: 7 num Especial (2020): 278-291.

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Introduction

The significance of the problem under examination can be supported by several aspects:

- the social and pedagogical relevance is determined by the need of the government and employers for powerlifting specialists whose successful professional activity depends on their ability to act responsibly and professionally in the present socio-economic conditions;

- the scientific and theoretical relevance is shaped by the informatization of society that requires the intensification of professional training, retraining, and advanced training of powerlifting trainers, as well as by the need to integrate the existing disconnectedness of the various links of the pedagogical system of professional development of powerlifting trainers in a specialized sports center (SSC);

- the scientific and methodological relevance is formed by the need to create a certain set of organizational and pedagogical conditions aimed at the formation of the required professional and personal qualities, as well as the development of the educational and methodological support for the mechanism of professional development of powerlifting trainers in the SSC conditions;

- the substantive and technological aspect of relevance is determined by the transformation of the structure and composition of the content of powerlifting trainers' professional development and the definition of technology for its implementation.

Literature Review

A substantive amount of research has recently been devoted to the study of the issues of professionalism. An important place in the study of professionalism is occupied by the use of an integrative approach. This idea was expressed by S.G. Gellershtein in the 1930s. The same direction of research at different points in time was taken by V. A. Adolf¹, N. V. Kuzmina² (who, aside from the definition of professionalism, introduced the term of mastery), A. K. Markova³ (who noted that professionalism as a mandatory component requires a specific attitude of a person to their own work), A. A. Derkach and V. M. Diachkov⁴ (who introduced the concept of a person's professionalism into the definition of professionalism as a whole), and N. S. Priazhnikov and E. Iu. Brazhnikova⁵ (who connected professionalism with precise skills and abilities in a given specialization). S. A. Druzhilov⁶

¹ V. A. Adolf, "Stanovlenie professionalnoi kompetentnosti pedagoga", *Sibirskii pedagogicheskii zhurnal* num 5 (2013): 38-41.

² N. V. Kuzmina, *Problemy professionalnoi podgotovki spetsialistov v vuzakh. Problemy otbora i professionalnoi podgotovki spetsialistov v vuzakh* (Leningrad, 1970).

³ A. K. Markova, *Psikhologiya professionalizma* (Moscow, 1996).

⁴ A. A. Derkach y V. M. Diachkov, *Psikhologicheskie usloviia i faktory optimizatsii lichnostno-professionalnogo razvitiia gosudarstvennykh sluzhashchikh regionalnogo upravleniia* (Moscow: IASA, 1997).

⁵ N. S. Priazhnikov y E.Iu. Priazhnikova, *Psihologiya truda i chelovecheskogo dostoinstva: ucheb. Posobie* (Moscow: Akademiia, 2007).

⁶ S. A. Druzhilov, *Stanovlenie professionalizma cheloveka kak realizatsiia individualnogo resursa professionalnogo razvitiia* (Novokuznetsk, 2002).

describes professionalism as a special personality trait. D. B. Slobodchikov⁷ argues that the professional should be examined as a holistic subject. N. K. Baklanova⁸ compares the concepts of professionalism and mastery. Each of the identified authors describes and defines professionalism differently.

A great number of modern scholars discuss the idea of multiple levels of professionalism, suggesting to consider professionalism as a multilevel phenomenon⁹.

The professional development of teachers became the object of interest in the articles by N. V. Kuzmina¹⁰, Z. F. Esareva¹¹, M. Ia. Vilenskii¹², E. F. Zeer and E. E. Symaniuk¹³, B. M. Shchetina¹⁴, and others.

However, all the above-mentioned authors propose in one way or another that the development of professionalism is related to the person seeking to conduct their activity creatively and saturate it with value principles. Transition to the creativity level is characterized by the highest level of development in one's profession. Many researchers characterize creativity by the highest manifestation of professional mastery. It should be noted that the principles of professional development of teachers can be detailed and supplemented when describing features of teaching activity related to specific disciplines.

Methods

Achieving the highest levels of professional competencies in effective work is one of the key components of professionalism. The development of professionalism is related to the person's striving for creative and purposeful activity, entailing the achievement of the highest levels of personality development in the process of professional development. Being a multifaceted process, professional development is accompanied by the changes in every internal structure of a teacher's personality simultaneously forming their professional self-awareness and the image of a professional¹⁵.

