

**Інна Ткачівська,**

кандидат педагогічних наук, доцент, доцент кафедри теорії та методики фізичної культури, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Inna Tkachivska,

Ph.D. in Education, Associate Professor, Associate Professor of the department of theory and methods of physical culture, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
inna.tkachivska@pnu.edu.ua
ORCID 0000-0002-8995-2483

Тарас Серман,

кандидат педагогічних наук, доцент кафедри фізичного виховання, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Taras Serman,

Ph.D. in Education, Associate professor of the department of physical education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
mrtaras79@gmail.com
ORCID 0000-0002-7836-3085

Ганна Презліята,

кандидат педагогічних наук, доцент, доцент кафедри теорії та методики фізичної культури, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Hanna Prezliata,

Ph.D. in Education, Associate Professor, Associate Professor of the department of theory and methods of physical culture, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
hanna.prezliata@pnu.edu.ua
ORCID 0000-0001-9981-8205

УДК 378.147

ФОРМУВАННЯ ДИДАКТИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ

Анотація. У статті розглянуто особливості формування дидактичної компетентності майбутніх учителів фізичної культури за умов сучасних освітніх реалій. Дидактична компетентність майбутнього вчителя фізичної культури є важливим складником його професійної готовності, що забезпечує на особистісному рівні його самоорганізацію відповідно до професійних вимог і дає можливість фахово здійснювати педагогічну діяльність у системі фізичної культури освітнього закладу. Проаналізовано та систематизовано основні ідеї компетентнісного підходу, на основі чого розроблено модель дидактичної компетентності майбутнього вчителя фізичної культури, що складається з трьох компонентів: мотиваційно-інформаційного, пізнавально-змістового та технологічного. Мотиваційно-інформаційний компонент спрямовувався на формування в студентів стійкої мотивації до ґрунтовного вивчення педагогічної дидактики як чинника реалізації набутих у ЗВО професійно орієнтованих знань й умінь у педагогічній діяльності майбутнього учителя фізичної культури. Цьому сприяє залучення студентів до активних форм занять: презентації, евристичні бесіди, пізнавальні ігри, диспути, симпозиуми. Пізнавально-змістовий компонент спрямовується на формування повноти теоретичних знань та особливостей практичного застосування різних форм роботи. Вивчення навчальних тем передбачає широке використання активних форм роботи: моделювання, презентації, «мозковий штурм», відверті розмови, симпозиуми, диспути, захисти розроблених студентами дидактичних моделей. Технологічний компонент передбачав ознайомлення студентів з різними методами й особливостями розвивального навчання. Розроблена модель дидактичної компетентності з її змістовим наповненням реалізується під час викладання навчальної дисципліни «Педагогіка фізичної культури з основами дидактики». Досліджено, що формування дидактичної діяльності студентів спеціальності 014 Середня освіта (Фізична культура) можливе за умови реалізації структурних змістових компонентів на засадах міжпредметної інтеграції з професійно-зорієнтованими дисциплінами та широким використанням інноваційних методів навчання, що створюють сприятливе інформаційно-діяльнісне педагогічне середовище, у якому пробуджується інтерес до педагогічної дидактики та розвиваються рефлексивні здібності.

Ключові слова: дидактична компетентність, майбутні вчителі фізичної культури, педагогіка фізичної культури.



FORMATION OF DIDACTIC COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS

Abstract. The article deals with the peculiarities of the formation of didactic competence of future physical education teachers in the conditions of modern educational realities. The didactic competence of the future physical education teacher is an important component of his professional readiness, which provides at the personal level his self-organization in accordance with professional requirements and enables to professionally carry out pedagogical activity in the system of physical culture of the educational institution. The basic ideas of the competence approach are analyzed and systematized, on the basis of which the model of didactic competence of the future physical culture teacher, consisting of three components: motivational-information, cognitive-content and technological. The motivational and information component was aimed at the formation of stable motivation for students to thoroughly study pedagogical didactics as a factor of realization of acquired knowledge and skills in the pedagogical activity of the future teacher of physical culture. This is facilitated by the involvement of students in active forms of classes: presentations, heuristic conversations, cognitive games, debates, symposia. The cognitive-content component is directed to the formation of completeness of theoretical knowledge and features of practical application of different forms of work. The study of educational topics involves the widespread use of active forms of work: modeling, presentations, "brainstorming", candid conversations, symposia, debates, protection of didactic models developed by students. The technological component involved acquaintance of students with different methods and features of developmental learning. The developed model of didactic competence with its content filling is implemented during the teaching of the discipline "Pedagogy of physical culture with the basics of didactics". It is investigated that the formation of didactic activity of students of specialty 014 Secondary education (physical culture) is possible with the implementation of structural content components on the basis of cross-curricular integration with professional-oriented disciplines and the widespread use Interest in pedagogical didactics and develop reflexive abilities.

