

УДК 796.071.4.012.2

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**THE PECULIARITIES OF TRAINING FUTURE TEACHERS OF
PHYSICAL EDUCATION WITHIN THE CONDITIONS OF MODERN
PARADIGM OF HIGH EDUCATION**

ABSTRACT

Modern innovative changes and entrance Ukraine to the educational European environment provided new requirements to the training of future teachers of the Physical education within the institutions of high education. Considering the our-days position, the training of future teachers of Physical culture at high school is oriented on the satisfaction of the country's demands in the qualified professionals who would be able: to be competitive within the market of the educational services, to direct their efforts on the strengthening and saving of the pupils' health within institutions of the general secondary education.

Key words: training, future teachers of Physical culture, paradigm of high education, institutions of high education.

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**ОСОБЛИВОСТІ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ
КУЛЬТУРИ В УМОВАХ СУЧАСНОЇ ПАРАДИГМИ ВИЩОЇ ОСВІТИ**

АНОТАЦІЯ

Сучасні інноваційні зміни та вхід України до освітнього Європейського простору зумовили нові вимоги до підготовки майбутніх учителів фізичної культури у закладах вищої освіти. З позицій сьогодення підготовка майбутніх учителів фізичної культури у вищій школі спрямована на задоволення потреб держави у кваліфікованих кадрах, здатних бути конкурентоспроможними на ринку освітніх послуг, спрямовувати свої зусилля на зміцнення та збереження здоров'я учнів закладів загальної середньої освіти.

Ключові слова: підготовка, майбутні вчителі фізичної культури, парадигма вищої освіти, заклади вищої освіти.

Introduction.

The national system of high education in Ukraine states new requirements to the readiness of future teachers of Physical culture for the pedagogical activity. The high school deals with the burning problem of training teachers of Physical culture, who would be able to be competitive, responsible within the market of educational services; who would be able to react mobile on the changes within the physical-cultural-educational environment.

Reviews of recent publications.

The theoretical and methodical fundamentals of the professional training of future teachers of Physical culture within institutions of high education were thoroughly researched by: A. Yu. Azhippo, P. B. Dzhurinsky, E. A. Zakharina, L. I. Ivanova, R.P. Karpyuk, L.P. Suschenko, O.V, Tymoshenko and others.

Some aspects which characterize the peculiarities of the training future teachers of Physical culture at high school, were revealed within the scientific works, written by L.P. Arefyeva, O.A. Atamas, O.O. Bezkopilny, D.V. Bermudez, O.M. Voitovskaya, L.V. Galchenko, V.D. Druchik, M.V. Karchenkova, L.O. Konovalskaya, O.K. Kornosenko, V.I. Naumchuk, O.V. Omelchuk, V.G. Omelyanenko, N.M. Samsutina and others.

The aim of the article is: to characterize the peculiarities of training of future teachers of Physical culture within the conditions of modern paradigm of high education.

Material and methods: analysis, generalization, survey and questionnaire of students of high education.

Recent findings.

According to N.O. Belikova, the main idea of the high education's conception at modern stage of development of professional high school is "the training of qualified specialist with the appropriate level and profile; specialist who would be competitive within the market of labor; who would master his profession and who would orient in the related fields of activity; who would be able to work effectively according to his specialty at level of the world's level; who would be ready for the continuous professional growth, for the social and professional mobility" [3, p. 1].

The thought of O.Yu. Azhippo is interesting, cause the author underlines that "the problem of improvement of the process of mastering knowledge at high educational institutions becomes especially burning, because the individualization of the students' education provides the intensification of the cognitive activity which is based on the modern methods and technologies of teaching (problematic, computer-cycle, etc), which give the opportunity for students not only to get necessary knowledge and skills in the shortened terms, but also to combine successfully the education at high educational institutions with another types of activity" [2, p. 511-512].

According to O.V.Timoshenko, the state's desire to integrate into the European educational environment "demands the re-consideration of the content, functions and tasks of the optimization of professional training of future teachers of Physical culture at high educational institutions on the basis of the program-goal management along with the implementation of the module technology of education which will give the opportunity to ground scientifically and to replenish the didactic system of professional training of teacher of Physical culture" [7, p. 5].

According to L.P. Sushshenko, the prior direction of the modern high physical-cultural education is the “transferring of the accent from the narrow subject training to the formation and development of the holistic personality; transferring of the student from the object of the external action (consumer of the knowledge) to the subject of own professional incipience” [8, p. 348].

