



Physical Training Teacher Certification as a Basis of the Professional Standard Requirements for Teachers

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Abstract

The relevance of the research subject is defined by the special attention currently paid by employers to the professional competence of teachers. Whereas the professional standard for Teachers describes all requirements to personality of professional teacher's competence, which motivates a teacher for self-improvement to become competitive in the labor market. The goal of the article is to develop a concept of "Creative vector certification of a Physical training teacher from the perspective of the professional standard requirements". The leading research method of the study of the subject matter is the systematic approach applied in the procedure of professional certification of Physical training teachers in conditions of education upgrading. Findings of the research are in defining the main requirements of the professional standard for Teachers in relation to Physical training teachers, as well as in development of certification technology for Physical training teachers to ensure achievement by a teacher of high meta-subject, subject and personal results by means of using the author's concept. The article materials can be helpful for teachers of various education levels, as well as for supplementary education teachers, coaches, school-counselors in the field of physical education.

Keywords: Federal state higher education standard, qualification assessment procedure, professional standard for Teachers, internship center, certification

1 Introduction

The paradigm of anthropic education of a professional in physical education, possessing broad-contextual thinking consists in grounding the ways of implementing humanistic values and ideals in the system of education. There is a necessity and significance of preserving the cultural-creative character of the education system of the higher educational institution and ensuring enrichment of the subjective position of a professional, both inside the department of physical education and in the professional life [1]. In this respect the subject of pedagogical activity in the sphere of physical education shall have regulatory support of his/her creative initiatives, whereas now level generalized, not personalized criteria prevail in qualification requirements for the professional [2]. Representatives of employers also took part in an introductory study of potential subjects of creative certification conducted by the authors. The following were expressed as the basic essential positions of the attitude to the creative certification of teachers:

- 1) "A categorically unacceptable procedure, because ..." - 12% of respondents.
- It duplicates the certification of the teacher, and its introduction can increase the level of anxiety of teachers - 3.6%.

- It does not have its own regulatory framework for its implementation - 1.8%.
- It does not show the activity of the teacher in the fullness of the characteristics and does not make it possible to evaluate the whole range of teacher's work - 1.7%.
- She only adds additional responsibilities to an already busy teacher and can contribute to early professional burnout - 1.8%
- it does not bring results comparable to time and other resource costs - 1.6%.
- It can increase the level of anxiety of the teacher, as the criteria for certification vary within an extremely wide range - 1.5%.
- It contradicts the requirements to federal state standart for general education - 1.0%.
- 2) "It is a possible procedure, because ..." - it may be interesting for individual teachers, especially at the time of changing the workplace - 12%
- It can motivate teachers to work in different directions and become useful for employers - 17%.
- 3) "Necessary in the modern educational space, since."
- It is useful for creative self-realization and self-development of a teacher - 38%.
- It can become the basis for the formation of effective teacher contracts - 21%.

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Based on a generalized analysis of the survey results, we can conclude that the usefulness of such a procedure is seen by teachers and employers. We deliberately indicated detailed objections to the introduction of this procedure in the modern educational space in the field of physical education and sports, so that consideration of the technology of this process would remove the identified potential barriers.

2 Methodological Framework

Federal state higher education standard – is a combination of mandatory requirements to education of a defined level and (or) to a profession, specialty or training area, approved by the federal executive authorities performing the function of developing state policy and statutory regulation in the sphere of education.

Qualification assessment procedure – assessment of the level of professional qualification and job competence of a professional, and taking a decision on assigning a qualification degree to an employee.

Professional standard for Teachers – a document describing all requirements to the personality and professional competence of teachers, depending on the work area (pre-school teachers, primary school teachers, subject teachers etc.).

Internship center – a new form of professional cooperation, which allows solving tasks of implementing innovations into practice of teachers in the contemporary conditions of education system upgrade, and which ensures enhancing of teachers' professional skills, as well as providing for advanced development of educational institutions [3].

