

УДК 377.1:796

DOI 10.11603/me.2414-5998.2020.1.10985

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*I. Horbachevsky Ternopil National Medical University***PECULIARITIES OF FUTURE PE TEACHERS' TRAINING AT THE HIGHER EDUCATIONAL ESTABLISHMENT****Н. О. Федчишин, Н. І. Єлагіна, Н. Я. Ковтун***Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***ОСОБЛИВОСТІ ПІДГОТОВКИ МАЙБУТНІХ ВЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ**

**Abstract.** It has been considered the principles of professional training of future PE teachers. The modern challenges in the professional training of future PE teachers at the higher education institutions are analyzed; the main directions of introduction of pedagogical technologies in the process of vocational training are specified. The article emphasizes the need for systematic introduction of innovative and information technologies, content updating, use of new forms, tools, methods and principles of education in the educational process of the higher educational institutions in order to improve the quality of future PE teachers' professional training. It is established that the system of physical education at the higher schools faces the fact that it is necessary to go beyond the traditional activity of teachers at these establishments, and therefore requires a social and psychological rethinking of the system of teaching and the proposed amount of knowledge.

**Key words:** professional activity; physical education (PE); vocational training; higher educational establishment; newest information technologies.

**Анотація.** У статті розглянуто особливості професійної підготовки майбутніх учителів фізичної культури, з'ясовано сучасні виклики, які стоять перед закладами вищої освіти у професійній підготовці майбутніх вчителів фізичної культури, проаналізовано основні напрями впровадження педагогічних технологій у процес такої підготовки. У дослідженні наголошено на необхідності системного впровадження інноваційних та інформаційних технологій, використання новітніх форм, оновлення змісту, засобів, принципів та методики навчання у навчальний процес закладів вищої освіти задля підвищення якості професійної підготовки майбутніх учителів фізичної культури. Встановлено, що система вищої фізкультурної освіти стоїть перед фактом необхідності виходу за рамки традиційної діяльності викладача ЗВО, а тому потребує педагогіко-психологічного переосмислення системи викладання і пропонує обсягів знань.

**Ключові слова:** професійна діяльність; фізична культура; професійна підготовка; вищий навчальний заклад; новітні інформаційні технології.

**Introduction.** The relevance of improving the quality of future PE teachers' professional training is determined by the needs of modern educational practice, since one of the requirements for general secondary education is the optimization of the educational process in physical education with the use of elements of innovative teaching technologies. Nowadays, there is a need to analyze the basic features

of the educational system for the training of future PE teachers, which allows the creation and implementation of specific innovations in the higher educational establishments, aimed at optimizing their activities. This requires a comprehensive consideration of the essence of the professional activity of graduates, a thorough study of the external and internal factors of their professional development, modeling of the quality system of vocational training and substantiation of

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pedagogical conditions for improving the professional training of future teachers in the educational process of the higher school.

In our opinion, the introduction of pedagogical technologies into the educational process is effective for solving the problem of future PE specialist's training. The following aspects of physical culture as a pedagogical process and the process of professional training of future PE and Sport specialists were investigated in the works of Ukrainian and foreign scientists: G. M. Arzyutov, O. M. Vatseba, B. F. Kurdyukov, O. S. Kuts, L. P. Sushchenko, O. V. Tymoshenko, O. L. Shabalina, B. M. Shiyan, Yu. M. Shchrebtii. The problem of formation of professional skills among specialists of physical education is constantly taking attention of special research institutions, scientific groups and individual researchers. Thus, in recent years only a number of scientific and practical conferences have been held in Ukraine devoted solely to this problem, or this issue has been discussed along with other areas of scientific research. Questions of development of future PE and Sport specialists' professional training in the conditions of introduction of new information technologies were investigated in the works of G. R. Henseruk [1]; L. V. Denysova [3]. However, an unresolved part of this rather urgent issue is the analysis of the main directions of innovation in the process of future PE teachers' professional training as a pedagogical problem.

**The aim** – to carry out a holistic analysis of the problem of future PE specialists' training in pedagogical theory and practice.