I. V. Ivanyi states that “the personality, the level of personality’s culture and education is the first point and final result of the new paradigm of the society’s development” [5, p.140]. Within such conditions the especial importance have the theoretical-methodological, social-psychological and organizational-pedagogical aspects of the problem of the humanistic development of graduates of high educational institutions, particularly, the specialists of physical education and sport” [5, p. 140].

D.V. Bermudes underlines the changes in training of the modern teacher and states that “at the modern stage the main goal of high pedagogical education is the highly-qualitative training of the qualified specialist who would grow continuously in the professional aspect,; who would be ready for the professional self-improvement [4, p. 1]. D.V.Bermudes underlines that there was upgraded the system of physical education at institutions of general secondary education. This “widens the reserves of the pupils’ harmonious development, gives them the opportunity of choice of the variable modules on different kinds of sport, physical activity, choreography which should be mastered by the modern teacher of Physical culture” [4, p. 1].

Within the research which was made by L.I.Ivanova, it was underlined that the training of future teachers of Physical culture for the physical-culture-healing work must provide the mastering such knowledge and skills: “to implement forms, methods, ways of the educational work which are not harmful for the pupils; to provide the appropriate level of teaching subjects of the educational field “Health and physical culture”; to give pupils the fundamental knowledge about the health and ways of the health’s saving and strengthening; to provide the formation of pupils’ demand in healthy life-style and to provide the applied skills and habits of

the healthy life-style; to provide the appropriate motivation to the realization of the physical-cultural-healing work with pupils of the general secondary schools; skills of the teacher-organizer of the physical-cultural-healing work at school; skills of the organization and conducting lessons within the physical-cultural-healing collectives, skills of conducting lessons with special medical groups” [6, p. 11]. For our research this thesis is pertinent.

O. A. Atamas determines main tasks of the professional training of future teachers of Physical culture within the conditions of the modern paradigm of high physical-cultural education:

- Training of highly-professional teachers of Physical culture who would be ready to teach pupils of the general secondary school not only contextually but also these teachers have to be able to teach pupils procedural-technologically during the process of the personally-oriented pedagogical process which creates conditions for the full expression and development of the personal functions of subjects of the educational activity (who would be able to look for and to find the ways of own social incipience;

- Training of teachers of Physical culture who would be able to study and to adjust to the continuously changed conditions and content of the professional activity; who would be interested in their own continuous education and self-improvement;

- Formation of such personal structures and abilities within the personality of the future teacher of the Physical culture, which would allow him to orient within the professional environment and to construct the vector of his own professional growth;

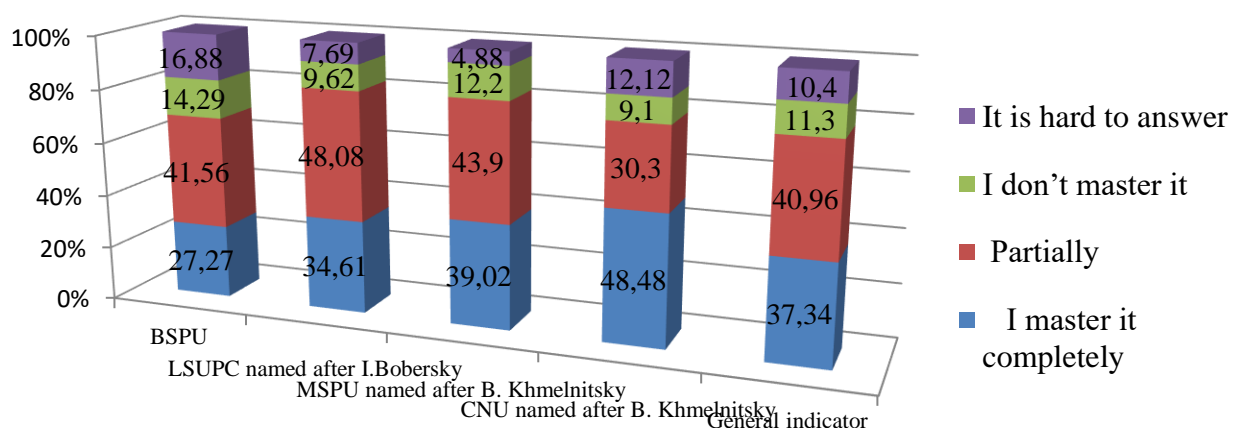
- Realization of the analysis of the content fundamentals and organization of high physical-cultural education with the goal of grounding of the new pedagogical technologies for the training of the future teachers of Physical culture at high school [1, p. 12-13].

