

Problems and opportunities related to the professional development of teachers of physical education and sport in the university

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Abstract. Professional development can be achieved independently by reading books, scientific journals and other literature. But professional development with participation in international trainings, courses and seminars, the authors consider as the most valuable. This report reviews the problems and opportunities for professional development of physical education and sports professionals internationally. **The aim** is to present the opportunities for increasing the qualification of the sports pedagogical and academic staff, through participation in a qualification course with a foreign lecturer. **Methods:** Theoretical analysis of a course conducted to increase the qualification of the pedagogical staff. **Results:** The conducted international course was successful for the participating course participants from the Republic of Kazakhstan and for the Bulgarian lecturer. Similarities were found on the methodological side of the sports training of school teams and. Differences related to the management of the organization for participation in the competition process were found. **Conclusion:** Physical education and sports teachers work in isolation compared to teachers from other faculties. For them, international programs are unavailable or very limited. Legislation and university regulations need to find a way to work together more effectively to support university teachers who train physical education and sport teachers.

1 Introduction

Professional development of physical education and sports teachers is closely related to personal growth and career development. Self-improvement in terms of competence and training of teachers in physical education and sport, through specific postgraduate training programs, is necessary to meet the challenges of technological development and new generations of students.

“The constant change of the present day society brings as a consequence the statement of new demands for professionals and so the educational field requires well prepared teachers

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to face these challenges, determining whether the initial training and the professional development play a leading role to attain that goal”, [1].

The teacher is a workforce in the professional sphere all over the world. The teaching profession is subject to development and reforms that aim to keep pace with changes in society. The teaching profession needs modernization in order for those working in this field to be able to improve the results of their teaching activities.

One of the first challenges to discuss is to get the best students for the profession. Many people that decide to be teachers should be motivated by the satisfaction of making students learn, develop their potential and become responsible citizens and confident of themselves. Teaching not always attracts the best candidates, [2].

The academic staff in universities is a leading factor in the preparation of teaching staff. One cannot talk about changing and improving the quality of education without quality results in the preparation of students, future teachers. In this context is the professional training of physical education and sports teachers and the opportunities for additional qualification courses and training.

"The formation of up-to-date and lasting competencies in students - future teachers, within the framework of university education Is a key to tomorrow's modern and quality education of students. The most complex issue to be resolved in university education is finding a balance between the theoretical and practical training of students. Of no less importance is the knowledge assessment and its influence on the quality of the educational process", [3].

The system for the professional development of teachers provides various forms such as attendance at courses, participation in methodical activities and self-education. In the era of digitization and the rapid pace of renewal and expansion of information from scientific conferences, reports, courses and other scientific and methodological references, the teacher of physical education and sports must be able to independently select, process the information he/she needs and use it in practice. This opportunity qualifies as independent education. But with the myriad of options, taking the time to search for an appropriate source that has a reputable author can discourage even the most motivated teacher from continuing their search.

The process of maintaining, increasing and updating the knowledge and skills of physical education and sports teachers is aimed at adapting them to the changing educational environment. Through new knowledge and skills, the motivation of physical education and sport teachers to continue developing in the education system can be increased.

Participating in international initiatives for the exchange of international experience among sports educators is one mechanism by which the motivation, confidence, knowledge and skills of educators can be increased.

2 Materials and Methods

2.1 Working hypothesis

By participating in international training courses and exchange of experience of physical education and sports teachers, can we stimulate their activity for modern teaching of the educational content, so that on the basis of the increased qualification, the quality of teaching at the university is improved?

The purpose of the report is to present the possibilities for increasing the qualification of the sports pedagogical and academic staff, through participation in a qualification course with a foreign lecturer.

2.2 Methods

Theoretical analysis of the organization and conduct of an international qualification course. All steps in the organization from attracting a lecturer, preparing a curriculum, conducting a course, preparing a certificate and acquiring certificates have been tracked.

2.3 Participants

The applications of 47 participants have been approved for participation in the course, of which 33 are men and 14 are women. All have acquired higher education. The participants are from the teaching staff of the Department of Physical Culture and Sports, members of the university leadership and the administration of the Institute of Arts, Culture and Sports of the Kazakh National Pedagogical University named after Abai, Almaty, Kazakhstan. Professor from Sofia University "St. Kliment Ohridski", Bulgaria, who is in the professional field of pedagogy of "Physical Education and Sports" training and teaching methodology.

