



Legal and regulatory provisions to facilitate professional progress of physical education teachers in pirdnestrovian moldovan republic: efficiency survey

UDC 796:034



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Abstract

Objective of the study was to rate benefits of the beginner physical education teacher's professional development (physical education teacher's professional development) facilitating legal and regulatory provisions in the Pridnestrovian Moldavian Republic educational system.

Methods and structure of the study. The study was completed in 2017–2021 at the republican general/ advanced/ sports education organizations including sports schools. We used analysis of the study reports on the subject, questionnaire surveys and experiments for the purposes of the study. We sampled for the study 67 beginner physical education teachers and 192 beginner trainers from the republican advanced and regular sports education institutions and schools.

Results and conclusion. The test data and analysis demonstrated success of the beginner physical education teacher's professional development facilitating legal and regulatory provisions in every their component including the peer mentoring service formats, professional competency competitions and development encouragement workshops, etc., with special benefits for the professional development agendas of the sample based on the critical assessments of own professional strengths and weaknesses, growing physical education teacher independence and responsibility for the service quality, etc.

Our analysis of the physical education teacher' professional development facilitating legal and regulatory provisions implementation experience in the Pridnestrovian Moldavian Republic found the legal and regulatory provisions being beneficial at every governmental level, including the transitional public-communal management forms – due to meaningful improvements in the peer mentoring, professional competency contests and interactive professional development workshops, good feedbacks etc. – that have been of great encouragement effects on the beginner physical education teacher professional and personality development agendas.

Keywords: *young physical education teacher, Republic educational system, professional progress, professional fitness legal and regulatory provisions.*

Background. Modern socio-cultural challenges are responded by the Pridnestrovian Moldavian Republic government by special legal and regulatory provisions to facilitate the beginner physical education teachers' professional progress with special elements to encourage their adaptation to the service and qualitative and quantitative improvements in the professional and personality

domains [3]. The legal and regulatory provisions for beginner physical education teachers have been formed by the republican, municipal and departmental law-makers since 2017 and proved beneficial since then in every physical education teacher's professional service component, with special benefits for prevention of unacceptable deficiencies and shortages in the physical educa-



tion teacher's professional fitness standards in the Pridnestrovian Moldavian Republic [2].

Objective of the study was to rate benefits of the beginner physical education teacher's professional progress facilitating legal and regulatory provisions in the Pridnestrovian Moldavian Republic educational system.

Methods and structure of the study. The study was completed in 2017–2021 at the republican general/ advanced/ sports education organizations including sports schools. We used analysis of the study reports on the subject, questionnaire surveys and experiments for the purposes of the study. We sampled for the study 67 beginner physical education teachers and 192 beginner trainers from the republican advanced and regular sports education institutions and schools.

Results and discussion. The legal and regulatory provisions for beginner physical education teachers have been formed by the republican, municipal and departmental relevant officers since 2017 after the physical education teacher's professional service tests rated only 11.3% of the beginner physical education teachers 'optimal' on the professional fitness scales. The professional fitness tests rated the theoretical and practical service knowledge and skills; practical accomplishments of trainees in the studies and sports; actual progress needs in the theoretical and practical knowledge and skills etc. The professional fitness tests also rated 57.1% of the sample 'acceptable' (good professional service knowledge and skills, sound professional value systems, positive attitudes and motivations, expressed progress needs and success motivations); although 25.3% of the sample was rated 'critical' on the professional fitness scale (low theoretical and practical service quality; unfitness for the modern training technologies and teaching methods; progress motivations strongly dependent on external pressures; professional indifferences etc.). And 6.3% of the beginner physical education teacher sample were tested 'unacceptable' on the professional fitness scale (i.e. unfit for an independent theoretical and practical service; having poor professional values systems, attitudes and motivations; poor if any progress agendas and pedagogical reflections; poor if any success motivations in the theoretical and practical training domains etc.).

The physical education teacher's professional progress facilitation legal and regulatory provisions design stage was intended to establish a set of the relevant legal and regulatory provisions with the im-

plementation conditions. They have been implemented since then; and their practical benefits were tested by a questionnaire survey of the beginner physical education teachers and education system management officers; with a special attention to practical application of the legal and regulatory provisions, requirements and standards, plus progress tests and monitoring.

Our experimental work was designed to facilitate the physical education teacher's progress by the legal and regulatory provisions and motivate them for the service by: (1) Material incentives (Presidential awards, monthly bonuses, etc.); 2) Moral and psychological motivations for the professional progress including professional skills contests for the titles of "Best teacher", "Best coach", "Sports week" winners, "Best athlete", best tournament managers, etc.); social appreciation with positive responses from the trainees and families, media coverage, appreciations on the governmental official websites, formal meetings with the republican leaders, etc.; motivational support from the experienced colleagues (peer mentors) to facilitate professional service accomplishments; promotions to the higher qualification categories; trainees' successes at the republican and municipal competitions; invitations to physical education teachers conferences, etc.

Based on analyses of the relevant study reports [1, 4], we classified the beginner physical education teacher's professional fitness test rates as follows. The pre- versus post-experimental (2017 versus 2021) *motivations-and-values tests* rated 18.2%, 23.2%, 42.9% and 15.7% optimal, acceptable, critical and unacceptable, respectively; and the post-experimental tests found growth of the optimal and acceptable shares by 22.5% and 14.7%; whilst the critical share was found to drop from 42.9% to 11.4%; and the unacceptable share from 15.7% to 10%.

On the *technological competence and skills test* scale, the 2017 pre-experimental tests rated 10.4%, 67.8%, 20% and 1.8% of the sample optimal, acceptable, critical and unacceptable, respectively; whilst the 2021 post-experimental tests found the optimal share to grow by 8.3% to 18.7%; acceptable share by 7.6% to 75.4%; whilst the critical share was found to drop from 20% to 5.4%; and unacceptable one from 1.8% to 0.5%.

On the *professional adaptation test* scale, the optimal and acceptable shares of the sample were found to grow from 10% to 21% and from 18.4% to

59.7%; and the critical and unacceptable shares were found to drop from 50, 6% to 18.3% and from 21% to 1%, respectively, in the pre- versus post-experimental tests.

And the *progress rating/ reflection skills tests* found the optimal and acceptable shares to grow from 15% to 45% and from 18.6% to 33.6%; and the critical and unacceptable shares dropping from 37.9% to 15.4% and 28.5% to 6%, respectively, in the pre- versus post-experimental tests.

The above test data and analyses demonstrated success of the beginner physical education teacher's professional progress facilitating legal and regulatory provisions in every their component including the peer mentoring service formats, professional fitness competitions and progress encouragement workshops, etc., with special benefits for the professional progress of the sample based on the critical assessments of their own professional strengths and weaknesses, growing physical education teacher's independence and responsibility for the service quality, etc.

Conclusion. Our analyses of the physical education teacher's professional progress facilitating legal and regulatory provisions implementation experience in the Pridnestrovian Moldavian Republic found the legal and regulatory provisions being beneficial at every governmental level, including the transitional public-communal management forms – due to meaningful improvements in the peer mentoring,

professional fitness contests and interactive professional progress workshops, good feedbacks etc. – that have been of great encouragement effects on the beginner physical education teacher's professional and personality progress agendas.

The study was completed under the “BSU university grant support bidding tour for the public service and humanitarian research studies” Project No. 826-OD dated August 14, 2020

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