⁷ V. I. Slobodchikov, *Antropologicheskaja perspektiva otechestvennogo obrazovaniia* (Ekaterinburg: Publishing Department of the Ekaterinburg Diocese, 2009).

⁸ N. K. Baklanova, *Professionalnoe masterstvo rabotnika kultury: Uchebnoe posobie* (Moscow: Publishing House of the Moscow State Institute of Culture, 1994).

⁹ K. E. Klychkov, *Trebovaniia k lichnostnym kachestvam trenera-prepodavatelja silovogo troeboria na nachalnykh etapakh podgotovki obuchaiushchihsia*. Vestnik of the Saratov Regional Institute for the Development of Education. Saratov: State Autonomous Institution of Continuing Professional Education "Saratov Regional Institute for the Development of Education" Vol: 1 num 17 (2019): 106-112.

¹⁰ N. V. Kuzmina, *Problemy professionalnoi podgotovki spetsialistov v vuzakh. Problemy otbora i professionalnoi podgotovki specialistov v vuzakh* (Leningrad, 1970).

¹¹ Z. F. Esareva, *Osobennosti deiatelnosti prepodavatelja vysshei shkoly* (Leningrad: Publishing House of the Leningrad university, 1974).

¹² M.Ia. Vilenskii y A. G. Gorshkov, *Fizicheskaja kultura i zdorovy obraz zhizni studenta: uchebnoe posobie* (Moscow: KNORUS, 2013).

¹³ E. F. Zeer y E. E. Symaniuk, *Psikhologija professionalnykh destruktiv: uchebnoe posobie dlja vuzov* (Moscow: Akademicheskii proekt; Ekaterinburg: Delovaja kniga, 2005).

¹⁴ B. M. Shchetina, *Silovoe troebore (teoriia i metodika obucheniia i trenirovki)*. Recommended by the Far Eastern Regional Training Center as a university teaching manual (Khabarovsk: publishing house of the Far Eastern State Transport University, 2008).

¹⁵ J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and

Professional development of a teacher via activity is performed in two directions¹⁶: the personality direction (that qualitatively characterizes a teacher as a subject of professional activity and involves the development of professionally important qualities, such as the value system, creativity, motivation, etc.) and the professional direction (a quantitative characteristic that involves the development of professional skills and high professionalism, including planning, decision making, opportunities for problem-solving, and everything that leads to achieving great results in one's professional activity).

Professional development of a powerlifting trainer is a process of continuous personality development in professional sports activity aimed at improving the existing and acquiring new knowledge and skills in the chosen sport, as well as the successful implementation of the acquired experience in work. The structure of the professional development of a powerlifting trainer is composed of the components of professional knowledge, communication skills, and self-improvement skills. The professional development of a powerlifting trainer itself has three levels: the fundamental level (studying the conceptual apparatus of professional sports activity); the transformative level (an adaptation of one's personal abilities and skills to the implementation of professional sports activities); the creative level (development of original methods and systems using the accumulated experience).

An SSC is a complex of sports facilities of a large area, intended for training of various kinds and specializations, provided with all the necessary equipment, and available for a wide range of additional accessible services for students. Our study is focused on an SSC specialized in powerlifting as a type of weightlifting training that includes three competitive exercises: squat with a barbell on the shoulders, bench press, and deadlift.

Based on the study of the structure of competencies in the aspect of the implementation of the profession, K.E. Klychkov¹⁷ presents the following key components of professional competence of a powerlifting trainer: the value and motivational component; the personality and self-regulation component; the social and communication component; the activity component; the cognitive and reflective component; the emotion and will component; the psychomotor component. Klychkov¹⁸ has also developed a model (Figure 1) allowing identifying and describing the levels of formation of professional competence of a powerlifting trainer in the conditions of an SSC. The systemic, activity, and competency-based approaches acted as a methodological basis for building the model of professional development of an SSC powerlifting trainer. The developed model is composed of the following blocks: the target block, the content and activity block, the technological block, and the assessment and result block.

Linguistics", EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018).

