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## **TRAINING FUTURE TEACHER OF PHYSICAL CULTURE AT HIGH EDUCATIONAL ESTABLISHMENTS AS THE PRIORITY DIRECTION OF HIGH PHYSICAL-CULTURAL EDUCATION**

### **Анотація**

У статті акцентується увага на тому, що вища фізкультурна освіта висуває нові вимоги до підготовки майбутніх учителів фізичної культури до професійної діяльності у загальноосвітніх навчальних закладах. Автори розглядають підготовку майбутніх учителів фізичної культури у вищих навчальних закладах як цілісну педагогічну систему, що створює необхідні умови для формування професійної компетентності та розвитку особистості майбутнього вчителя фізичної культури на основі оволодіння професійно орієнтованими знаннями, вміннями, навичками та особистісними якостями, набуття практичного фахового досвіду, що забезпечують ефективність фізкультурно-оздоровчої роботи.

**Ключові слова:** підготовка, майбутні вчителі фізичної культури, вищі навчальні заклади, вища фізкультурна освіта.

### **Summary**

Within the article it is made the stress on that fact that high physical-cultural education states new demands to the training of future teachers of Physical culture for the professional activity. Authors analyze the training of the future teachers of physical culture as the integrated pedagogical system, which creates the necessary conditions for the formation of professional competence and development of the personality of future teacher of physical culture on the base of the mastering profession ally oriented skills and abilities , personal qualities, mastering practical professional experience which provide the effectiveness of the physical-cultural-healing work.

**Key words:** training, future teachers of Physical culture, high educational establishments, high physical-cultural education.

**Formulation of the Problem.** Modern changes within the system of high education which are oriented on the considering European educational standards, provide the training of highly-qualified physical-cultural staff of new generation which able to realize their duties professionally and at productive and creative level. Euro-integration of modern national system of education provides, according to the point of view of M. Vornik, "the implementation of European educational norms standards into the educational environment with

the aim of training specialists of the international level, which would be competitive within the European educational environment” [4, p. 158]. According to the scientist’s point of view “the reformation of the high education in Ukraine is based on the renovation of the content of the education considering the demands and requirements of the society” [4, p.158].

**Analysis of research and publications.** Theoretical and methodical foundations of professional training of future teachers of physical culture at high educational establishments are researched by O. Ajippo, P. Djurinski, E. Zaharova, L. Ivanova, R. Karpuk, L. Sushenko, O. Timoshenko, B. Shiyani etc.

Some aspects which characterize peculiarities of training future teachers of physical culture at high educational establishments are described within the scientific works of L. Aref’eva, O. Atamas, O. Bezkoplinyi, O. Voitovska, L. Galchenko, V. Druchik, M. Karchenkova, L. Konovalska, O. Kornosenko, V. Naumchuk, O. Omelchuk, V. Omelyanenko, N. Samsutina etc.

**The goal** of the article is to characterize the training of future teachers of Physical culture at high educational establishments as the prior direction of high physical-cultural education.

According to L. Koval, for the leading directions of the development of the society of the modern millennium belongs “the modernization of the system of high education of Ukraine according to the national demands and tendencies of Euro-integration with the goal of improvement of personal-professional training of specialists which would be competent to realize the multi-functional pedagogical activity” [8, p. 5].

According to the point of view of O. Bazaluk, the storage, development of the education’s system and the improvement of its quality is “the priority way of realization state’s policy within the field of high education” [2, p. 9]. The scientist underlines that “the beginning of the third millennium for our country is the complex transformational period when old ideological and psychological stereotypes change into the new system of thoughts, opinions, points of view and values” [2, p.9].

Orienting on the modern demands of the labor market, modern high education states as the priorities (according to D. Penkovets) “not only the mastering professional knowledge by future specialists but also the ability to operate knowledge, to be ”ready to adjust to new demands of the labor market, to be actively, to make responsible decisions quickly within the conditions of choice, to be mobile, dynamic, constructive, to be able to adopt, to be able to realize own creative abilities and to study during own life” [10, p. 212].

R. Gurevich and A. Kolomoets underline that for the formation of the sense of responsibility (for the development of the society in general) within the consciousness of the future teacher, the process of studying at high educational establishments has to be oriented not only on the formation of the teacher of one discipline, but on the formation of the teacher-humanist, who would be the bearer of leading ideas of national, human culture, on the formation of the creative and inquisitive personality. Only such teacher has to be the link of the successful reformation of the education’s system, widening its social functions and social-cultural designation within the society [5, p. 80-81].

At modern stage of development of professional high school the main idea of the conception of the high education is the “training of the qualified specialist of the appropriate level and profile, who would be able to be competent, competitive at labor market, who would be professional within his field of occupation, who would orient in related fields of activity, who would be able to work effectively at the world’s standards level, who would be ready for the constant professional growth, for the social and professional mobility” (N.O.Belikova) [3, p. 1].

