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DIFFERENTIAL APPROACH IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS

The stages of the future physical education teachers career formation in the Ukrainian higher education system are analyzed, the content and structure of the future physical education teachers career formation are defined and proved; the most essential directions in improving the content structure of sports and teacher education are highlighted.

Social and political processes taking place in the modern Ukrainian society show that the faster it moves through scientific and technological progress, improving the welfare of citizens, the more significant is the question of formation the spiritual, mental and physical health of the future teacher, in particular the specialist in physical education. However, in addition to acquiring profound professional knowledge, specialist in physical education should be able to demonstrate his citizenship position and defend the public interests, build and assert personal relationships, self-assert in the process of professional activity, and fully meet the level of modern requirements imposed by new social and economic conditions of modern Ukrainian society. The concept of «pedagogical conditions» is extensively used in the dissertations on the problems of future specialists' professional training, and therefore it is considered to be appropriate to conduct a deeper methodological analysis of the phenomenon.

Analysis of psychological and pedagogical literature indicates that the formation process of any skill can be effectively realized only under certain conditions that reflect its essence and specificity. It is well known that any science as a special form of thought, awareness of a sphere of objective reality has its own peculiar categorical apparatus.

There are many scientific approaches to the interpretation of the term "condition". In philosophical dictionary, the term "condition" is considered as a factor (Lat. Factor), that is the driving force, the reason of any process.

Key words: *professional training, career formation, professional development, system of training, educational process, physical education teachers, core subjects.*

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1. INTRODUCTION

Primary driving force and source of professional growth and development is self-improvement related to adaptation of individually unique peculiarities of requirements to pedagogical activity, constant improvement of professional competence, continuing development of moral and other features of a person. Therefore, modernization of the system of education requires new generation of teachers, who would be competitive on both national and international levels. Implementation of innovation technologies in the educational process and shift to European system of education make significant changes in the content of teachers' professional activity, while increase

of demands to educators from higher educational establishments according to world standards orients on continuing education. Thus, professional activity of teachers of physical education under modern conditions requires constant updating of knowledge, improvement of the level of pedagogical communication, improvement of personal physical qualities and skills in using informational technologies. All this makes teachers from higher educational establishments be engaged in systematic and continuing self-improvement with purpose of improvement of personal professional qualities.

Issues of professional self-improvement have been discussed by native and foreign researchers (M. D. Curtner-Smith, 2001; S.

M. Guerrero, 2005; M. Ksyonzenko, 2012; O. Pavliuk, 2014; C. Steven, 2016). Thus, analysis of professional self-improvement as a psychological and pedagogical problem enabled us to reveal the fact that researchers do not have a common approach to definition of the notion of "self-improvement", while differences in the content of professional self-improvement are greatly stipulated by peculiarities of professional activity.

The aim of the research is to define components of self-improvement of teachers of physical education at various stages of professional development, and to theoretically substantiate and experimentally check realization of pedagogical technology of teachers' self-improvement in the process of professional activity.

2. MATERIAL&METHODS

On the problem of the career formation structure of the future coaches-instructors in education system of Ukraine

Pedagogical University should be a generator of ideas, models of educational activities, initiate and guide the innovation processes in the educational environment. Achieving this is possible only through the changes in the structure of educational activities, expanding the functions of higher pedagogical educational establishment as educational, scientific and pedagogical complex in innovative socio-economic environment. They should primarily include: development of theoretical foundations for proficient education based on fundamental researches in pedagogical science; providing unity of universal, national and regional components of educational technologies; training teachers through interaction with employers and focus on the demand for professionally competent teachers of different types and levels of educational activities; creation and continuous improvement of the education quality management models with system-creating function of the Pedagogical University; development and broadcast through resource centers standards and technologies for effective educational activities targeted at the multilevel education; providing the continuity of the professional socialization process and improving teaching, management, research and teaching and research staff [1].

Thus Pedagogical University must influence the quality of education through multiple mechanisms of innovative pedagogical ideas effectiveness, theories, technologies and professional training. The future specialists should be able to reproduce these technologies and have the competence to implement them in educational practice.