2.4 Organization

The course was held from November 21, 2022 to December 2, 2022 at the Institute of Arts, Culture and Sports, at KazNPU, Abay, Almaty, Kazakhstan. It is aimed at an educational program to increase the qualifications of the pedagogical staff with a workload of 80 hours. The subject of the course is "Organization and management of school sports" and is intended for teachers and administrative personnel from the educational field "Physical culture and sports".

The lecture course was held after the end of the working hours of the course participants. The thematic plan contains three modules - two theoretical and one practical. The modules are:

- ✓ Module 1. Effective teaching and learning "Theory and methods of physical culture and sports", "Theory and methods of selected sports", "Methods of teaching sports games" - 16 academic hours.
- ✓ Module 2. Organization of the study of materials of content-methodical lines of the educational field "Physical culture and sport" 42 academic hours.
- ✓ Module 3. Practical module - 22 academic hours.

3 Results and discussion

All course participants completed the requirements and received certificates. The presence of participants in the course from different areas of the management, administrative and educational process further contributed to increasing the quality of the course. People in management positions, administration, teachers, masters of sports, coaches and educators participated in the course. Presenting the different points of view on the existing problems, from the sides of organizing the management and organizing the practical sports process of preparing the students for the school teams, turned out to be key for the future. Communication between the institutions and people involved in the organization and management of school sports and the sharing of possible problems, compliance with state requirements and last but not least, taking into account the specific characteristics of each country, each school, each student is the basis on which better quality and personal satisfaction can be achieved for all parties.

One of the differences between the two educational systems, which is found, is in the methodology of evaluating the academic knowledge and sports achievements of the students. In Kazakhstan, the evaluation is based on a 100-point system, while in the educational system

of Bulgaria, the evaluation is based on a six-point system from excellent (6) - the highest rating to poor (2) - the weakest, which does not meet the requirements.

The tradition of university autonomy and at the same time the creation of a unified assessment system is a key moment in the implementation of a unified European strategy. The cultural diversity and long-standing traditions in the education of each country require consideration of some specific mechanisms that have proven their advantage, while at the same time looking for ways to avoid old and ineffective practices.

Another difference that has been noticed between the two countries is the number of competitions that students can participate in, and this difference is due to the difference in the population. Here, the possibilities are significantly distinct - the schools and students from Kazakhstan are much larger in number compared to the number of schools and students from Bulgaria, and this provides the Kazakh students with the opportunity to participate in more competitions, while in Bulgaria students participate in one or two competitions a year. The Republic of Kazakhstan has a population of 19,676,965 people, and Bulgaria has 6,806,307 people (reference from 06/08/2022). Every year, statistics in the Republic of Kazakhstan report an increase in the number of the population, while for Bulgaria, the population of people decreased by 20,955 people in the last year alone, [4-5].

The territorial area of Kazakhstan is 2,724,902 km² and it ranks 3rd in Asia and 9th in the world, while Bulgaria's is only 111,000 km². Hence the difference in methods for the organization, management and financing of school teams for their participation in a competitive process, which requires provision for transport, more time and more funds. Thus, advantages are outlined from the point of view of the competitive process, but the financial costs are increased, and vice versa, there are not many costs, but the competitive process is reduced to a minimum, which negatively affects the sports training of the students of the representative teams. The listed facts are directly related to the management and organization of school teams and their participation in competitions. In both countries, physical education and sports teachers, who are also coaches of the respective team, are charged with these responsibilities. In many cases, the teacher has to coach teams from different sports.

In the educational and methodological aspect, more similarities than differences were noticed. This is due to the fact that in the past both countries used the Russian pedagogical methodology for training athletes both for school sports, which is the most popular, and for high sportsmanship.

4 Conclusions

Participation in international exchange courses stimulates teachers for active and modern teaching, which in turn improves the quality of education.

The teacher of physical education and sports should not be a narrow specialist in only one type of sport. They must have knowledge and skills in most of the sports that are included in the school curriculum, studied by students and included in the list of school games for the respective country. This requires solid and comprehensive training of physical education teachers and their regular participation in up-to-date courses to supplement knowledge about new sports.

Physical education and sports teachers work in isolation compared to teachers from other faculties and institutes. For them, international programs are unavailable or very limited. Legislation and university regulations need to find a way to work together more effectively to support university teachers who train physical education and sport teachers.

It is important to recall that after the signing of the Bologna Declaration, during a meeting held in Prague in May 2001, the Ministers of Education called on the responsible institutions in the individual countries to cooperate by creating a common framework and sharing good practices in ensuring quality training. The implementation of this course is in line with the

recommendations of the Bologna Declaration and has proven to be a good practice that should undoubtedly continue in the future.

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