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**PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION FACULTY AT
MULTIDISCIPLINARY INSTITUTIONS OF HIGHER EDUCATION:
ANTHROPOLOGICAL, PSYCHOLOGICAL, MANAGERIAL, ECONOMICAL
DIMENSIONS**

The article is devoted to highlighting the results of the analysis of anthropological, psychological, managerial, and economical dimensions of professional development of physical education faculty at multidisciplinary institutions of higher education. The aim of the study is defined as following: to highlight the theoretical foundations of professional development of physical education faculty at multidisciplinary institutions of higher education. In our research we used the methods of analysis and synthesis of information presented in the scientific literature which highlights philosophical, anthropological, psychological, economical aspects of the problem under research, as well as generalization and systematization of research data. The essence of anthropological, psychological, managerial, and economical dimensions of professional development of physical education faculty at multidisciplinary institutions of higher education are characterized. The conclusion was made about the expediency of using the anthropological, psychological, managerial, and economical dimensions while constructing the holistic system of professional development of physical education faculty at multidisciplinary institutions of higher education.

Keywords: *physical education faculty; multidisciplinary institution of higher education; university faculty; professional development; anthropological dimension; psychological dimension; managerial dimension; economical dimension.*

Introduction. At the beginning of the 21st century, the problem of professional development of modern universities' faculty is the subject of scientific research in various countries of the world. We justify the topicality of this problem by the role and importance of higher education in the development of modern society and country's economy. In the conditions of the higher education system, future specialists are trained for various branches of the economy. Therefore, the readiness of modern universities' faculty to train highly qualified specialists is an extremely important scientific problem.

In the context of globalization processes, the rapid development of science, the spread of innovations, information, new scientific data with the help of information and communication technologies, there is a need for

constant updating of knowledge, the formation and development of skills that allow university faculty to train specialists in accordance with the requirements of the labor market. In this context, special attention is paid to the professional development of physical education faculty, who participate in the training of specialists of all specialties, and their main task is to organize the educational process aimed at physical training of students, the formation of a healthy lifestyle culture, popularization of physical activity, etc.

Analysis of relevant research. The studies dedicated to highlighting the theoretical foundations and practice of professional development of physical education faculty in multidisciplinary institutions of higher education are of great importance. We find confirmation of this thesis in the works of Ukrainian and foreign researchers, who highlight various aspects of the research problem: anthropological dimension (Александров, & Солоненко, 2010; Аносов, 2004; Загородня, & Середіна, 2022; Eversole, 2017); managerial and economical dimensions (Баніт, 2015; Монастирський, 2019; Beker, 1964; Mackay, 2017; Taylor, 2004); psychological dimension (Bandura, 1997; Wenger, 2000).

Aim of the study. The aim of the article is defined as following: to highlight the theoretical foundations of professional development of physical education faculty at multidisciplinary institutions of higher education. The authors singled out the tasks, the accomplishment of which will allow to achieve the defined goal: 1) to perform an analysis of the scientific literature on the research problem; 2) to highlight the results of the analysis of the problem of professional development of physical education faculty at multidisciplinary institutions of higher education from the perspective of anthropology, psychology, management and economics.

Research methods. In our research we used the methods of analysis and synthesis of information presented in the scientific literature which highlights philosophical, anthropological, psychological, economical aspects of the problem under research, as well as generalization and systematization of research data.

Results. From the perspective of anthropology, in particular social anthropology (Wenger, 2000), we consider professional development of physical education faculty as a phenomenon inherent in the professional community, in the conditions of which the continuous development of the personality of a scientific and pedagogical employee of a modern university capable of initiating changes in one's own life and professional activities, to learn on a continuous basis, is realized. From the perspective

of social anthropology, this process involves the complex use of knowledge about a person (synthesis of knowledge from psychology, physiology, logic, philosophy, religion, etc.) to organize his professional development (Eversole, 2017). “Appeal to social anthropology in this matter is justified due to the understanding of a person as a self-worth outside the relationship to the institution of the state, and the understanding of education as an attributive characteristic of human existence, and not as one of the forms of social communication and interaction” (Александров, & Солоненко, 2010, p. 1).