The formed readiness of the future teachers of the Physical culture will help them to lead the interpersonal dialogues, to maintain the subject-subject

relationships with their pupils; to provide physical-cultural-healing activity on the basis of the understanding and perception. This must be the result of the training of future teachers of Physical culture within the conditions of modern paradigm of modern high education. One of the main tasks of the training modern teacher of Physical culture is the formation of readiness for the pedagogical interaction within the physical-cultural-healing activity.

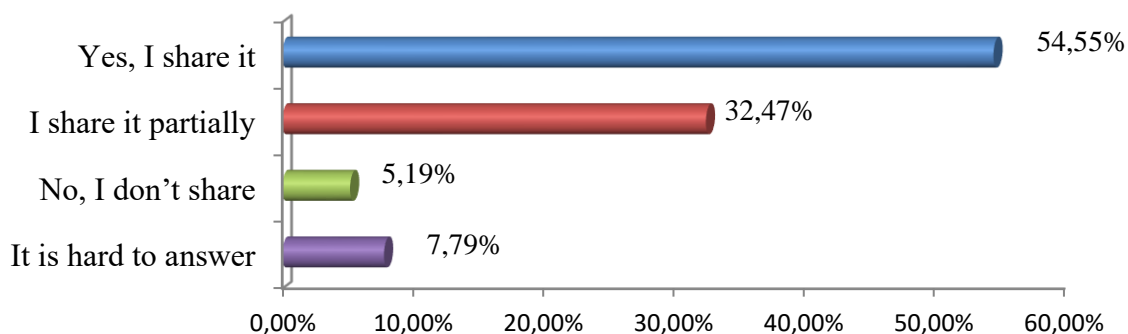
We have conducted the questionnaire of 203 students; among them there were 77 students of Berdiansk state pedagogical university; 52 students of Lviv state university of physical culture named after Ivan Boberskyi; 41 student of Melitopol state pedagogical university named after Bohdan Khmelnytskyi and 33 students of Cherkassy national university named after Bohdan Khmennitskyi.

37,34% of respondents were able to implement the theoretical knowledge in their practice during the process of the physical-cultural-healing activity. 40,96% of respondents were able to implement partly the theoretical knowledge in their practice during the process of the physical-cultural-healing activity, 11,3% of respondents didn't have the ability to implement the theoretical knowledge and 10,4% of respondents told that it was difficult for them to answer the questions of the survey. The analysis of the received data proved that only 37,34% of the future teachers of Physical culture are ready (and they are able) to implement theoretical knowledge in their practice during the process of the physical-cultural-healing activity. this proves that future specialists don't have the appropriate professional competence and need more deep theoretical knowledge and innovative approaches during the educational process. (Picture. 1).



Picture. 1. The students' answers about the ability to implement theoretical knowledge in their practice during the process of the physical-cultural-healing activity (%).

We were interested in the thought of the students of Berdiansk state pedagogical university in the context of the modern condition of the formation of readiness of future teachers of physical culture for the pedagogical interaction within the physical-cultural-healing activity. That's why we have made the survey of 77 students of Berdiansk state pedagogical university. The conducted research allowed us to determine that 54,55% of the students share the idea that the pedagogical interaction of the teacher of Physical culture and his or her pupils is the necessary condition of the effectiveness of the pedagogical process at institutions of general secondary education. 32,47% of students share this idea only partially, 5,19% of respondents have chosen the answer "no, I don't share this idea", and 7,79% of future teachers of Physical culture have chosen the answer "it is hard to answer" (pic. 2).



Picture. 2. Results of the survey of future students of Physical culture about the pedagogical interaction (%)

Conclusions. The training of future teachers of Physical culture at the institutions of high education is the integrated system which creates the necessary

condition for the formation of the professional competence and development of the personality of the future teacher of Physical culture on the basis of: mastering professionally-oriented knowledge, skills and personal features; gaining practical professional experience. This provides the effectiveness of the physical-cultural-healing work. This provides the revealing and determining of the pedagogical conditions for the formation of readiness of future teachers of Physical culture for the professional activity; for their professional socialization and self-development; for the transfer from the knowledge paradigm to the competence model of high physical-cultural-healing education.

Prospects for the further research is the development of the model of formation of readiness of future teachers of Physical culture for the pedagogical interaction within the physical-cultural activity.

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