Keywords: didactic competence, future physical culture teachers, physical culture pedagogy.

INTRODUCTION

The problem formulation. In the conditions of the formation of a new Ukrainian school (NUS), the main regulatory and legal documents put on the agenda of higher education institutions (HEIs) of Ukraine the problem of ensuring the improvement of the quality of training of pedagogical personnel, including future teachers of physical education.

Didactics and physical culture are important components of pedagogical science, which is currently in constant development: they are updated with original conceptual ideas and the content of educational programs; methods and technologies, new approaches to teaching the school course "Physical Education", developed by creative practicing teachers, innovative teachers. All this, according to the research of scientists, requires raising the educational process to a qualitatively new level in educational institutions of various accreditation levels in accordance with the social order and requirements of modern society (N.M. Bilyk, 2004; O.M. Snigur, 2005; S.I. Yakymenko, 2011; N. O. Zemska, 2012; Y. F. Ostafichuk, 2014).

In addition to the above, in these conditions, the competence approach in the professional training of future specialists is becoming increasingly important, which, according to generally accepted scientific opinion, should be carried out through updating the content of education on the basis of intersubject integration and ensure the formation of theoretical knowledge in connection with the instillation of practical professional skills based on didactic principles (Bibik N. M., 2004, p. 47-52, Bondar V.I., 1999, Huzii N. V., 2004, Yurieva K., 2004, p. 10-11).

After all, a professional teacher is not just a certified specialist whose educational document confirms the acquisition of the relevant profession. According to scientists, he or she should have good professional knowledge of specialized disciplines, as well as didactic principles of pedagogical education, which will give him the opportunity to ensure the educational process at the proper level in the conditions of a modern school (Bondar V.I., 1999, Vyshynska V. H., 2006, p. 30-38, Karpov L.H., 2004). At the same time, the formation of didactic competence on the basis of integration, in our opinion, will create a favorable reflective environment, and in which the student will have the opportunity to correlate his ideas about the profession of a physical education teacher with the requirements that apply to it and reorient the personal educational process to achieve the appropriate goal coordinating his own professional development.

All of the above obligates higher education teachers to search for optimization of didactic models, updating educational programs, developing educational and methodological materials capable of ensuring proper training of pedagogical personnel in accordance with today's requirements. All this testifies to the relevance and practical significance of the raised problem.

Analysis of recent research and publications. In the context of the mentioned problem, the materials of scientific research in the field of pedagogy are of interest (V. A. Adolf, 1998; V. I. Bondar, 1999; V. M. Vvedenskyi, 2003; V. G. Vyshynska, 2006; S. I. Yakymenko, 2011), as well as physical culture (B.M. Shiyan, V.G. Papusha, 2005; S.I. Prysiachniuk, V.V. Krasnov, 2007; O.M. Khudoliy, 2007; V.I. Arefyev, 2011), which actualize the need for the formation of stable didactic competence in students, as a prerequisite for the implementation of acquired theoretical knowledge, skills in the professionally oriented disciplines in practical activity and serve as a good motivating factor for future professional activity.

THE AIM AND RESEARCH TASKS

The purpose of the research consists in clarifying the essence of the concept of "didactic competence", developing its schematic model, content provision and ways of their implementation in the professional training of future physical education teachers.



RESEARCH METHODS. The methods used for the research are the analysis of literary sources, survey, observation, modeling and the method of generalization and conclusions.