Certification – a form of compliance assessment performed by certification authorities to certify that a professional complies with the requirements of technical regulations, standards, rules or contract terms. The procedure of getting a certificate is also called certification [4]. *Bibliography survey on the problem of developing a concept “Creative vector certification of a Physical training teacher from the perspective of professional standard requirements”*. A quantitative, comprehensive, not individualized approach to analysis of assessing the success of teachers' and students' activity was criticized in the '30s by prominent teachers. Among them were [5, 6]: it's enough to remember his polemics with the official pedagogy on the role of labor in personality education, and V.A. Sukhomlinsky [7], whose unique work results as a head of school were first evaluated as false by representatives of administrative authorities. The authorities later acknowledged their mistakes in the process [8]. Thus, Order №123 dd 04.09.1939 of People's Commissar of education of RSFSR assigned to the responsibilities of the School head regular study of teachers' work, and stated: “This work (teacher's activity evaluation) became a comprehensive, inefficient, fiscal system of intraschool control due to the head's inability” [9].

In the process of qualification assessment procedures arranged in accordance with the principles of compliance of teacher's activity results with the educational standard, the results of teacher's performance of a huge number of generalized professional functions are assessed according to average indicators – “all about everything” [10]. At the same time the analysis excludes procedural part of teacher's performance, creative tendencies and abilities [11, 12].

It is commonly known that a talent, as well as a pedagogical talent, has a focus and cannot be equally expressed in different spheres of activity of a Physical training teacher and a Sports coach [13]. That's why we propose a system of creative certification of teachers, by analogy to the existing system for representatives of creative professions, health workers, beauty professionals etc. [14]. The justification of implementing such

a certification type is confirmed by the research results of Russian and foreign scientists [15]. The scientists confirm in their studies the necessity and the possibility of insights to the mechanisms of professional activity, development and transformation of individual consciousness of a professional and extended reproduction of his professional mentality [16-21]. Thus, the *problem* under research was development of a concept “Creative vector certification of a Physical training teacher from the perspective of the professional standard requirements”. *The object* of the study are school teachers, supplementary education teachers. *The subject* of the study is the process of developing creative certification of school teachers and supplementary education teachers. *The goal* of the research is to develop creative certification of teachers for achievement of high meta-subject, subject and personal results according to FSES GE (Federal State Education standards of General education) by using the author's concept. *The hypothesis* of the research was an assumption that the concept “Creative vector certification of a Physical training teacher from the perspective of professional standard requirements” will help to widen the range of successful types of teachers' activities by adapting the system of supplementary education.

3 Results

The problem of developing a concept “Creative vector certification of a Physical training teacher from the perspective of professional standard requirements”. Based on the necessity presented, the authors developed a concept of “Creative vector certification of a Physical training teacher from the perspective of professional standard requirements”. The concept was created on the principles of humanistic paradigm of education to address the situation related to qualification assessment of Physical training teachers, which imposes not personalized requirements to teachers and has prevailing degree characteristics, and not qualitative characteristics of evaluating the success of teachers' activities on their way of becoming a professional teacher. At the same time, the semantic arrangement of activity in assessment procedures gives way to instrumental, often formal confirmation of the teacher's activity success according to the average requirements and indicators [22]. In this case the interests of the education management subjects, the subjects of pedagogical activity in the sphere of physical training and sports, as well as the tasks of making comfortable relations between them are not taken into account [23]. Moreover, the fact that the requirements of the federal state standard for higher education are used as a basis for creation of qualification assessment parameters for mature professionals, raises doubts [24]. The teachers left higher education institutions long time ago, their professional functions differ much, their professional experience has specific individual peculiarities, their methods and a set of personal qualities are unique.

That's why for creative certification of a teacher it is more reasonable to use as a basis for formation of requirements to its result evidence – definitions of labor activities according to the professional standards for Teachers, School counselor, Sports coach. The concept considers basic definitions of labor activities according to the professional standard for Teachers.

4 Discussions

4.1. The Problem of Developing a Concept “Creative Vector Certification of a Physical Training Teacher from the Perspective of Professional Standard Requirements”

Table 1 shows the results of comparison of teacher's qualification assessment and certification procedures.