¹⁶ E. V. Burina, The concept of an artificial language environment for teaching a second foreign language (on the example of the French language). Bulletin of the RUDN University. Series "Russian and foreign languages and methods of teaching" Num 3 (2015): 59-65.

¹⁷ K. E. Klychkov, "Vazhnost professionalnogo razvitiia trenera-prepodavatelia silovogo troeborria putem samosovershenstvovaniia v deiatelnosti", Pedagogicheskii vestnik (Scientific journal) num 6 (2019): 38-40.

¹⁸ K. E. Klychkov, "Lichnostnoe stanovlenie i razvitie trenera-prepodavatelia silovogo troeborriia v professii". Yalta: Humanitarian and Pedagogical Academy. Problemy sovremennogo pedagogicheskogo obrazovaniia Vol: 61 num 4 (2018): 156-160.

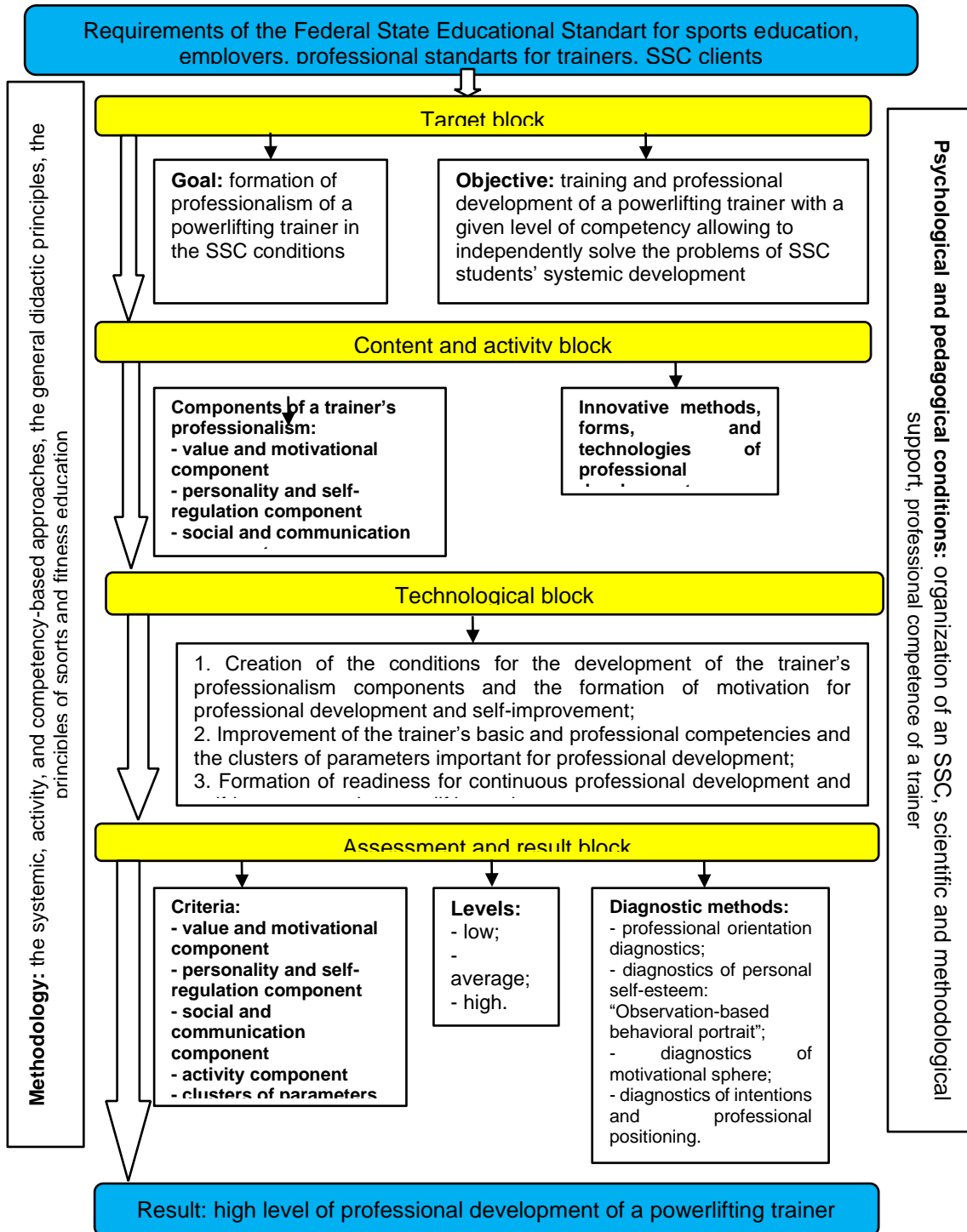


Figure 1
The model of professional development of an SSC powerlifting trainer

Results

We agree with Klychkov¹⁹ on the fact that the conducted experimental study allows concluding that a trainer's professional competence presents a parameter with extensive external relationships, is significantly connected to all the manifestations of professional activity and professionalism as it is, and thereby determines the professional development of a trainer, on the one hand, and presents an indicator of this development, on the other. The professional competence of a trainer is included in every fundamental cyclical process of their professional activity, therefore determining its effectiveness.

The acquired data allows us to conclude on the poly-hierarchical nature of the professional competence of a trainer, the statement being supported by the results of factor analysis. The importance of harmonious development of the components of a trainer's professional competence should also be noted. Otherwise, this parameter does not end up included in the context of professional activity optimally, thereby producing a negative effect on the state and dynamic of professional development. It can be stated that the parameters selected for the analysis represent significant variance that explains most of the general population. The selected parameters are therefore enough to interpret the array of data related to professional activity and professional development which indicates the validity of the study and the high reproducibility of its results.