RESULTS OF THE RESEARCH

The study and analysis of relevant scientific sources, our observations of the professional activity of physical education teachers, as well as students during educational pedagogical practice, convincingly prove that in both categories there is an insufficient level of mastery of didactic tools, namely:

- limited awareness of the requirements of the main conceptual provisions of the regulatory and directive documents on physical education and the ways of their implementation in the practice of the school course "Physical Education" (the purpose, tasks, means, forms, ways of persuading students about the need for a careful attitude both to their own health and and other people's health, establishing priorities for a healthy lifestyle) (Hura O.I., 2006, Zakon Ukrainy pro vyshchu osvitu, 2002, p. 2-8, Zemska N.O., 2012];
- in teaching students theoretical knowledge, practical skills in the main educational modules and the development on this basis of cognitive interest, a conscious desire for physical self-improvement (communication of new material, learning, consolidation and use of motor activity by students in everyday life, control and self-control of the quality of knowledge and skills, didactic testing) (Arefyev V. H., 2011, Bibik N. M., 2004, p. 47-52, Prysiazhniuk S. I., V.P. Krasnov et al., 2007);
- students and practicing teachers fail to form in schoolchildren skills and the ability to consciously and skillfully perform physical exercises (brought to the point of automatism) and use them in everyday life as a factor in strengthening health, establishing the priorities of a healthy lifestyle (Zemska N.O., 2012, Shyian B. M., Papusha V.H., 2005);
- there is insufficient awareness of students regarding the practical implementation of didactic principles in the process of physical education of schoolchildren: scientificity, consciousness and activity; systematicity and consistency; availability; strength of knowledge acquisition; differentiated and individual approach; emotionality and unconventionality of education, as well as implementation of the national idea (Prezliata H.V. Tkachivska I.M. Vypasniak I.P., 2014, Prysiazhniuk S. I., V.P. Krasnov et al., 2007, Furman A. V., 2001);
- it is desired that both physical education teachers and students be better aware of the variety of methods, which according to our observations are mainly reduced to two heuristics - the conversation and the achromatic method (explanation, narration, instruction, giving commands) and far from the perfection is the use of practical methods (learning exercises in parts, as a whole, where mistakes are rarely corrected); insufficient attention is paid to the game competitive method (creates favorable conditions for the formation of students' sense of collectivism, initiative, conscious discipline); the use of interactive learning methods as well (Bondar V.I., 1999, Huzii N. V., 2004, Kichuk N. V., 1993);
- students do not know how to use during pedagogical practice methods of stimulating cognitive activity, control and self-control, as well as methods of forming motives that encourage schoolchildren to active motor activity (Vyshynska V. H., 2006, p. 30-38, Karpov L.H., 2004);
- there is no clear understanding of the essence of the concept of "forms of classes", they are poorly oriented in their features and varieties (health-improving forms in the mode of the school day; educational forms, forms of extracurricular activities), and they also want to be better acquainted with the means of learning. Frequent substitution of these concepts is observed, although in didactics they have a specific definition and fulfill different purposes (Bibik N. M., 2004, p. 47-52, Vyshynska V. H., 2006, p. 30-38, Omelianenko V. L., Kuzminskyi A. I., Vovk L.P., 2003, p.60-127).

All of the above, in our opinion, is caused by the lack of an effective mechanism for the formation of the phenomenon of didactic competence of future physical education teachers. At the same time, we fully agree with the position of a significant part of scientists that pedagogical training should be fundamental in pedagogical higher education, able to ensure the formation of the professional culture of the future teacher, taking into account the specifics of future professional activity. At the same time, the need for interdisciplinary integration with professional disciplines acting as means of pedagogical activity, which a graduate student must skillfully use (Arefyev V. H., 2011, Kichuk N. V., 1993, Omelianenko V. L., Kuzminskyi A. I., Vovk L.P., 2003, p.60-127), is becoming more relevant.