In this context, the position of Zagorodnaya and Seredina (Загородня, & Середіна, 2022) is interesting. The authors distinguish the socio-anthropological principles inherent in the educational process: correspondence to the natural qualities of the individual, the integrity and contradictions of the educational process, the dual role of the individual (subject and object) in the educational process. The authors emphasize that “the purpose of anthropology is to highlight the anthropological aspects of interaction in the “human-human” system through the transfer of socially significant experience from one generation to another, as well as the determination of the main principles of this process and the creation of new algorithms for the organization of educational space” (Загородня, & Середіна, 2022, p. 39).

Regarding the professional development of scientific and pedagogical employees, the formation of their pedagogical skill, Anosov (Аносов, 2004) states: “Pedagogical skill is an extremely important factor that affects the formation of the appropriate level of the general culture of society, and therefore the individual. The variability of the education system, which was formed in modern educational institutions, put on the agenda the problem of forming a professional model of improving the professional qualifications of a teacher as an individual in the context of anthropological factors of education. This issue is extremely relevant for the training of a teacher of any academic discipline, as its importance in our society has increased. Therefore, in the scientific research, the issue of teachers’ professional competence is actualized and anthropological factors in its formation are taken into account” (p. 3).

We cannot ignore the psychological dimension of the problem of professional development of physical education faculty at multidisciplinary institutions of higher education, since psychology substantiates the specifics

of the development of the personality of a specialist, provides the means and methods of its diagnosis (Bandura, 1997).

Being aware of the role and significance of professional development in the professional activity of a modern university faculty, which constitutes a significant part of the life, we share the opinion of Miloradova (Мілорадова, 2015), who claims: “the process of professional development occurs by correlating the norms of the state, society, professional environment, etc. by the individual with his own model of external and the inner world. Professional development is the process of personal development as a professional – from a novice to a creator. Therefore, the professional development of an individual is a systemic phenomenon that depends on the regularities of mental development and takes place in certain sociocultural conditions” (p. 161).

In the context of our research, we see the potential of using a psychological perspective to consider the professional development of scientific and pedagogical employees in order to highlight the specifics of the individual’s internal potential and its use for the purpose of further development; formation of the need for continuous self-development and self-improvement, which can be realized in interaction with colleagues in the conditions of a productive academic environment of a higher education institution (Блинова, Бабатіна, Дудка, & Одінцова, 2018).

We believe it is useful to consider the problem of physical education faculty’ professional development at multidisciplinary institutions of higher education from the perspective of economic science. First, let us note that now the professional development of a specialist is considered as one of the factors of ensuring the economic and social stability of the state (Mackay, 2017). It is about using the potential of professional development to ensure the efficiency and high quality of higher education, forming an understanding of the faculty’s role in training competitive specialists for various branches of the country’s economy, whose further development depends on the productivity of their activities (Bernhardt, 2015), and in a global perspective – for the formation and development of human capital, as a determining factor of the country’s labour resources capable of increasing productivity and economic development. “Physical education in higher education institutions is an integral component of the formation of the general and professional culture of the individual in accordance with today’s requirements, preservation and strengthening of health, organization and provision of a healthy lifestyle, increasing the level of work capacity, creating conditions for

continuing the active creative longevity of students. Changes in the target orientation of physical education, the essence of which is reduced to the formation of the physical culture of the individual, require the educational process to abandon authoritarian methods, consider the interests and needs of students in the field of personal physical and spiritual improvement. The implementation of these tasks is possible only if the students freely choose the type of motor activity” (Мичка, 2019, p. 98).

We consider professional development as a powerful mechanism, the skilful use of which contributes to the increase of the innovative capacity of the economy, the creation of new knowledge and technologies, products, and processes. In addition, professional development contributes to the dissemination of knowledge necessary for understanding and processing new information and applying innovations in professional activity.