I. Ivaniy states that “personality, level of his her culture and education is the starting point and the final result of the new paradigm of the society’s development” [7, p.140]. Within such conditions the special importance obtain the theoretical-methodological, social-psychological and organizational-pedagogical aspects of the problem of humanistic development of graduates of high educational institutions, especially specialists in physical education and sport”. These professionals are, according to the author’s point of view, are the “bearers and transmitters of the physical and sport culture’s values; they transfer the obtained knowledge, practical skills, relations on the culture of educational and sport activity; attitude to the health, way of life, rest. This will provide the increasing of the society’s culture”. That’s why then formation of the high level of the professional-pedagogical culture of the future specialist of Physical education and sport is the burning problem within the modern educational environment”. [7, p. 140].

According to V. Magina, the leading directions of the development of high education within the field of physical culture and sport (in the context of ideas of the modern paradigm of education) is the providing of the competitive specialists at labor market; they have to be competent, mobile within the sphere of physical culture and sport; they have to be ready for the constant professional growth, for the improvement of the content of high pedagogical education according to the new requirements for the level of professional competence of future teachers of the physical culture; development and approbation of the innovative technologies of physical culture and implementation of the most effective of them into the content of the high education within the field of physical culture and sport; realization of the constant interaction with the bodies of the education’s management; secondary educational institutions, educational institutions of physical culture and sport with the aim of development unified strategy on practical realization of the statements of the new educational paradigm; development and approbation of the innovative, forms and methods of organization of the extracurricular and out-of-school health-improving-educational work of future teachers of Physical culture [9, p. 332].

High physical-cultural education of our country, according to the point of view of I. Svistelnik, “has the great experience of training specialists, multi-branch material-technical base, great intellectual potential of the professional and teaching staff, important achievements within the informational providing of the educational process” [12, p. 8]. According to the requirements of the Bologna declaration, the educational activity demands the implementation of the new principles of the educational process’s organization; new technologies of mastering knowledge, new methods of education, creation of information

environment in various forms, including electronic which is based on the computer technologies. [12, p. 8].

G. Sorokina states, that nowadays within the process of professional training of the specialist “the most important and determinative is the orientation on the competence of the personality, which allows to move down the adaptation to the professional environment, to increase the competitiveness of the graduate who would be able to function effectively within new dynamic social-economic conditions” [14, p. 190].

Into the fundamentals of the training specialist within the branch “Physical education, sport and human health” have to be implemented appropriate educational standards of this field. New standards have to correspond with the demands of the national economics and to satisfy its requirements, to correlate with the European standards and to train specialists who would be demanded not only at inner but also at world labor markets. [14, p. 109].

Training of teachers of Physical culture within modern conditions (as V. Druchik states) is “characterized by active innovative processes which are connected with the democratization and humanization, development of the State standards and new content of the high education. That’s why the social-cultural environment of future professional activity is increased and changes its designation” [6, p. 1].

The especial importance (according to N. Stepanchenko) is given to “the modernization of the process of training teachers of physical education at high educational establishments where the mastering complex of skills and knowledge by students takes place. It also takes place their professional development; their interests are formed, their professional motives and value directions are formed also. The result of these processes is the development and formation of the professional-pedagogical position” [11, p. 1]. The scientist makes stress on the fact that “the high educational establishments have received the responsibility for the training of the new generation of pedagogues; for the content and level of qualification of whom has to be adequate to the innovations which take place within the sphere of physical culture and sport and educational activity” [11, p. 1].

O. Atamas reflects the main tasks of the professional training of future teachers of physical culture within the modern paradigm of high physical-cultural education [1, p. 12]. The scientist determines such tasks of the professional training of physical culture:

- training of highly-professional teachers of physical culture who would be ready to teach pupils of general secondary schools not only in the context of the content but only processing-technologically during the process of personally-oriented pedagogical process which creates the conditions for the general revealing and development of the personal functions of the subjects of the educational activity who would be able to act independently, to look for and to choose the right ways of own social formation;

- training teachers of physical culture who would be able to study and to adjust quickly to the constantly changing conditions and content of the professional activity, who would be interested in their persistent education and self-improvement;

- formation of such personal structures and abilities of the future teacher of Physical culture which would allow him to orient independently within the professional world and to construct the vector of his professional development;

- conducting of the analysis of the content fundamentals and organization of high physical-cultural education with the aim of formation background of new technologies for the training future teachers of physical culture at high school [1, p. 12-13].

Professional training of future specialists of physical education and sport, according to L. Sushenko, "characterizes the technologically grounded ways and methods of high educational establishments of the state to give to the personality such level of the professionalism, that would help him (her) to become competitive at labor markets, to organize independently the physical education of different layers of the population of the region and to work successfully within different branches of the sport movement". [13, p. 298].

**Conclusions.** Within modern period we deal with the cardinally changing of the market of the educational services. It has been forming the new generation of specialists who are able to be competitive at the market of educational services, to direct own efforts on the strengthening and storage of the pupils' health. (pupils of the secondary schools)

**Prospects of further research** are connected with the analysis of the foreign experience of professional training of future teachers of physical culture at high educational establishments of the European Union.

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