

THE ESSENTIAL CHARACTERISTIC OF HEALTH PRESERVING COMPETENCE OF PHYSICAL EDUCATION TEACHER

Ivaniy I.W.

Sumy state pedagogical university, named after A.S. Makarenko

Annotation. It is grounded theoretical component of the essence of health-physical education teacher competence. Determine the relevance and unquestionable practical importance of this problem. Presents the basic concepts that define the essence of the competence of health-physical education teacher. Preserving the health of a competent teacher is seen as a component of physical culture of personality and professional competence. Determined that the health-competence is a manifestation of the teaching culture of health, the basis of social and educational maturity acquired during training and operations. Substantiated that the competence of health physical education teacher is a complex integrated education in personality structure specialist. School health expertise integrates professional and personal aspects, namely, causes the formation of the physical education teacher positions.

Key words: professional, competence, health-preserving, competence, physical culture.

Introduction

Modernization of physical culture education in modern school is carried out in direction of its priorities' re-orientation. The priorities change from sports-physical cultural to physical cultural-health improving targets and content, to general recreational function, humanistic, cultural-forming essence of physical culture-educational reality, which ensure conditions of healthy life style culture formation. It determines new content of physical culture teacher's professional activity on the base of his formed health improving competence. So, acute character of research of physical culture teacher's health improving competence's formation is determined by up-to-date trends of physical culture education development and by demand in preparation of highly qualified personnel, able to effectively solve the tasks of pupils' health formation, maintaining and strengthening.

In domestic and foreign literature theoretical foundations for solution of the mentioned problem has been developed. For example, theoretical and methodological foundations of competence approach in higher and comprehensive educational systems are elucidated in the works by N. Bibik, I. Zymnya, I. Yermakov, V. Lozova, Kh. Munkler, A. Khutorskiy et al. Different aspects physical culture teacher's formation is presented in a number of dissertations. However, with all variety of approaches to teachers' training, the problem of health improving competence's formation of a physical culture teacher has not been reflected yet sufficiently in researches. Only in several papers this problem is regarded in general aspect [2], [3]. In works [15] competence hierarchy of physical culture teacher is presented, which make basis for formation of future specialist's professional competence; in work [16] general approaches to solution of health improving competence of physical culture teacher are outlined.

Analysis of scientific literature permits to state that the problem of health improving competence of future physical culture teacher practically is not studied and, that is why, it requires certain scientific researches. In particular, there is no common recognized understanding of health improving competence of physical culture teacher as a social-pedagogical phenomenon, which has great potential for improvement of rising generation's health.

The research has been fulfilled as per the plan of scientific & research works "Methodological, contextual and methodical innovations in professional-pedagogical training of physical culture teachers in the context of credit-modular system's implementation" (0109U004948) of theory and methodology of physical culture department (Sumy state pedagogical university, named after A.S. Makarenko) and as per the tasks on formations of future teachers' health improvement competence.

Purpose, tasks of the work, material and methods

The purpose of the works is to theoretically ground the essence of health improving competence of physical culture teacher. The urgency and unconditional practical importance of the mentioned problem were the preconditions of our researches.

Results of the researches

On the base of theoretical analysis of the works of foreign scientists B. Oskarson, V. Hutmayer et al., russian researchers V. Krayevskiy, A. Khutorskoy, domestic scientists O. Ovcharuk, O. Pometun et al. it was established that in present conditions competence approach is studied by the majority of domestic and foreign scientists as one, having priority in professional education. It has been cleared up that conception "competence" is a subject of scientific discussion and is understood as a complex of attitudes, values, knowledge and skills [17, 23]; as integrative characteristics, containing purpose-formation, actions, evaluations, reflections [11, 14]. It has been established that personality's competence is manifested in independent activity, is wider than conceptions "knowledge, skills" and embraces not only cognitive and operational-technological spheres, but also motivational, ethic, social and behavioral spheres [18], [23].

Scientists I. Zymnya, O. Ovcharuk, O. Pometun point that the widest by content are "super subject" ("key") competences, which are synthetic, i.e. which combine certain scope of knowledge, skills and attitudes, obtained during

the whole period of education [7]; which are of poly functional, super subject, inter-discipline character and are directed to formation of critical thinking, reflection, determination of personal opinion [14]. Key competences include, to a large extent, general competences of general subjects, which are determined for each subject and are developed during the whole period of its mastering, and competences of special subjects, which are formed during certain period of studying, i.e. they are the stages, the levels of obtaining of general subjects' competences [14, www.eidos.ru/news/compet/].

