

Model of Professional Training of Future Teachers of Physical Culture in The Process of Self-Working in Sports Games

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Abstract

One of the ways to improve the professional training of physical education teachers is to properly use the opportunities for self-employment in university education. For this purpose, the model of professional training of future teachers of physical culture in the process of independent work on sports games, the key element of which is the humanization of training, was developed and experimentally tested. The participants of this research consisted of 374 students of the faculties of physical education of Ternopil Volodymyr Hnatiuk National Pedagogical University and South Ukrainian National Pedagogical University named after K. D. Ushynskyy. The statistical processing of the obtained data showed that in experimental groups, compared to the control ones, more students had a high and sufficient level of professional readiness (by an average of 18%) and less percentage of those students who were characterized by a low level (by an average of 6%). Model reflects the purpose, tasks, stages, principles, conditions, content of this pedagogical process and its result - professional readiness of students for future pedagogical activity. It involves the planning and implementation of the content of educational activities, both in terms of years of study, and by types of independent work.

Keywords: professional training, independent work of students, sports games, model.

Introduction

The significance of the profession of a teacher of physical culture is determined by the requirements and expectations of civil society, the primary among which is the formation of universal values in the younger generation, the provision of physical and mental health of schoolchildren, the achievement of every person of all-round perfection and harmonization of spiritual and physical forces. In the current conditions of social and economic development of society, its cultural and spiritual status, an alternative to the idea of a teacher of physical culture as a specialist in the formation of motor skills and development of physical qualities should be a new vision, as individuals with developing social and cultural and humane inferences that can ensure the transformation of the physical process education into self-education and self-education.

The reorientation to new conceptual positions in the system of organization of higher education has caused a number of topical issues, which determine the solution of the problem of professional training of teachers. The analysis of literary sources suggests that the study of the problem of professional training is not systematic [1], that the current practice of training physical culture teachers does not meet the requirements of the present and does not provide training of the teacher as an active person [2], that the acquisition of professional knowledge of the future teacher of physical culture most often is carried out in a gap with the ability to apply them [3], that the potential opportunities for independent work of students in higher educational institutions of pedagogical education are not sufficiently used [4], that there is no connection between the system of physical education of schoolchildren and the system of professional training in higher educational institutions [5].

A. Aleksyuk [6], I. Bech [7], S. Honcharenko [8], I. Zyazun [9], O. Pekhota [10], N. Stepanchenko [11], O. Tymoshenko [12] and other scientists attributed further improvement of professional training with the transition from the school of reproduction to the school of understanding and thinking, with the improvement of the interaction of the teacher and the student, in which the emphasis shifts to the cognitive activity of the latter. According to A. Verbytsky and M. Ilyazova, this path involves the introduction of active forms and methods of education in the educational process with the wide use of elements of problem, scientific research and various types of independent work [13]. It is independence, readiness for constant



search, which helps to educate the future teacher about the needs and habits of self-improvement, the formation of their pedagogical skills.

The success of the training of highly skilled pedagogical staff can be achieved by optimizing the educational process based on the independent work of future specialists. However, in practice, independent work of students is not properly provided by restructuring such forms of organization of educational activities as lectures, seminars, practical classes, which are closely interrelated. The content, forms and methods of independent work of students are not implemented as components of a coherent system. The effectiveness of independent educational activities of students is also reduced due to insufficient provision of educational conditions [14].

One of the ways of solving this problem is connected with the creation of an effective, self-updating system of professional training of future teachers of physical culture in the process of their independent work on sports games, which would ensure the proper formation of the necessary professional and pedagogical competences, would allow a graduate to enter the market works better prepared and reduce the period of their adaptation to work in school. The professional training of physical culture teachers requires a clear focus on a model that should not only meet the needs of the school, but also outperform them. It is necessary to foresee the results of training future specialists as competent, professionally prepared for work not after five or six years after the completion of a higher education institution, and at least 15-20 years ahead, taking into account the development of society and the pedagogical profession.