In reviewing the subject matter of career formation as a way of projecting professional activities on the person as a professional, an important place belongs to identifying and empirical justification of effective and versatile personality characteristics that provide the process. In this respect, an approach to physical education specialists' professionalism offered by M. Prokhorova [2] is rather perspective. The author presents the real structure of required professionalism through integrating key features of specialists in physical training. Its main content is shown in three interrelated substructures 1 – strategic, including the definition of activity objectives, identification of factors that contribute to productive work; implementation of integrated planning (both teachers' and students'); searching and implementing new forms of organization the educational process; 2 – communicative that involves understanding and correct assessment of the behavior of athletes, stimulating their activity; formation the sustainable interest in physical training and sports; 3 – organizational: setting objectives for students; providing control over activities and performance of the tasks and organization of their own activity.

The aim of the article is to identify and study the subject matter, content and structure of the future physical education teachers career formation structure in the education system of Ukraine.

3. RESULTS

Presentation of the subject matter and structure of the future physical education teachers career formation in the education system of Ukraine.

The subject matter and structure content of the future physical education teachers career formation in the education system of Ukraine comprise the stages of their professional development and career formation.

The analysis of the stages of the physical education teachers career formation was conducted for deeper understanding the physical

education teachers professional training system in Ukraine.

1. Pre-professional development stage. This stage accounts for multiyear sports improvement period (initial and basic training of an athlete) which forms the personality as a subject of the future professional activity. During this stage the interest in the various directions of professional activities and primary professional orientation are developed.

It should be noted that the rise in the sport in childhood is often spontaneous, and the choice of sporting roles can be unconscious and based on the submission to the pressure of the enthusiastic parents or imitation peers.

The system of sports training at an early stage promotes the evaluation of the overall athletic talent inherent for high-class athletes regardless the kind of sport. Any level of athletic talent development enables achieving success in the sport. But only athletes having high rates of both general and special sporting talent can win Olympic medals.

The forming personality has to pass a number of degrees of biological and social development, each having its own system of pedagogical impacts and requirements.

Solving educational tasks is possible through the formation in a young athlete the unity of moral consciousness, moral feelings, will and character. The strength of pedagogical influence on awareness, feelings and behavior must conform to age and individual abilities and vary according to these parameters.

Before setting educational objectives, it is necessary to determine the readiness level of the young athlete to the formation of cognitive, emotional and behavioral responses to the particular influence from the outside. On this level, the coach chooses forms, means and methods of pedagogical influence, using them in accordance with the common factors of the educational process (unity of training and education, education through active learning, unity of education and self-education).

Age peculiarities of the development and identity formation of the young athlete are the basis for constructing the education and training process, choice of means and methods for the pedagogical influence that at various stages of long-term training change not only in form but also in content.

Summing up the aforesaid it can be asserted that at the stage of pre-professional development

the process of early professionalization takes place that is the intentional mastering relevant professional activities within the sport system [3].

2. Optation stage. This stage includes the mastering socially significant concepts of life and career, learning the system of appropriate relationships with peers and adults, forming an informational basis of social and professional orientation, self-assessment of professional competence based on an analysis of own opportunities in sport and the level of development the professionally important qualities, active attempts to self-improvement and self-organization.

3. Professional training stage. According to the Sports Schools Statutes Act № 993, approved by the Cabinet of Ministers of Ukraine on 05.11.2008, in 31 article it is stated that “the physical education teachers in a sports school can be a person who has high moral character, degree in Physical Education and Sports and qualification of Bachelor, Specialist or Master. It should be noted that the vast majority of potential specialists in the field of physical education and sports are athletes who continue participating sports competitions at various levels as members of the national teams during the study. The coaches-instructors should not only thoroughly know the particular kind of sport, but also be able to transfer their knowledge and create more complex combinations of technical and tactical actions which the students could use in competitive activities. Initially it is assumed that the level of sports preparedness of the future physical education teachers is functionally extrapolated to the extent of his professional skills. But it must also be taking into account that not only the level of professional sport mastery positively impact the success of the professional education of the future physical education teachers but also the experience of its acquisition, the failures, the desire to find new ways of professional activity in the process of education and training sessions and participation in competitions.