Table 1: Comparative analysis of assessment procedures of a Physical training teacher

Qualification assessment procedure	Certification
Performed in accordance with the schedule.	Performed upon Teacher's readiness.
Gives the right to conduct physical training lessons according to the standard program.	Gives the right to conduct lessons additionally to class hours and innovative lessons (sports groups, sports patriotic projects, competitions arrangement, rehabilitation classes for people with special needs etc.)
Performed on the basis of the average criteria of competence level according to FSES GE	Performed on the basis of criteria of successfulness in performance of a certain labor function and a set of labor activities according to the Professional standard requirements.
Every 5 years	Every 10-15 years. For some nominations it is permanent.
Compulsory	Optional

Table 2: The need in creative vector certification of a Physical training teacher

Teacher's position	Employer's position
Prepares a teacher to be able to use innovative education technologies at the lessons and in out-of-class hour activities.	Awareness of actual and potential capabilities of a teacher.
Motivates a teacher to achieve high meta-subject, subject and personal results according to FSES GE by means of applying the author's methodology system.	Widening the methodological pool of education institution, improving the quality of school education.
Conscious pedagogical creativity in a chosen professional direction (vector) and design of teacher's self-education path.	Ensuring targeted support of pedagogical creativity and delegating to a teacher the right to choose the content of CPE (continuing professional education).

As the table shows, the two procedures don't duplicate each other, on the contrary, they harmonize the teacher's activity assessment from the point of view of degree and quality [11, 12]. That's why for creative certification of teachers we defined contemporary directions of professional activity of teachers and sports coaches, and also specified the content of labor activities constituting this direction [25]. The need in such a procedure and its task both for a teacher and an employer were studied during the research work. Their opinions are correlated and are shown in table 2 in the form of rating by the level of significance growth of components of such a procedure.

As the table shows, certification, like any successful activity, shall provide for three consequently implemented components. *The first component, knowledgeable*, provides the required information to a certification applicant on the nomination sought and the ways to transfer this information to practice activities. As a rule, such activity is performed by postgraduate courses and other supplementary education courses. At this stage of certification the given knowledge is general, ensuring inclusion of the subject into the problematic field of the activity object. The result of such education becomes completion of tasks in a class, in the form of texts or creative tasks. The expression of individual tendencies and abilities of the applicant to the certified sphere is quite limited on this stage.

The second component – activity. It is a pity when after receipt of the required information a teacher is included into the new professional pedagogical activity only hypothetically, in a case-mode, in a form of a business or organizational game. At the same time it not necessarily happens that a teacher becomes ready to implement the knowledge received into the daily practice. That is why the authors of the study developed a system of internship centers for students and professionals in the sphere of physical training and sports.

5 Conclusion

In the educational process of a higher education institution the internship centers are implemented in two directions:

1. Express inclusion of students into performance of certain labor functions to get the idea of how diversified the teacher's functions are and to make a conscious choice of a

professional path, and to choose the appropriate practice base for the desired function.

2. Internship in the practice mode in the chosen center with completion of detailed tasks on teacher's functions at the work place. Clinical practice bases are also related to such type of centers.

The indicated directions are implemented within Bachelor's degree programs. Internship centers within Master's degree programs, as a rule, perform the function of a research base of a professional personally-significant problem of a Master's degree student, who chose this Master's degree profile to find a solution of such a problem. In the system of continuing professional education internship centers perform the functions of focused controllable inclusion of knowledge on a certain professional function into the process of practice activity. In this case the teacher-mentor tracks procedural characteristics of the activity related to acmeological striving of the teacher-intern for improvement of professional skills, and to certain skills, which the intern shows in performing of labor functions in accordance with the technological chart of the certified nomination [26, 27]. As a result of the internship the teacher-mentor gives an expert conclusion to the teacher-intern on the shown labor skills and activities.

The third stage – approbation, starts after receipt of the expert conclusion and lasts within a certain time required for receipt of a positive result in the main activity of the certified nomination:

- Period of preparation and implementation of a social project in the sphere of physical training.
- Period of developing and arranging activity of a school sports club with receipt of first sport results;
- Period required for creation of a school recovery mediation service and arrangement of its activity within one academic term;
- Period of developing and implementing educational or educative technology and confirming its effectiveness etc.

At the same time, the time period shall be defined depending on the nomination based on the recommendation of the teacher-mentor. On this stage objective activity results are evaluated with presentation of required documents, reports etc.