Based on the above, we will try to find out what the content of the educational discipline "Pedagogy" is filled with, and to reveal students' interest in it. For this purpose, a thorough analysis and making sense of the materials of scientific research by N.V. Volkova (2001), N.M. Bilyk (2004), N.V. Guziy (2004) are made. They gave the opportunity to agree with the opinion of V. I. Bondar (1999), V. A. Bolotova (2001) that the knowledge from the pedagogical course that students acquire in modern higher education institutions carries information content, enriches theoretical awareness and expands their cognitive horizons. However, this awareness does not reveal the ways of its implementation in practice, and therefore it is not suitable for use in professional activities, and in our case, during the teaching of the school course "Physical Education".

This version is confirmed in the testimony of students. It follows from their words that the content of the modern educational discipline of pedagogy is traditionally dominated by the theoretical component, which is taught in a boring, uninteresting way. At the same time, a verbose style is often used, there is an oversaturation of the conceptual apparatus, as well as the authoritarianism of "it is necessary", "it is necessary". At the same time, according to the students, it is not explained under what conditions the provided information can be used. Students openly admit that they do not like pedagogy, because they do not see the possibility of using it in their professional activities. In their opinion, it would be much more useful if this educational discipline were taught on an integrative basis, that is, taking into account the specifics of professional activity.



According to a large part of scientists, the main reason for the decline in interest in the educational discipline "Pedagogy" is that today there are deficiencies in the content and nature of teaching the main pedagogical provisions, where two extremes are observed.

Thus, in some cases, teachers strive to use a purely scientific and theoretical presentation of basic pedagogical principles to students, in other cases, they reduce pedagogical principles to a recommendation nature, depriving them of theoretical justification (Yurieva K., 2004, p. 10-11).

In our opinion, the reason for this state of, a well as the neglect of paradigmatic changes characterising modern pedagogy, which are accompanied by the emergence of new forms of education: learning by action, learning in situations, based on theater, activity-game technologies.

Unfortunately, at present, they have not entered into the practice of pedagogical training of future physical education teachers. It is not uncommon to observe a paradoxical situation where teachers, being the most knowledgeable in the field of various didactic theories and technologies, in practice use the most primitive forms and methods of teaching activity, which is confirmed in their research by L.G. Karpov (2004) and N. Kichuk (1993). At the same time, this is evidenced by the data of a survey conducted by us among students of the Faculty of Physical Education and Sports, who said that the most popular in the work of pedagogy teachers are traditional lectures (65.3%), less often heuristic conversations (22.3%), business or simulation games, interactive methods (8.3%), as well as information technologies with computer support (4.7%) did not become popular in use.

Based on the above and the analysis of scientific works by K. Yuryeva (2004), V.G. Vishnevskaya (2006), Usymbaeva (2006), S.I. Yakymenko (2011) and others, where competence is considered as the readiness to implement the acquired professionally oriented knowledge, skills in professional activity, a model of didactic competence of the future teacher of physical education was developed, which consists of three components: motivational and informational, cognitive and content, technological (Fig. 1).

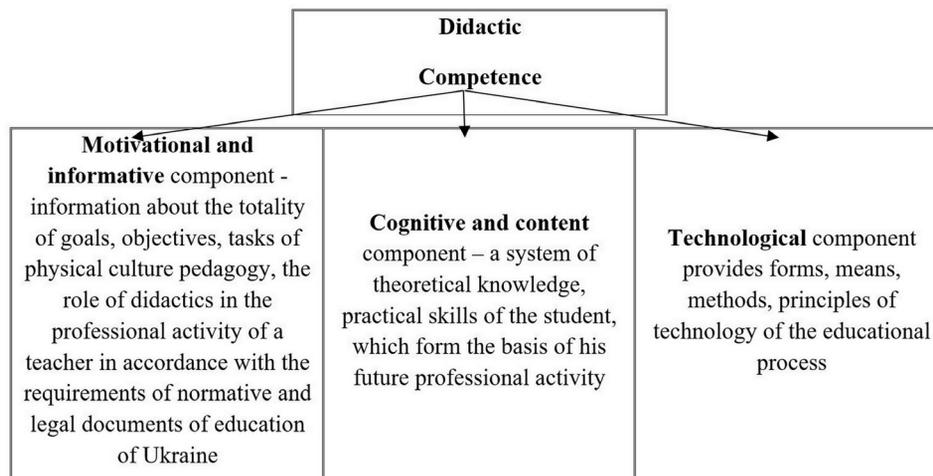


Fig. 1 Model of the teacher's didactic competence

The developed model of didactic competence with its content is implemented during the teaching of the educational discipline "Pedagogy of physical education with the basics of didactics".