It is also necessary to take into account the lack of singular standards of teaching core subjects future specialists in physical education, sports and health at higher educational establishments. Number of class hours of the curriculum for professional training future coaches-instructors are different in higher educational establishments, contradict European standards of the Bologna process and complicate

the formation of future physical education teachers.

The professional training stage promotes the targeted development of knowledge system, practical skills and skills in the major, the formation of integral representations of a professional community, development and suffusing with subject content motives and goals of the future professional activities, development of operational bases for professional self-determination.

4. Professional adaptation stage. At this stage, the sports and educational activities subject has completed his professional training and begun to perform professional duties. The professional adaptation stage enables the adaptation to social and professional standards, conditions, professional activity processes, further development of self-determination in the chosen profession, understanding the correctness of career choice, coordination of life and professional goals and attitudes, forming meaningful professional personality traits, development of professionally important qualities, special skills, emotional and volitional qualities (Fig. 1).

5. Primary and secondary professionalization stage. The primary professionalization stage involves improving the physical education teachers's personal structure, development of professionally relevant skills, formation of techniques and methods for the professional activity, development of self-esteem, self-regulation and self-improvement methods. Sports teacher in the process of secondary professionalization is already an experienced specialist who has clearly defined his place in the profession and performs the basic professional functions independently, safely and successfully.

6. Proficiency and mentoring stage. Physical education teachers who has reached this phase resolves any professional task. He possesses a typical universalism, extensive orientation in the professional field and individual style of professional activity. At this stage physical education teachers is distinguished by, on the one hand, high subjective evaluation, recognition beyond the narrow professional circles, colleagues and managers defer hi opinion, on the other hand, high objective rewards at the national level (the title of Honored Coach of Ukraine, Honored Worker of Physical Education and

Sports of Ukraine, Honored Worker of Education and awards).

As a result of the analysis of current state of the future coaches-instructors professional training the following directions for improving the content structure of sports and pedagogical education were distinguished:

1. The development of the concept that could more fully reflect the major development tendencies in educational content and implement the requirements for professional training coaches-instructors in accordance with the requirements of society.

2. In the process of the content improvement for the sport and pedagogical education the emphasis must be placed on a holistic perception of the physical education teachers major, integration of professional and psycho-pedagogical knowledge with the focus on the statement that the leading activity in the professional sphere of the physical education teachers is the teaching one.

The basis for the research was the statement that the future coaches-instructors professional training requires rethinking goals and objectives, content and methods of educational process in accordance with the new challenges and prospects for social development. The autonomy of higher education establishments autonomy requires the development of the state standards of higher education, which would reflect the basic requirements to graduates' qualities and the means of their attainment [3; 4].

Formulation of the problem.

Defining pedagogical conditions for the future physical education teachers career formation in the process of professional training we should consider the fact that the learning process in higher education is based on certain laws that:

- determine the sequence of achieving the goals;
- enable effective management of the teaching and learning process based on predictions of the results;
- give grounds for scientific justification and optimization of content, forms and methods of professional training at the present stage of reforming the education system in Ukraine.

In general, understanding of the objective, internal, essential and relatively stable relationships that appear in the course of the educational process are based on fundamental

laws of didactics and contribute in the following actions:

- determine appropriate conditions, ways and means of educational activity (Law of integrity and unity of the didactic process);
- reasonably define the content of education (Law of social conditioning of the objectives, content and teaching methods);
- organize the educational process with the implementation of innovative and creative approaches to the formation of the future specialists' professionalism, providing the realization of pedagogical conditions of

innovations introduction (Law of developmental education);

- develop the relationship between content and teaching methods and the future physical education teachers professional activity (Law of unity and interrelation of theory and practice);
- determine the main directions of the future physical education teachers career formation and take them into account in the content of professional training (Law of conditioning the content by the peculiarities of the professional activity) [5-14].