Sports games are a universal tool of pedagogical influence. In the curricula of higher education institutions, they are represented by a wide variety list and implemented throughout the period of professional training of future teachers of physical culture. The importance of sports games as an important and necessary means for the comprehensive and harmonious development of modern generation is determined by their personality and team essence, accessibility, versatile influence on the human body, the formation of individual physical culture, high emotionality and entertainment. Among the students sports games are one of the most favorite educational disciplines, in the process of studying which creates a real opportunity from the first to the last semester to carry out purposeful training of future teachers, ensure the consistency, durability and continuity of the educational process.

The purpose of the research

is to develop and experimentally test the model of professional training of future teachers of physical culture in the process of their independent work on sports games.

Materials and methods of research

To achieve this goal, a study program was developed that included the use of a set of interrelated methods, namely:

- theoretical: analysis and generalization of scientific information on the problem of research, teaching and methodological and normative documentation; analysis, synthesis, generalization and systematization of theoretical and experimental data; simulation of the professional training of future teachers of physical culture in the process of independent work on sports games; comparison of experimental data obtained;

- empirical: observation of the educational process; conversations with students, teachers, school teachers, trainers; interview with them; student testing; pedagogical experiment; methods of mathematical processing of the obtained results.

The research was conducted on the basis of the faculties of physical education of Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU) and South Ukrainian National Pedagogical University named after K. D. Ushynskyy (SUNPU). 374 students took part in the pedagogical experiment, 193 of them studied at TNPU, 181 - at SUNPU, as well as 30 teachers of the above-mentioned institutions of higher education, 19 teachers of physical education of comprehensive secondary schools and 28 trainers-educators of children's and youth sports schools from Ternopil and Odessa.

Research results



Discussion. Based on theoretical analysis and materials of experimental research, a model of professional training of future teachers of physical culture in the process of independent work on sports games is developed, which is schematically presented in Fig. 1