**Theoretical framework.** Qualitative training of future PE teachers is impossible without students' understanding of the basics of pedagogical activity, which includes not only the acquisition of knowledge, skills and abilities, but also the education of the proper attitude to future educational practice, so the formation of professional and pedagogical competence should be based on deep understanding [2]. One of the founders of the national pedagogical science and public school K. Ushinsky considered the teacher's personality extremely important for the effective physical education of students [7]. Professionally trained teachers should have knowledge of the theoretical positions of their subject; practical readiness (gnostic, constructive, communicative, informative, organizational, technical, technological and specially professional skills); social and psychological-pedagogical experience, etc. Pedagogical activity is understood not only as a practical, socially oriented

activity, but also as a spiritual activity, which is a means of self-realization of the teacher as an individual. In general, according to V. Sukhomlynsky, education is the unity of "the spiritual life of the tutor and the pupils, the unity of their ideals, aspirations, interests, thoughts, experiences" [7]. An important place in the system of training a physical education teacher is to determine the content and structure of his professional activity, the amount of pedagogical functions he performs; the level of requirements for each of them, for the knowledge, skills and abilities necessary for the proper performance of professional duties [6]. The defining feature of the teacher's work is the implementation of training programs, which he implements with a specific contingent and in the specific conditions of a particular educational institution.

Undoubtedly, "Physical Education" as a subject is significantly different from other subjects. The specificity of its content is manifested in the multidimensionality of educational, instructional, recreational, training and developmental functions [7]. This specificity determines the specific training of future PE teachers at the higher educational establishments. Comparing their activity with the work of teachers of other subjects, we note that it provides educational and psychological influence not only of mental, but also of physiological character, since the purpose and practical orientation of the subject "Physical Culture" involves the development of both intellectual and physical qualities [4]. The professional competence of the PE teacher, which determines his pedagogical skill, is a proper vocational and pedagogical preparedness, which covers pedagogical knowledge, skills and training technique (a system of verbal and non-verbal skills of the teacher, which enables the use of personal psychophysical results i.e. teaching), pedagogical forecasting, reflection, aptitude for pedagogical creativity, etc., combined with knowledge, skills and abilities in the field of physical education and sport.

Training of highly professional specialists should be carried out taking into account the acquired domestic and foreign experience, using effective modern innovative technologies. The basis for this should be updating the content, forms of organization of the educational process in accordance with world standards. In addition, the expansion of the educational sectors where physical education teachers are in demand should be taken into account. Considering this, as a result, the educational and professional characteristics of the graduate of the higher school in the field of PE

teachers' training contains a wide range of scientifically grounded and interrelated social-political, social-humanitarian, psychological-pedagogical, medical-biological, professionally oriented (sports-oriented) skills, abilities and corresponding qualities of the person, ensuring the fulfillment of the duties of a physical education teacher.

Each person forms and develops his abilities in a different way, exploring the issues of professional training of the future PE teacher, we focus on the formation of those qualities that characterize the professional orientation of the teacher's personality [2]. Activity of PE teachers requires relevant professionally important personal qualities, first of all, physical fitness, which is the result of physical training achieved during the performance of motive activities necessary for mastering or using a person's professional activity, characterized by the level of various organism systems functioning and the development of basic physical qualities, which allows to show an example of performance of motor exercises, tasks. The professional abilities of PE teachers include pedagogical instability, desire to work with children and adolescents; motivation in the field of sport and enjoyment of this activity; typological features of the nervous system that characterize the strength, mobility and balance of the basic mental processes and creativity; artistry; empathy; reflexivity [7]. The personal traits of the teacher, contributing to his success in the field of physical education and sport, also include professional and pedagogical qualities and features of mental processes, i.e. flexibility, criticality, depth of mind; durability of memory, organization of attention, observation; emotional feeling, responsiveness; volitional traits and ability to influence people; perseverance, determination, courage, ability to establish business relations with students, to properly evaluate their opportunities and results and to implement plans for their physical development, if necessary to show flexibility and endurance, find the best ways to solve crisis situations, personal traits and external attractiveness sympathy among students [6].