Since our study actualized the idea of forming a holistic system of professional development of physical education faculty at multidisciplinary education institutions, it is worth considering the research problem through the prism of scientific management and F. Taylor’s theory of organization (Taylor, 2004).

The theory of organization is based on the principles which we extrapolate to a multidisciplinary institution of higher education and physical education faculty: division of labour (organizational, scientific, educational-methodical, educational, international, health-prophylactic, sports-leisure, sports activity of a physical education faculty); work measurement (distribution of the workload of a modern university faculty and measurement of their work efficiency using a system of indicators); stimulation (development of mechanisms and procedures for stimulating faculty with the help of material and non-material means); motivation (development of measures to encourage scientific and pedagogical employees to professional development); consideration of individual abilities (involvement of employees in various types of activities based on taking into account their competence, abilities and interests) (Монастирський, 2019).

In the context of theory of organization, we consider a multidisciplinary institution of higher education as an organization that learns, is able to adapt to modern conditions of the international educational and scientific space, takes into account the requirements of the market of educational services at the regional, national and international levels, and, accordingly, provides opportunities for continuous professional development

of its employees. Lyakhova (Ляхова, 2016), researching the problematic aspects of physical education, in particular in higher education, concludes that “the pedagogical activity of physical education specialists requires drastic changes, which necessitates the modernization of the system of professional training and retraining of physical education teachers and pedagogues of higher education, as well as the system improvement of their qualifications, reorientation of the content of physical education of children, pupils and students to competence-based, health-preserving, creative and personality-oriented approaches” (Ляхова, 2016, p. 87).

We consider the professional development of physical education faculty at multidisciplinary institutions of higher education through the prism of the theory of human capital (Beker, 1992). The expediency of such consideration is substantiated by the demands for education at the current stage of human development, the training of highly qualified specialists capable of realizing creative potential, and the increase in the value of knowledge and the weight of intellectual work. In the conditions of rapid development of new knowledge and its dissemination with the help of modern information and communication technologies, the need for constant updating of knowledge (in our case, scientific and pedagogical employees), development of personal qualities of specialists, which is used by a higher education institution as its own capital, becomes obvious for functioning in the market of educational services. Banit (Баніт, 2015) emphasizes that according to the theory of human capital, “personnel is one of the organization’s resources, which must be rationally managed, create favorable conditions for its development, investing significant funds in it” (p. 169).

We consider the professional development of physical education faculty at multidisciplinary institutions of higher education as a holistic system that involves the application of systems theory (Aggarwal, 2010).

In our research, this approach allows us to consider professional development as an object that corresponds to the principles of systematicity and features of system development. In the context of systems theory, it is possible to study professional development, design a system of professional development and forecast its development, study its functioning based on the differentiation of its subsystems and components characterized by the presence of relationships between them. It is worth mentioning that the design of the system of professional development of physical education faculty in our study involves understanding its specifics at the macro and micro levels. Regarding the

design of the professional development system at the macro level, we assume the presence of the following characteristics:

- openness (the possibility of using the potential of the offers of external providers of professional development),
- resilience (the ability to withstand threats and challenges),
- evolutionary development (gradual development and improvement of the structure of the professional development system at a higher education institution),
- adaptation to the requirements of the external environment (harmonization with the needs of the educational services market, current legislation),
- functioning in the academic environment of a multidisciplinary institution of higher education (in this case, the system of professional development of physical education faculty is a subsystem of the system of professional development of scientific and pedagogical employees of the university, which itself functions as a system).

Regarding the micro-level, the system of professional development of physical education faculty at multidisciplinary institutions of higher education is characterized by the presence and functioning of related elements and subsystems (target, conceptual-methodological, theoretical-content, organizational-operational, diagnostic-resultative etc.).