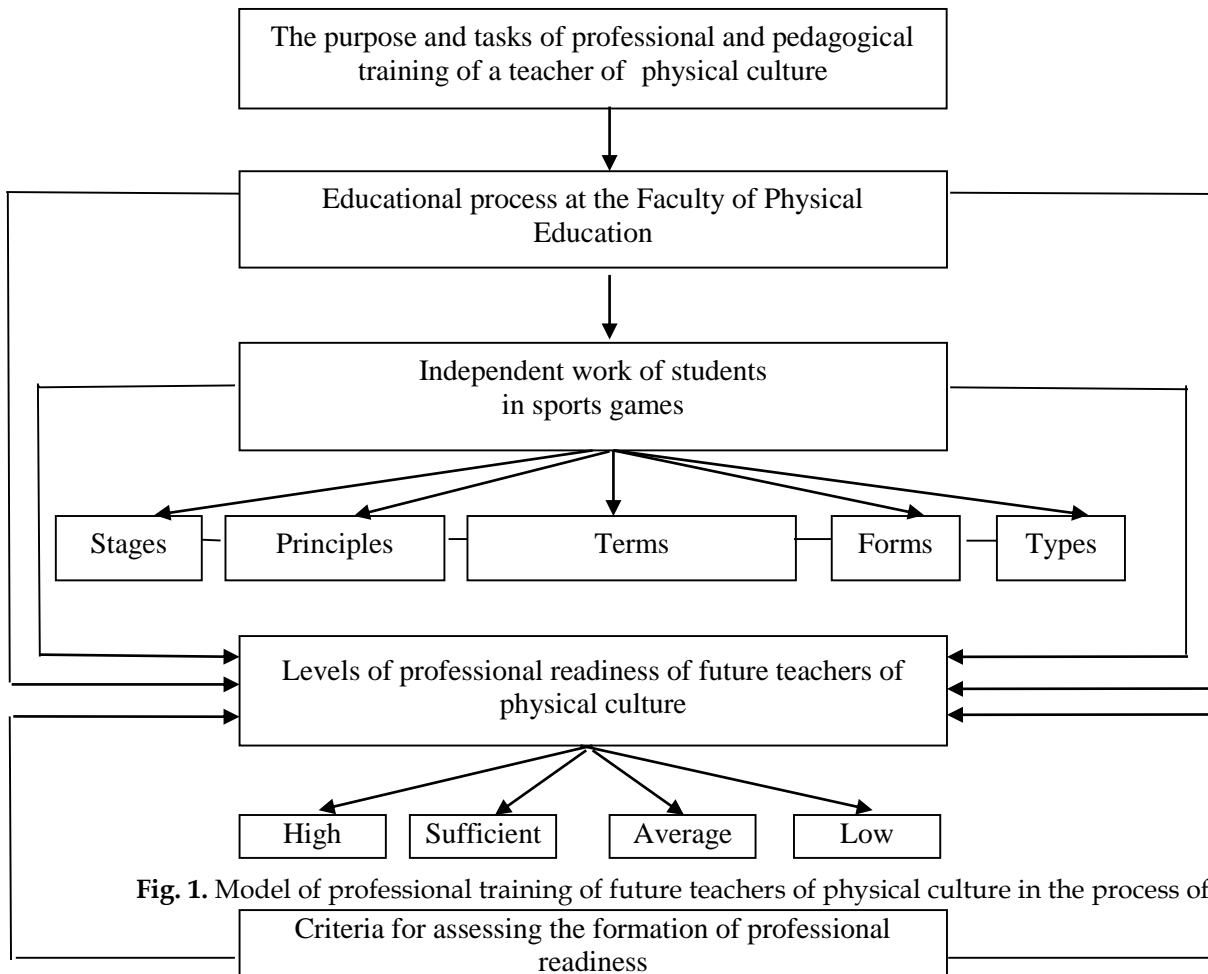


Fig. 1. Model of professional training of future teachers of physical culture in the process of

The main goal of the professional training of future teachers of physical culture is to ensure that the results of students' training in higher education institutions correspond to a social request. The goal is oriented and directly reflects the result of this complex and long-lasting process, readiness of graduates of specialized universities for the activity of the teacher of physical culture. The planned result implies a consistent qualitative transformation of the personality of the future teacher, the gradual achievement of their proper level of vocational and pedagogical competence.

The process of training a specialist is considered as inextricably linked to the content of its activities. On the basis of the analysis of the professional activity of the teacher of physical culture, one can conduct a directed search for the mechanisms of its formation. In this context, the learning process of students, which should be built with the help of a specially directed organization of their own work, should be considered as an analogue of the future professional activity of the teacher.

The basis of the training of specialists is the independent work of subjects of learning from the assimilation of knowledge accumulated by humanity in one or another field of activity. In the didactics of higher education, most researchers consider student autonomy as a prerequisite for the successful formation of a future specialist, as one of the main principles of didactics, and the independent work of students, as the main way of implementing this principle [6, 7, 9, 15]. In our study we proceed from the fact that the core of independent work of a student is the presence of a cognitive task and a method of its solution without direct assistance from the teacher or with minimal intervention. At the same time, the student's independent

activity is always aimed at the transition from the way of reproduction to a fundamentally different, the creative problem solving.

The organization of independent work of students in the process of their training is subordinated to certain laws, which are implemented and disclosed in such principles as scientific, consciousness and activity, systematic, consistency and continuity, accessibility and individualization, strength and progression, connection theory with practice. Being in close relationship, the stated principles of organization of independent work determine the requirements for the content, nature of this activity and act as its regulators. Their knowledge and practical implementation contribute to improving the quality of training of future professionals and reflects the humanization of learning.

The efficiency and effectiveness of students' independent work is significantly improved if it is organized according to the types and is determined by the semantic loadings of each of them, taking into account the projection for future pedagogical activity. Independent work of students in sports games includes classroom activities that are carried out during compulsory training sessions, and non-auditing. Audience types of independent work of students are considered such as: assimilation of techniques, tactical actions and interactions in sports games; conducting lessons of physical education and training sessions (their fragments); the formation and organization of teams, the refereeing of sports games, the conduct of the protocol of the competition. The list of extracurricular types of independent work consists of: improving techniques, tactical actions and interactions in sports games; varieties of pedagogical practice of students in general education and children's and youth sports schools, higher educational establishments; direct participation in competitions in gaming sports and their service as an organizer, judge; individual teaching and research tasks; work in the summer camp for children; scientific research work.