The fourth stage – resultative. On this stage the committee consisting of representatives of the educational institution from the Department of education of a corresponding level, teacher-master in the sphere and representatives of continuing professional education system, gives a conclusion on the issue of a corresponding certificate with indication of its expiry date. The conclusion is based on the approbation results, the certificate received after information preparation, as well as on the internship practice for the nomination. Such certificates can be useful for a teacher both for filling the portfolio, and its presentation to new subjects of educational activity, and also as a basis for reconsideration of the contract terms. The indicated certification components are implemented during passing of the following process chart by the intern:

- Creation, realization and analysis by a teacher of the author's best practices in directing professional activity;
- Applying for certification with indication of a desired nomination (teacher – master of sports competitions, head of social physical training-sports projects, teacher-coach of persons with special needs, teacher-coach of sports group, teacher-provider of TEG (Technical evaluation group) etc.);
- Development of a certification route map for a number of procedures (filing of application – testing of the knowledge component, experience demonstration with self-analysis and analysis of an expert from the internship center, defining the time required for conscious successful fulfillment of labor activities according to the certified nomination, submission of confirming documents on the activity's success);
- Calling a qualification committee (the committee shall consist of the acknowledged professionals in the sphere of pedagogical activity of a physical training teacher);
- Passing the route chart;
- Receipt of a certificate and definition of certification parameters that will be automatically accepted in the next qualification assessment procedures with the maximum points due to the teacher's certification;

In order to develop the content of creative certificates of advanced course taking into account the quickly changing conditions of educational activity, several groups of the mostly significant labor functions of a contemporary teacher were identified. The functions are presented as a set of labor activities according to the labor standard "Teacher" in precise compliance with the labor market needs. We also indicated the competences which ensure the successful fulfillment of these functional liabilities. Taking into account that the contemporary labor function has several implementation variants in different educational organizations, in different pedagogical conditions and processes, each function has been presented by several nominations.

Research function:

1. Monitoring procedures developer in education
2. Monitoring procedures developer in training

Organizational and technological function in education:

1. Technician on creation of study activities by means of physical training and sports
2. Polyculture education provider
3. Inclusive education technician
4. Provider and head of school sports club

The function of planning and designing educational activity:

1. Designer of individual educational pathways (individual education technologies in the sphere of physical training and sports)
2. Developer of innovation educational projects on physical training

Organizational and technological function in training:

1. Sports competitions provider

2. Recreational activities provider
3. Mass cultural events provider
4. Provider of volunteer activities in the sphere of physical training
5. Provider and head of sports-patriotic movement (of a club, groups)

The function of developing social-educational environment:

1. Developer of social projects in the sphere of physical training
2. Children's group moderator
3. Technician on children's and parents' activities
4. Physical training and sports mediator
5. Security specialist in the sphere of physical training

Information and education function:

1. Guidance and sport-selection specialist
2. Teacher-educator in the sphere of healthy lifestyle
3. Master of development and application of information and communication technologies in the sphere of physical training

Every above listed nomination has a set of knowledge required to develop labor activities, as well as competences ensuring successful activity performance. Let's consider a few examples. *Developer of individual educational paths (IEP in the sphere of physical culture and sports).*

Labor activity – development and implementation of individual educational paths, individual development programs and individually-focused education programs with consideration of personal and age peculiarities of students.

OPK-3 (General professional competence-3). A teacher with a competence to arrange joint and individual educational and training activity of students, including students with special educational needs, according to FSES.

Master for development and Application of ICT (Information and Communication Technologies) in the sphere of physical training.

Labor activity – development and implementation of student course programs within the main educational program (with application of ICT). Implementation of contemporary, interactive forms and methods of educational work, which are used both during classes and also in out-of-class hours activities.

OPK-2 (General professional competence-2). A teacher with a competence to take part in development of the main and additional education programs, to develop its components (with application of information and communication technologies). Thus, the meaning of the professional certification procedures of a Physical training teacher in conditions of education upgrade includes the following:

1. Widening of a range of teacher's successful types of activities by mastering the system of additional education.
2. Competitive growth in the labor market by possible employment in other educational, sports and rehabilitation institutions.
3. Implementation of creative skills of a teacher, upward mobility and preventive measures of professional burnout.
4. Making further Teacher's qualification assessment procedures more comfortable.

Recommendations

The research materials can be useful for students of high schools for further professional self-realization, as well as for physical training teachers in schools undergoing the qualification procedures with assigning categories.

Ethical issue

Authors are aware of, and comply with, best practice in publication ethics specifically with regard to authorship (avoidance of guest authorship), dual submission, manipulation of figures, competing interests and compliance with policies on research ethics. Authors adhere to publication requirements that submitted work is original and has not been published elsewhere in any language.

Competing interests

The authors declare that there is no conflict of interest that would prejudice the impartiality of this scientific work.

Authors' contribution

All authors of this study have a complete contribution for data collection, data analyses and manuscript writing.

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