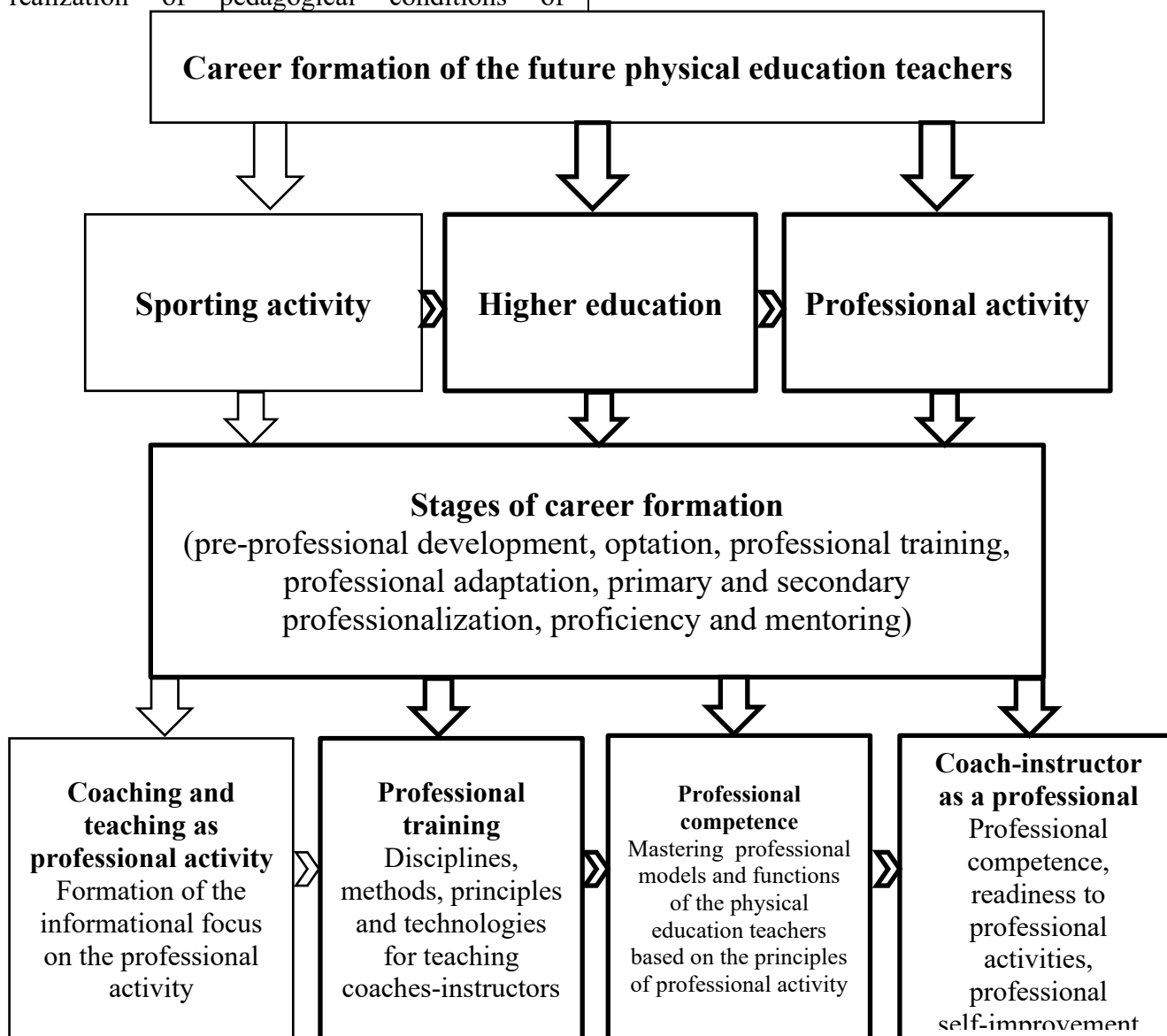


Fig. 1. Structure of the Future Physical education teachers Career Formation

Presentation of the main material.

While determining the optimal conditions for the future physical education teachers career formation in the process of professional training by means of innovative technologies we followed the general didactic regularities (regularities of purpose, content, quality, methods, stimulation of

learning and educational management) and took into account the partial (specific) laws of learning that are closely connected and determine pedagogical conditions, namely:

- content and procedure, according to which the learning outcomes of students depend on their relevance to the content of the

educational material, methods of their involvement in the teaching and learning activities, the methods and means of training, the nature of the learning situation, created by the teacher and motivating students to active professional development;