The mentioned types of independent work are systematized taking into account their complexity and variety of organizational forms in accordance with the stages of education, as well as the individual capabilities of students. Organizing the types of independent work, the definition of their semantic loads can purposefully affect each of the components of the structure of professional activities of future specialists, improves the effectiveness of their training in general. The main components of the structure of vocational and pedagogical training of future teachers of physical culture, which are formed during the study of sports games, are: constructive, organizational, communicative, motor, gnostic, and research.

Planning and realization of the content of independent work are carried out in two directions: horizontally (by years of study) and vertically (by types of independent work). The first direction determines the complex of types of independent work of students and their specific weight in terms of the amount of knowledge, skills and abilities during the school year. The second one provides a clear methodological continuity in the implementation of each particular type of independent work in the multi-year cycle of students studying. Both directions are important. Supplementing each other, they ensure the integrity of independent activities.

The development of a model of professional training for future teachers of physical culture in the process of independent work in sports games required the definition and justification of pedagogical conditions that ensure the effectiveness of this process. Pedagogical conditions are considered as the result of joint actions of participants in the educational process for achieving the goals and objectives of professional training and factors that influence its effectiveness. Our studies provide grounds for determining the following pedagogical conditions for improving the professional training of future teachers of physical culture in the process of independent work on sports games, such as: systematic and planned use of types of independent work in accordance with the stages of training and individual capabilities of students; educational and methodological support of independent work of students; coherence of the content of independent work with educational material in sports games; realization in the educational process of three types of internal and intersubject communications: informational, operational, and motivational; orientation of independent work of students as a component of the educational process on the professional pedagogical activity of the teacher of physical culture; improving the quality of control over independent work of students, self-control and student control. Compliance with the above conditions enables active, creative, deep knowledge acquisition, formation of general and professional skills and abilities, development of those qualities of the teacher's personality, which is the key to their professional success.



Important criteria for assessing the professional readiness of students for the activity of the teacher of physical culture are: the quality of knowledge (completeness, systemicity), the volume and level of mastering professionally significant skills and abilities, the degree of mastering the indicative basis of independent activity, the level of formation of independence as a personality trait. The specified set of criteria allows you to evaluate not only the results of students' professional training, but also the ways to achieve them. It makes it possible to determine the level of formation of future professional physical culture teachers (high, sufficient, average, low), which reflects the qualitative and quantitative characteristics and interaction of the indicated criteria, sufficiently stable and typical for pedagogical activity.

The experimental verification of the effectiveness of the proposed model was based on the assessment of those real changes that occurred with the students during its implementation and comparison of the results of the training of future specialists in the control and experimental groups. The diagrams (Figures 2, 3) show the results of the pedagogical experiment, which, through the ratio of students with different levels of formation of professional readiness, prove the effectiveness of the developed model of professional training of future teachers of physical culture in the process of independent work on sports games.

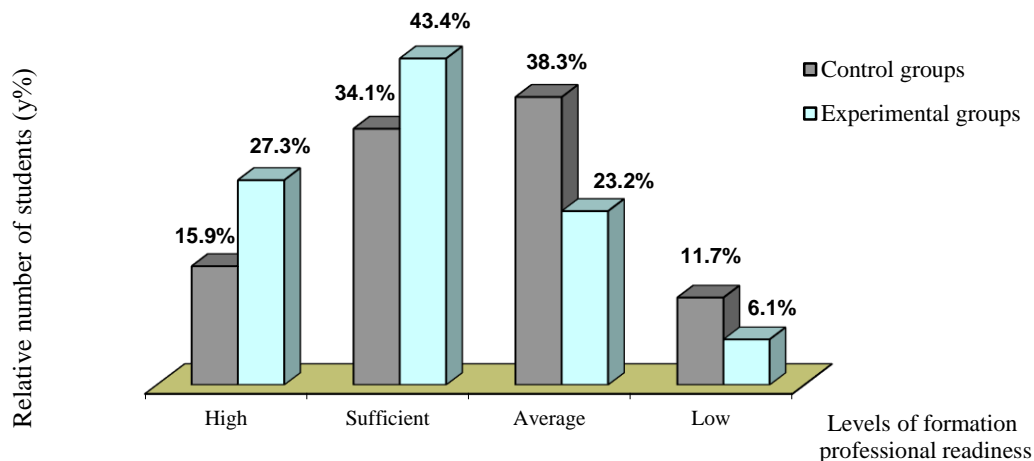


Fig. 2. Levels of formation of the professional readiness of students of control and experimental groups of TNPU