Based on the analysis of scientific and pedagogical literature and empirical data obtained at the ascertaining stage of the experiment, the value and motivational, personality and self-regulation, social and communication, and activity components of the professional competence of a powerlifting trainer were identified.

The diagnostic assessment revealed²⁰ the problematic areas to focus the influence on in the course of a trainer's professional competence formation. Having the data on each subject recorded, we calculated the level of formation of the components of a trainer's professional competence as the sum of values (Table 1).

¹⁹ K. E. Klychkov, "Trebovaniia k lichnostnym kachestvam trenera-prepodavatelii silovogo troeboria na nachalnykh etapakh podgotovki obuchaiushchihsia", Vestnik of the Saratov Regional Institute for the Development of Education. Saratov: State Autonomous Institution of Continuing Professional Education "Saratov Regional Institute for the Development of Education" Vol: 1 num 17 (2019): 106-112.

²⁰ K. E. Klychkov, Sushchnostnaia kharakteristika poniatiia professionalnoe sovershenstvovanie trenera-prepodavatelii silovogo troeboria [The essential characteristic of the concept of powerlifting trainer's professional development]. Yalta: Humanitarian and Pedagogical Academy. Problemy sovremennogo pedagogicheskogo obrazovaniia. Series: Pedagogika i psikhologiiia Vol: 59 num 3 (2018): 387-390 y Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov", Russian journal of linguistics Vol: 22 num 1 (2018): 175-194 y Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov", Russian journal of linguistics Vol: 22 num 1 (2018): 175-194.

Degree of formation of a teacher's professional competence components	Mean	High level (number of people)	Average level (number of people)	Low level (number of people)
Degree of external positive and internal motivation	15.2	12	14	3
Degree of importance of professional self-realization value	18.1	13	15	1
Empathy level	16.3	6	19	4
Degree of formation of communication skills	15.6	10	18	1
Degree of mastery over the technologies for professional activity	13.7	6	14	9
Level of achievements in professional activity	4.9	0	3	26
Average result of the ascertaining experiment (number of people/%)	14.2	7.8 (27%)	13.8 (48%)	7.3 (25%)

Table 1

The summarized results of a trainer's professional competence formation according to the results of the ascertaining experiment

