

Development of reflexive competence of future teachers of physical culture in the context of pedagogical practice

The modern educational paradigm places on the agenda of the system of professional training of pedagogical personnel the issue of training highly skilled specialists with a sufficient level of competitiveness in the labor market. Therefore, it is now the time to search for the most effective ways of optimizing fundamental education, bringing it closer to practical pedagogical activity, where the theoretical knowledge, professionally oriented skills and abilities, creative abilities, personal qualities of future teachers of physical culture are implemented in coherence.

Consequently, the focus is on the combination of professionally oriented education with the ability of participants to understand and perceive their own capabilities in the educational process, anticipating the ways of creative self-realization, goals of further activity, correction of their professional path called reflexive competence.

Analysis of special literature, our observations show that development of reflexive competence, to a large extent, is encouraged by the widespread use of modern pedagogical technologies, interactive teaching methods, presentations that involve students in creative activity, research of professionally oriented problems, self-discovery.

Analysis and thorough comprehension of scientific data from modern scientists have made it possible to summarize the main qualities that are typical for a teacher of physical culture with reflexive competence, which should include the following skills: formulating corresponding goals and tasks according to the requirements of regulatory instruments in the context of physical education of pupils; taking into account age, psychophysiological features, health status of students of different age groups; analyzing one's actions, personal qualities and competencies; finding various ways of solving pedagogical situations, practicing behavior models, objectively evaluating the effectiveness of students' learning activities, the level of one's competence; planning, making corrections in the educational process while conducting various forms of physical education of students according to the specific

conditions in order to achieve optimal results; identifying and designing perspectives, directions and mechanisms of professional and personal self-improvement.

It is established that the structure of reflexive competence is revealed through the following components: prognostic, research and ontological.

Experimental research was carried out in several stages. Thus, at the first stage, we studied the attitude of the subjects of the educational process to the teacher's personality traits, determined their prioritization. The obtained data implies that among 97 pupils of 11th form (Yamnytsia Lyceum of the I-III stages, schools № 11, 17 in Ivano-Frankivsk) 92.3% of respondents have put the teacher's kindness in the first place, being organized – in the second, emotionality – in the third. Survey of student teachers from the Faculty of Physical Education and Sports of the SHEE «Vasyl Stefanyk Precarpathian National University» (4th year) showed the following results: being organized took the first place (85.6%); independence and vigor took the second and third places respectively.

The results of the second group of traits that manifest in the communication of a future teacher of physical culture with the subjects of the educational process showed that all respondents put in the first place the love for children. Patience and tactfulness are highly appreciated. Attractive appearance has a low rating.

In the third group among the traits that give the opportunity to influence the people's thinking the most, authority (student teachers – 1st place, students – 4th, teachers – 5th place); professional competence (teachers – 1st place; students and student teachers – 3rd place) and ability to influence (students and student teachers – 2nd place, teachers – 6th place) got the high rating.

The obtained results prove that all subjects of educational process allocate an important role to personal qualities inherent to a teacher with reflexive competence.

The analysis of the research materials on the state of development of the reflexive competence of future physical culture teachers shows that it stays mainly on the dogmatic and reproductive level in all its structural components.

Development of reflexive competence in future physical culture teachers was carried out during all classes while teaching pedagogical and psychological disciplines as well as professionally oriented ones, where reflexive workshops and

trainings, resolution of professional situations, etc. were widely used. However, according to our observations, pedagogical practice has become the most conducive environment for adoption of the reflexive competence of the future physical culture specialist. For this purpose, «Diaries of Pedagogical Practice» were developed as an assistance for fourth-year students, which involved identifying the ability to plan their own pedagogical activities (developing an individual work plan, a work plan for teaching in one of the classes at the school where the practice took place); developing 20 lesson summaries and conducting them; analysing the classes conducted by fellow students; determining of their density, conducting chronometry; performing the role of a class teacher which involves conducting educational events in an allocated class; writing a profile of the student, class, and a report on pedagogical practice.

Our observations indicate that transition of students into professional role was facilitated by trainings that were practiced during pedagogical practice, «reflexive consultations» (discussion of problems that arose in groups; analysis of lessons; search for alternative ways of solving professional situations; reflexive prognosis of their effectiveness); «reflexive debates», «reflexive interviews» (a communicative technique that develops both «the art of asking questions» and a thoughtful search for a response); «reflexive lessons» (the process of teaching students with the following analysis, discussion). This greatly improved the indicators of their reflexive competence, which was discovered after the completion of pedagogical practice in secondary schools.