- epistemological, according to which the results of the future physical education teachers professional training depend on the duration of teaching and learning activity, practical application of knowledge and skills, and the performance of learning directly depends on the need to learn, the problematic level of training, intensity of involving students in facing important educational and professional challenges. All these motivate them to creative learning activities;

- psychological, requiring consideration of interest in learning and professional activity and educational opportunities of students because the productivity of the professional training depends on their cognitive activity, mental characteristics, memory development, capacity for learning, skills formation, developed in the process of applying special training exercises and encouraging mental activity and creativity;

- cybernetic according to which efficiency and quality of education depends on the frequency and amount of feedback, the effectiveness of control, the quality of educational management. The performance of professional training is enhanced when the model of the action to be done - "movements program" and its results - "objective program" advance the activity in the brain [3, p. 288];

- sociological that emphasize the relevance of the use of innovative technologies and confirm that the individual development is conditioned by the development of the persons he communicates with. The effectiveness of training depends on the intensity of cognitive contacts, mutual learning, cognitive stress, the quality of communication at different levels etc.;

- organizational regularities emphasizing that the effectiveness of training depends on the management of this process by the teacher and the optimal organization of teaching and learning activity of the student.

The future professionals training takes place under certain external conditions – in particular social environment that combines a special educational establishment, people participating in this process (teachers and students), their

relationship and educational means, language tools, spiritual values.

Formation of the professional qualities of a specialist takes place in the process of professional training. In this regard, the problem of choosing teaching conditions under which the implementation of active forms and methods becomes possible is actualized. The active forms and methods form the basis of innovative technologies and are "enzymes" accelerating the development of the career formation system through bringing it to a qualitatively higher level of functioning.

The correctness of the choice of training methodology for the future coaches-instructors is confirmed by the nature of the relationship between teachers and students, the depth and strength of acquired knowledge and skills, the level of students' readiness to perform professional activities and the extent to which teaching conditions intensify cognitive, emotional and practical activity of students, creating motivated learning.

Thus, the pedagogical conditions for the future physical education teachers career formation system we understand as a set of interrelated elements of educational environment – factors that are defined and realized by participants of the educational interaction, implemented in the educational process in universities, encouraging faculty and students to enhance their own activities in order to optimize career development of the future coaches-instructors in the process of professional training and contribute to strengthening of the effectiveness of professional training process with higher education.

For the substantiation of the pedagogical conditions for the future physical education teachers career formation system a series of experiments have been conducted. The experiments covered major subject fields of knowledge "Physical education, sport and health" at Khmelnytskyi National University: "Theory and methods of physical education", "Theory and methods of child and youth sport", "Content and directions of professional activity for specialists in physical culture and sport", "Sport and pedagogical perfection", "Theory and methodology of the particular kinds of sport", "Olympic and professional sport", "Organization and methods of mass sports work".

4. DISCUSSION

A person's professional development is viewed as an integral process that dynamically evolves in time from formation of professional intentions to complete self-realization in creative pedagogical activity. A source of professional development is contradictions between the achieved level of person's development and requirements set by the team, society, educational activity to the system of already formed knowledge, skills as well individual and psychological features of a person (M. D. Curtner-Smith, 2001; S. M. Guerrero, 2005). In this context, we have generally supplemented the process of professional development of teachers of physical education at various stages, which is viewed as a complex poly-systematic education that is regulated based on individual determination and is tightly related with actual professional activity, is done on the basis of goal-oriented professional self-improvement including professional teaching, professional development and self-development, professional education and self-education (O. Pavliuk, 2014).

We prefer the view on the issue of professional development by (J. Passmore, 2000; M. Ksyonzenko 2012; C. Steven, 2016), where development and improvement are viewed as a process of creative change of a person under influence of educational environment, productive activity and personal activity, aimed at self-improvement and self-realization. In this context, we consider that formation causes the need in development and self-development, in which interaction between personality and professional activity should be considered the core of professional development (Ye. O. Pavliuk, 2015). It should be noted that professional development of teachers of physical education promotes self-improvement in the process of professional activity since it causes the need in systematic self-improvement of professionally-important qualities and stimulates for continuous education throughout the entire career, which has been proven in research by foreign scientists (Jan-Erik Romar, Peter Åström, Magnus Ferry, 2018).