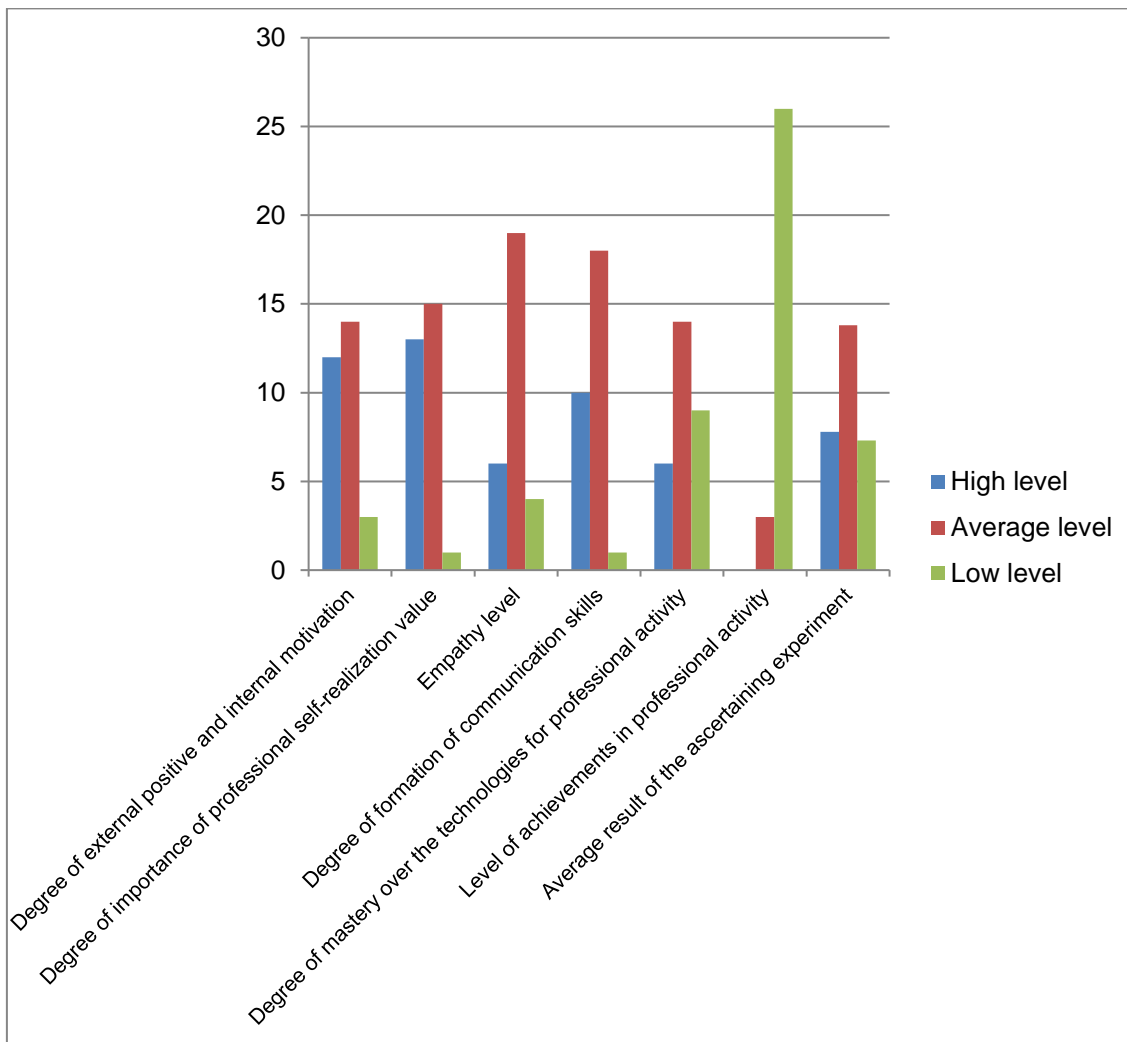


Figure 2

The results of a trainer's professional competence formation according to the results of the ascertaining experiment

The results of the conducted analysis signify the existence of several groups of factors influencing the teacher's professional development, specifically, the internal and external factors. It is worth noting that the presented factors are determined by the specific organizational and psychological features of the teacher's activity and the educational organization where it is carried out. However, considering that the study is universal, we focused on the individual characteristics determining the dynamics of professionalism. The taken direction was also influenced by the fact that it is quite easy to affect parameters like professional competence and emotional stability and set a positive direction for their development²¹.

²¹ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 2556-2559) Valencia, Spain. 2018.