The motivational and informational component was aimed at forming in students a stable motivation for a thorough study of pedagogical didactics as a factor in the implementation of professionally oriented knowledge and skills acquired at the HEIs in the pedagogical activity of the future physical education teacher. In our opinion, this is facilitated by the involvement of students in active forms of classes: presentations, heuristic conversations, educational games, debates, symposia.

At the same time, the cognitive and content component is aimed at forming the completeness of theoretical knowledge and features of the practical application of various forms of work: educational activity - the lesson (its varieties, forms of work in the lesson, conducting non-standard lessons); independent educational work at home; forms of extracurricular recreational work during the school day, a physical education lesson that involves the participation of a large number of people and ways of involving the teaching staff, student self-government bodies in the implementation of organizational and methodological support for sports and recreational work at school.

The technological component involved familiarizing students with various methods and features of developmental education. During the seminar classes, indicative methodological recommendations were developed regarding the possibilities of their use in the process of physical education classes.

In order to increase students' interest in pedagogical didactics, as the main foundation in the professional training of the future teacher, the component provides for conducting competitions of didactic models developed by students, debates, "round tables", "frank conversations", discussions, presentations, self-diagnostics of upbringing, which creates a favorable professionally oriented environment.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The didactic competence of the future physical education teacher is an important component of his professional readiness, which ensures his self-organization at the personal level in accordance with professional requirements



and gives the opportunity to professionally carry out pedagogical activities in the physical education system of an educational institution.

The formation of didactic activity is possible under the condition of the implementation of structural content components (emotional and informational, cognitive and content, technological) on the basis of subject integration with professionally oriented disciplines and the wide use of innovative teaching methods that create a favorable informational and active pedagogical environment in which the interest in pedagogical didactics is stimulated and reflective abilities are developed.

In our opinion, a perspective on the researched issue is the future development of didactic materials in the context of the content and structure of the didactic competence of the future physical education teacher and modern corrective and educational methods of influencing him/her.