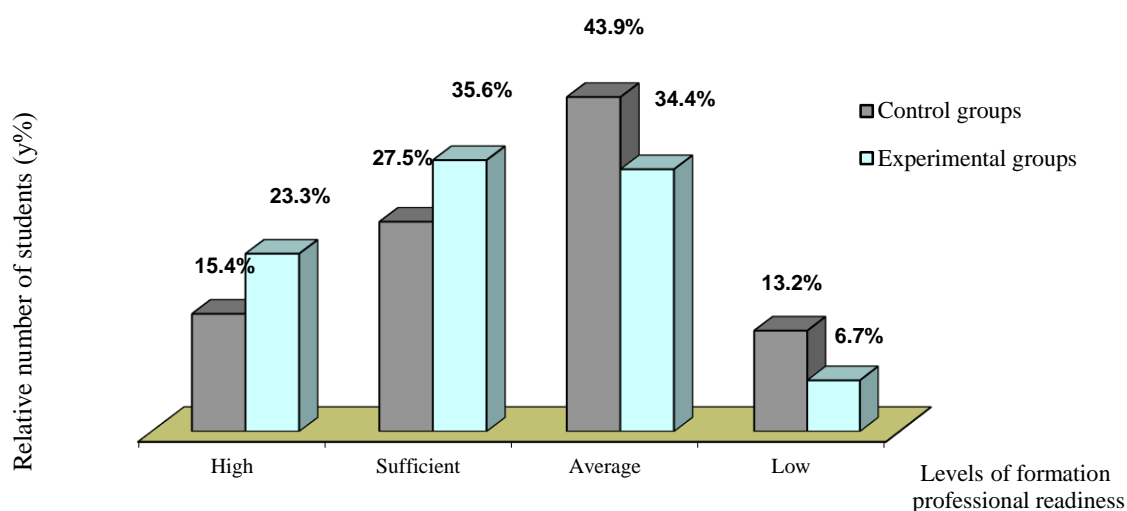


Fig. 3. Levels of formation of the professional readiness of students of control and experimental groups of SUNPU

The statistical processing of the obtained data showed that in experimental groups, compared to the control ones, more students had a high and sufficient level of professional readiness and less percentage of those students who were characterized by a low level. Thus, the total percentage of students of TNPU with high and sufficient levels of formation of professional readiness in the experimental group is 20,7% more compared with the control group. In the SUNPU this advantage is 16%. At the same time, in the control groups 11.7% of students of TNPU and 13.2% of the SUNPU with a low level of professional readiness were found, and in experimental groups, respectively, 6.1% and 6.7% of students, which is twice less.

An important result of the study is the attitude of students to the quality of personality, as autonomy. Ranking the personal qualities of a teacher of physical culture, the preference for independence in experimental groups was provided by 70.2% of students of TNPU and 63.2% of the SUNPU, whereas in control groups these indicators are lower and make respectively 40.3% and 44.9% respectively.

Conclusions

Independent work on sports games is one of the most effective and perspective forms of improving the training of future teachers of physical culture. It does not oblige students to become professional through the normative construction of their activities, but creates creative conditions, giving them the opportunity to determine the trajectory of occupation itself.

Model of professional training of future teachers of physical culture in the process of independent work on sports games reflects the purpose, tasks, stages, principles, conditions, content of this process and its result - professional readiness of students for future pedagogical activity. It involves the planning and implementation of the content of educational activities, both in terms of years of study, and by types of independent work. On the one hand, the model determines the complex of types of independent work of students and their relative weight in terms of knowledge, skills, and on the other hand - it provides a clear methodological continuity of the implementation of each type of independent work in the multi-year cycle of students.

Theoretical substantiation and practical effectiveness of the model of professional training of future teachers of physical culture in the process of independent work on sports games have been experimentally proved. This is evidenced in particular by the comparison of the percentage of students with control and experimental groups with different levels of formation of professional readiness.

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