The formation of a structure of professional competence that would match the conditions of a trainer's professional activity optimally is the key priority in the professional development of a trainer. At the same time, it is important to strive for greater universality of the means, principles, and methods of the development suitable for subjects and features, including both working conditions and personal and qualification characteristics. In our opinion, training programs focused on the parallel development of various components of professional competence present the most optimal option for the professional development of SSC trainers²².

In the course of the empirical study, we deployed the Program for the advanced training of powerlifting trainers developed by Klychkov²³ and aimed primarily at the development of professional competence of a trainer, creating the conditions for trainers' professional competence development using socio-psychological training and improving the levels of motivation, emotional stability, reflection, and effectiveness of cognitive processes in sports trainers via training exercises.

The comparison between the results of the control and ascertaining experiment revealed the positive dynamic in the level of communicative skills formation. By the end of the experiment, the majority of trainers (72%) had achieved a high level of formation of communicative skills and 37% of the respondents had significantly improved their position.

The results obtained by Klychkov [8, 9] in the course of the experiment (Table 2) demonstrate a significant increase in the level of trainers' professional competence.

Professional competence formation criteria	Level	before		after		Criteria formation dynamic
		%	Number of people	%	Number of people	
Degree of external positive and internal motivation	low	10.3	3	0	0	
	average	48.3	14	34.5	10	-14%
	high	41.4	12	65.5	19	+25%
Degree of importance of professional self-realization value	low	3.4	1	0	0	
	average	51.7	15	34.5	10	-18%
	high	44.8	13	65.5	19	+21%
Empathy level	low	13.8	4	0	0	
	average	65.5	19	70	20	+5%
	high	20.7	6	31	9	+11%
	low	3.45	1	0	0	

²² S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 7977-7982) Valencia, Spain. 2018.

²³ K. E. Klychkov, Sushchnostnaia kharakteristika poniatiia...

Degree of formation of communication skills	average	62	18	28	8	-34%
	high	34.5	10	72	21	+37%
Degree of mastery over the technologies for professional activity	low	31	9	10	3	-21%
	average	48	14	38	11	-10%
	high	20	6	52	15	+32%
Level of achievements in professional activity	low	90	26	28	8	-62%
	average	10	3	52	15	+42%
	high	0	0	20	6	+20%

Table 2

Comparative data on the professional competence formation criteria before and after the experiment

The analysis of the control stage data allows concluding the effectiveness of professional development via the deployed program. This is supported by the quantitative increase in the level of professional competence and its components and the depth of connections both within the structure of professional competence and the significant parameters determining the success of the professional activity.

Conclusions

The professional development of a powerlifting trainer is accompanied by the changes in every internal structure of their personality. It is simultaneously the formation of professional self-awareness and the image of a professional and the continuous development in the professional sports activity. The structure of the professional development of a powerlifting trainer is composed of the components of professional knowledge, communication skills, and self-improvement skills. Our study is focused on an SSC for powerlifting as a type of weightlifting training that includes three competitive exercises: squat with a barbell on the shoulders, bench press, and deadlift.

Based on the conducted analysis of the structure of professional competencies we identified the following key components of professional competence of a powerlifting trainer: the value and motivational component; the personality and self-regulation component; the social and communication component; the activity component; the cognitive and reflective component; the emotion and will component; the psychomotor component.

The systemic, activity, and competency-based approaches acted as a methodological basis in the development of the model of professional development of a powerlifting trainer in the conditions of an SSC. The developed model is composed of the following blocks: the target block, the content and activity block, the technological block, and the assessment and result block. The effective implementation of the model of a powerlifting trainer's professional development in the conditions of an SSC requires the organization of an SSC, the scientific and methodological support of the educational process, and the professional competence of the trainer.

The professional competence of a trainer is included in every fundamental cyclical process of their professional activity, therefore determining its effectiveness. The criteria for

the formation of professional competence of a powerlifting trainer include the value and motivational, personality and self-regulation, social and communication, and activity components.

The results of the experiment signify that the improvement of the optimality of the professional development algorithm requires the purposeful development of every component of professional development of a powerlifting trainer, the simultaneousness of the development and correction processes, the striving to level the spontaneity of development, and relying on key points, the development of which boosts the dynamics of changes in professional competence.

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