In order to fulfill his/her duties effectively while studying at the university, the future teacher must acquire specific professional pedagogical skills and attitudes. The main ones are supposed to be recognition of the value of innovative pedagogical thinking; awareness and comprehensive disclosure of features of creative educational process; free manipulation of psychological and pedagogical

categories and theories; putting forward their own ideas and judgments; perception and consideration of constructive criticism; neutralization of misplaced feelings of fear, doubt, hesitation in critical situations [2]. As a result, the future physical education teacher should master the principles, forms and methods of organizing innovative learning; medical-biological, psychological-pedagogical, socio-cultural bases of innovative technologies in the field of sport and physical education of students at the higher schools; content and features of introduction and application of innovative technologies in the field of physical education. The activity of physical education teacher is synthetic, integrative in nature, so preparation for it requires students to develop a variety of knowledge and skills.

Some of the negative processes that are taking place nowadays in society have had a negative impact on the level of general culture of the population, including the physical culture and sports. In fact, the whole "physical culture and sports" industry is in a rather neglected state. The underestimation in the society of educational, socio-economic, health and psychological role of physical culture, expressed in the residual principle of financing, acute deficiency of material base, weak propaganda, has led to a steady tendency of deterioration of health and physical fitness in the country. Graduates of physical education universities and faculties of sport find themselves insufficiently prepared to promote healthy lifestyles and are not always an example in this sense. In addition, the curricula of the physical education faculties do not take into account the changing interests of the younger generation in various sports and are only focused on the study of the school curriculum, while normative exercises are becoming less attractive to student youth. Many general theoretical subjects are taught in such a way that they do not provide students with applied theoretical skills. We believe that the task of higher education at the present stage should be to increase the interest and desire of young people to learn new sections of knowledge and to prepare them for life in the modern society.

Modern approaches used in the creation of training programs for vocational training, suggest the definition of theoretical and methodological foundations of step education, new technologies of education and upbringing, humanization of educational and cognitive activity. Integration of types of learning allows the student, on the one hand, to master the development and internal connections of a specific type of sports

and PE sphere more successfully, on the other hand, to move from concrete knowledge to abstract modeling. The main aspects of the development of training programs for vocational training include the following content issues:

- determining the logical structure and content of program sections that characterize the activities of the future specialist;
- integration of educational topics and sequence of their study;
- integration of types of learning: interconnected, programmed, in-game and independent;
- optimization of the distribution of study time;
- humanization of educational and cognitive activity based on an approach characterized by the student's own choice of the method of development of specific educational material.

**Conclusions and Prospects for Research.** So far, the education system itself sets priorities, directions and prospects for the development of science. The modernization of any branch of education should begin with the revision of scientific ideas about the branch of culture that defines its goals, content and technology. The basis for preparing a student for professional activity is knowledge of the purpose and tasks of education, knowledge of psychological and biological characteristics of a person taking into account his age and gender characteristics, knowledge and ability to apply methods of pedagogical research, principles and methods of teaching and upbringing. With regard to morality, the psychological and pedagogical training of the teacher encourage him to manage the behavior

and feelings of the students. Educating the morals and decency of future teachers is the most important and one of the most time consuming tasks. An adult has already had his own moral experience, affecting him and reducing the overall level of morality in society in the last decade, and financial difficulties. But all these negative points can be overcome through a clear organization of the educational and learning process. Students' moral outlook and beliefs about their future work are significantly influenced by examples and statements of teachers and coaches, as well as discussions on the issues of sports ethics, personal sports experience, the lives of great sportsmen in the past. Based on all the above, we can say that the task of modern professional education in the field of physical culture and sports is to teach the future specialist to realize themselves in the activity, to form their own professional appearance and image (including physical culture of personality), to develop creative, spiritual, intellectual and psychophysical abilities related to the ability to transform the ideas of humanism into their professional practice. Information technology requires future teachers to enhance their overall information culture, knowledge and ability to apply these technologies in their professional activities. However, in assessing the state of the problem, it should be noted that the available scientific and pedagogical studies and the methodological materials developed on their basis do not provide a full proper preparation of future PE teachers for the application of pedagogical technologies in their professional activities, so these issues need more careful studying.

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Received 05.02.20  
Recommended 07.02.20

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