REFERENCES

- Arefyev, V.H (2007). Fizychna kultura v shkoli (molodomu spetsialistu) [Physical education at school (for a young specialist)]. Kam'yanets-Podilskyi VNZ. [in Ukrainian]
- Arefyev, V. H. (2011). Osnovy teorii ta metodyky fizychnoho vykhovannia [Basics of theory and methods of physical education]. Kam'yanets-Podilskyi VNZ. [in Ukrainian]
- Bibik, N. M. (2004). Kompetentnisnyi pidkhid: refleksyvnyi analiz [Competency approach: reflective analysis]. Kyiv, 47–52. [in Ukrainian]
- Bondar, V.I. (1999). Dydaktyka: efektyvni tekhnologii navchannia studentiv [Didactics: effective technologies for teaching students]. Kyiv. [in Ukrainian]
- Bolotov, V. A. (2001). Pedahohichna osvita v umovakh sotsialnykh peremin: monohrafiia [Pedagogical education in conditions of social changes: monograph]. Kyiv. [in Ukrainian]
- Vypasniak, I. P., Kovalchuk, H. A., Prezliata, V. H. (2001). Pedahohichna maisternist uchytelia fizychnoi kultury [Pedagogical skills of a physical education teacher]. Ivano-Frankivsk. [in Ukrainian]
- Huzii, N. V. (2004). Pedahohichnyi profesionalizm [Pedagogical professionalism]. Kyiv. [in Ukrainian]
- Hura, O. I. (2006). Psykholoho-pedahohichna kompetentnist vykladacha vyshchoho navchalnoho zakladu [Psychological and pedagogical competence of a teacher of a higher educational institution]. Zaporizhzhia. [in Ukrainian]
- Dudtchak, M. V. (2009). Sport dlia vsikh v Ukraini: teoriia ta metodyka: monohrafiia [Sport for all in Ukraine: theory and methodology: monograph]. Kyiv. [in Ukrainian]
- Zabrotskyi, M. M. (2000). Komunikatyvna kompetentnist uchytelia: sutnist i shliakhy formuvannia [Communicative competence of the teacher: essence and ways of formation]. Volyn. [in Ukrainian]
- Zaretska, I. (2005). Komunikatyvna kultura yak komponent pedahohichnoi kultury [Communicative culture as a component of pedagogical culture]. Dyrektor shkoly, 6, 149–157; 7, 90–101. [in Ukrainian]
- Zemska, N.O. (2012). Osobystisna kompetentnist studentiv do zdorovoho sposobu zhyttia ta yii korektsiia zasobamy fizychnoi kultury [Personal competence of students for a healthy lifestyle and its correction by means of physical culture]: author's abstract. theses. Kyiv. [in Ukrainian]
- Karpov, L. H. (2004). Formuvannia profesiinoi kompetentnosti vchytelia zahalnoosvitnoi shkoly [Formation of the professional competence of a teacher of a comprehensive school] : author's abstract. Theses. Kharkiv. [in Ukrainian]
- Kichuk, N. V. (1993). Formuvannia tvorchoi osobystosti vchytelia u protsesi vuzivskoi profesiinoi pidhotovky [Formation of the teacher's creative personality in the process of university professional training]: author's abstract. Theses. Kyiv. [in Ukrainian]
- Krutsevych, T. Yu. (2006). Osnovni napriamy vdoskonalennia prohram fizychnoho vykhovannia shkoliariv [The main directions of improving programs of physical education of schoolchildren]. Teoriia i metodyka fizychnoho vykhovannia i sportu, 4, 20–27. [in Ukrainian]
- Omelianenko, V. L., Kuzminskyi, A. I., Vovk, L. P. (2003). Pedahohika: zavdannia i sytuatsii: praktykum [Pedagogy: tasks and situations: practicum]. Kyiv, 60–127. [in Ukrainian]
- Ostafiichuk, Ya. V. (2014). Formuvannia valeolohichnykh kompetentsii u studentiv medychnykh koledzhev u protsesi fizychnoho vykhovannia [Formation of valeological competences among students of medical colleges in the process of physical education]: author's abstract. Theses, Ivano-Frankivsk. [in Ukrainian]
- Prezliata, H. V., Tkachivska, I. M., Vypasniak, I. P. (2014). Pedahohichna maisternist uchytelia fizychnoi kultury [Pedagogical skills of a physical education teacher]. Ivano-Frankivsk. [in Ukrainian]
- Prysiazhniuk, S. I., V.P. Krasnov et al. (2007). Fizyчне vykhovannia [Physical education]. Kyiv. [in Ukrainian]
- Tkachivska, I. M., Prezliata, H. V. (2017). Profesiina kompetentnist uchytelia fizychnoi kultury [Professional competence of a physical education teacher]. Ivano-Frankivsk, 138– 57. [in Ukrainian]
- Usimbaieva, N. (2006). Rozvytok profesiinoi kompetentnosti yak shliakh do pidhotovky vysokokvalifikovanykh fakhivtsiv [Development of professional competence as a way to train highly qualified specialists]. Native school, 6, 17-19. [in Ukrainian]
- Furman, A. V. (2001). Modulno-rozvyvalna systema : pryntsypy, umovy, zabezpechennia: monohrafiia [Modular development system: principles, conditions, support: monograph]. Kyiv. [in Ukrainian]
- Khudolii, O. M. (2007). Zahalni osnovy teorii ta metodyky fizychnoho vykhovannia [General basics of the theory and methods of physical education]. Kharkiv, 73–94. [in Ukrainian]
- Shyian, B. M., Papusha V. H. (2005). Tematyka vykladannia sportyvno-pedahohichnykh dystsyplyn u vyshchykh navchalnykh zakladakh [Topics of teaching sports and pedagogical disciplines in higher educational institutions]. Kharkiv. [in Ukrainian]
- Yurieva, K. (2004). Zmist i shliakhy formuvannia polikulturnoi kompetentnosti pedahohiv [Content and ways of formation of multicultural competence of teachers]. Upravlinnia shkoloiu, 33, 10–11. [in Ukrainian]

Received

21.01.2022

Accepted

18.02.2022