We will supplement scientific research by (Poom-Valickis, K., Saarits, U., Sikka, H., Talts, L., & Veisson, M., 2003; E. Backman & H. Larsson, 2014) from the point of view of person's professional development leading to formation of personal qualities and features peculiar to people of this profession, which make

execution of professional duties easier. Personality of a teacher of physical education develops, forms, and manifests itself primarily during pedagogical activity and pedagogical communication; each of these spheres of teacher's work sets special demands to teacher's personality.

5. CONCLUSIONS

Summing up the aforesaid we can determine that the problem of the future physical education teachers career formation in the process of professional training in the education system of Ukraine is underinvestigated. Only some of the features in the analysis of educational material in sports and pedagogical courses are fragmentary highlighted. The pedagogical conditions of teaching core disciplines with focus on the society dynamics are not taken into account. The further analysis of the international and domestic experience of the future coaches-instructors professional training at higher education establishments is logical. The questions about standardization of physical education in Ukraine remain open.

Not enough attention is paid to professional training of the future coaches-instructors in terms of professional competence development and improving methods of teaching core disciplines. Current tendencies in teaching methods focus on the use of the competence approach and the future specialists' professional competence development. All these require justification of the pedagogical system of the future physical education teachers career formation in the process of professional training.

Prospects for further research include the grounding of methodological foundations of the future physical education teachers professional competence formation in the process of professional training, exercising the monitoring of the future physical education teachers professional competence quality and identifying components, criteria and levels of evaluation the future physical education teachers professional competence. The development of the future physical education teachers career formation system in the process of professional training caused the necessity of defining pedagogical conditions for providing effectiveness of the process. Our studies gave grounds to conclude that the effective professional training of the future coaches-instructors becomes possible under the following conditions: professional

motivation, as a process of formation the future physical education teachers professional orientations; professional self-education and self-improvement of the future coaches-instructors in the process of professional training; the future physical education teachers professional competency development in the process of

professional training; the effective diagnostics organization for defining the level of the future physical education teachers readiness and competency to perform professional activity.

6. CONFLICTS OF INTEREST

The authors report no conflicts of interest.

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Abstract

ПАВЛЮК Оксана, ПАВЛЮК Євген, РУДНІЧЕНКО Микола

ДИФЕРЕНЦІЙНИЙ ПІДХІД У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ

Проаналізовано етапи становлення кар'єри майбутнього вчителя фізичної культури в системі вищої освіти України, визначено й обґрунтовано зміст і структуру становлення кар'єри майбутнього вчителя фізичної культури; виділено найбільш актуальні напрями удосконалення змістової структури спортивної та педагогічної освіти.

Соціально-політичні процеси, які відбуваються в сучасному українському суспільстві, свідчать про те, що чим швидше воно рухається шляхом науково-технічного прогресу, покращуючи добробут громадян, тим актуальнішим стає питання формування духовного, психічного та фізичного здоров'я майбутнього вчителя, зокрема фахівця з фізичного виховання. Проте, крім набуття глибоких професійних знань, фахівець з фізичного виховання повинен вміти проявляти свою громадянську позицію та відстоювати суспільні інтереси, будувати та утверджувати особисті стосунки, самостверджуватись у процесі професійної діяльності, повною мірою відповідати рівню професійної діяльності. сучасні вимоги, зумовлені новими соціально-економічними умовами сучасного українського суспільства. Поняття «педагогічні умови» широко використовується в дисертаціях з

проблем професійної підготовки майбутніх спеціалістів, а тому вбачається доцільним провести глибший методологічний аналіз явища.

Аналіз психолого-педагогічної літератури свідчить про те, що процес формування будь-якої вміння може ефективно здійснюватися лише за певних умов, які відображають його сутність і специфіку. Загальновідомо, що будь-яка наука як особлива форма мислення, усвідомлення сфери об'єктивної дійсності має свій своєрідний категоріальний апарат.

Існує багато наукових підходів до тлумачення терміна «стан». У філософському словнику термін «умова» розглядається як фактор (лат. *Factor*), тобто рушійна сила, причина будь-якого процесу.

Ключові слова: професійна підготовка, формування кар'єри, підвищення кваліфікації, система підготовки, навчальний процес, вчителі фізичної культури, профільні предмети.

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