Prokofieva (Прокоф'єва, 2011), studying the training of future teachers, singles out the determinants, according to which she suggests analysing the system as an object of knowledge: “purposefulness implies the presence of mechanisms that ensure the stability of the system; integrity characterizes the system as an organic unity of its components, and their certain dependence and change of one of the components is derived from the change of another component; tasks solved within each individual component are interconnected; hierarchy implies consideration of each element of the formation of pedagogical competence as a subsystem that is part of a higher-order system – the system of professional and pedagogical training; dynamism reflects the development of the system over time, which is manifested in the constant updating and accumulation of information, provides a change in the content of the components taking into account the social order, and also assumes qualitative changes in the structure of the individual’s orientation; openness is characterized by the adaptation of the system to the conditions of the external environment, while preserving its characteristic features” (p. 317).

Conclusions. In this context, we see the logic of the author's vision of building the professional development of physical education teachers at multidisciplinary educational institutions as a system, considering anthropological, psychological, managerial, and economic dimensions. Prospects for further research include the analysis of philosophical dimension of physical education faculty' professional development at multidisciplinary institutions of higher education.

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АНОТАЦІЯ

Мукан Наталія, Загура Федір. Професійний розвиток викладачів фізичного виховання в багатогалузевих закладах вищої освіти: антропологічний, психологічний, управлінський, економічний виміри.

Стаття присвячена висвітленню результатів аналізу антропологічних, психологічних, управлінських та економічних аспектів професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти.

Мета дослідження: висвітлити теоретичні основи професійного розвитку викладачів фізичного виховання у багатогалузевих закладах вищої освіти. Відповідно до мети визначено завдання: 1) виконати аналіз наукової літератури з проблеми дослідження; 2) висвітлити результати аналізу проблеми професійного розвитку викладачів фізичного виховання

багатогалузевих закладів вищої освіти з позицій антропології, психології, менеджменту та економіки.

Методи дослідження. *У дослідженні використано методи аналізу та синтезу інформації, представленої у науковій літературі, яка висвітлює філософські, антропологічні, психологічні, економічні аспекти досліджуваної проблеми, а також методи узагальнення та систематизації даних досліджень.*

Обґрунтовано актуальність проблеми професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти. Охарактеризовано сутність антропологічного, психологічного, управлінського та економічного вимірів професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти. З перспективи соціальної антропології такий процес передбачає комплексне використання знань про людину (синтез знань з психології, фізіології, логіки, філософії, релігії тощо) з метою організації її професійного розвитку. Визначено потенціал використання психологічної перспективи для розгляду професійного розвитку науково-педагогічних працівників задля виокремлення специфіки внутрішнього потенціалу особистості та його використання з метою подальшого її розвитку; формування потреби у постійному саморозвитку та самовдосконаленні. З економічної перспективи йдеться про професійний розвиток для забезпечення ефективності та високої якості вищої освіти, формування розуміння ролі викладача у підготовці конкурентоспроможних фахівців для різних галузей економіки країни, від продуктивності діяльності яких залежить подальший її розвиток. У контексті теорії організації розглядаємо багатогалузевий заклад вищої освіти як організацію, що навчається, вміє адаптуватися до сучасних умов міжнародного освітнього та наукового простору, враховує вимоги ринку освітніх послуг на різних рівнях, і, відповідно, забезпечує можливості для неперервного професійного розвитку своїх працівників. Доцільність розгляду професійного розвитку крізь призму теорії людського капіталу обґрунтовуємо затребуваністю освіти на сучасному етапі розвитку людства, підготовки висококваліфікованих фахівців, здатних реалізувати творчий потенціал, збільшенням цінності знань та ваги інтелектуальної праці.

Зроблено висновок про доцільність використання антропологічного, психологічного, управлінського та економічного вимірів під час побудови цілісної системи професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти. Визначено перспективи подальших наукових студій.

Ключові слова: *викладачі фізичного виховання; багатогалузевий заклад вищої освіти; викладачі університету; професійний розвиток; антропологічний вимір; психологічний вимір; управлінський вимір; економічний вимір.*