Generalization of approaches of known scientists O.Yevsiukov, V. Krayevskiy, N. Kuzmina, A. Markova, V. Lozova, T. Suschenko et al. to determination of content and conditions of teacher's professional competence permits to interpret future physical culture teacher's health improving competence as certain personal new formation, which is created in the process of educational and training systems combination's realization in the process of professional education, as well as a component of teacher's professionalism and professional competence. Professional competence of physical culture teacher is connected with solution of wide circle of social, culturological, psychological, physiological and other problems and, in broad aspect, it is a combination of theoretical knowledge, practical skills, experience, teacher's personal capabilities, dialectical inter-relations of which ensure efficiency and effectiveness of pedagogical activity [22].

Combination of culturological and competence's approaches (L. Vovk, M. Kagan et al.) to professional education permitted to determine the connection of physical culture teacher's health improving competence with other personal formations. It has been established that it is one of key competences, which more widely ensures human's abilities to fulfill culturally purposeful, poly functional, poly subject kinds of activity [1], to solve efficiently the tasks of professional and socio-cultural spectrum [10].

As the base of health improving competence's essence of physical culture teacher we took theoretical ideas of scientists about phenomenon of personal physical culture, health culture and teacher's professional competence.

As per the opinion of Yu. Yevseyev "physical culture is a part (sub system) of mankind general culture, which is a creative activity on mastering of the past and creating of new values, mainly in the sphere of development, health improvement and education" [6]. B. Shiyan defines physical culture as "combination of society achievements in rational utilization of special means, methods and conditions of purposeful physical and spiritual perfection of a person" [22]. Regarding physical culture in more narrow meaning, B. Shiyan defines "personal physical culture" as "combination of a person's features, which are obtained in the process of physical education and are expressed in person's activity, directed to comprehensive perfection of his physical nature and practicing of healthy life style [22]. In the opinion of V. Goraschuk [5] et al., culture of person's health is an important component of his general culture, conditioned by material and spiritual environment of society's vital activity, that is expressed in system of values, knowledge, demands and skills concerning formation, maintaining and strengthening of health.

So, it is necessary to base on the fact, that one of the targets of modern physical culture education (education and training) is facilitating the development of health creating, health creative foundation of person's general culture through formation of the following:

- Personality's physical culture (movements' culture: development of physical abilities, morpho functional abilities of organism by formation of motion skills; formation of physical culture knowledge, appropriate professional pedagogical skills, interests, demands, motivations, world outlook and etc.);

- humanitarian culture of personality (cognitive, communicational, informational and so on);

culture of health and safety of vital activity (in the process of realization of health improving, recreational, rehabilitation, everyday and professional activity (V. Goraschuk [5], A. Matveyev [13], B. Shiyan [22] et al.). It should be noted that the idea of professional or other kinds of competence combination with the development of professional or pedagogical culture is divided by many researches, in particular I. Zyazyun, V. Slaktionin et al. They are unanimous in their conclusions: professional culture characterizes a teacher from professional-personal side and is a combination of integrative characteristics – humanistic orientation of personality, social responsibility, creative pedagogical thinking, etc. [8, 19].

As far as for physical culture teacher the leading kind of social cultural activity and the main field of health improving competence's realization is professional pedagogical activity, we regard health improving competence as an important component of teacher's professional-pedagogical culture and it is understood by scientists as generalized indicator of professional competence and a mean of professional self perfection [21].

It is commonly recognized that one of the criteria of professional-pedagogical formation (physical culture, person's health culture) is personal maturity of a man (one of the brightest examples of creation of motivation's formation and professional culture perfection is theory of demands by A. Maslow [12]). Pedagogical literature regards personal maturity as a component of more broad conception – social or social-pedagogical maturity [1, 21]. From the point of view of pedagogical acmeology (B. Oskarsen, V. Slaktionin) social-pedagogical maturity of a personality is the most large-scale category, which characterize certain level of personality's development, promoting creative mastering of different kinds of culture, connected with significant professional, personal and social achievements [17, 21].

So, considering the subject of our research, let us regard social-pedagogical maturity as a definite target and important indicator of formation of physical culture teacher's professional competence, and the same social-pedagogical maturity we regard as more broad formation. Such understanding permits for us to regard the process of education,

training and socialization of future physical culture teachers in socio cultural environment of higher educational institutions [9] as leading means of his health improving competence's formation.

Generalization of the mentioned statements permits to affirm that health improving competence of physical culture teacher is a complex integrated formation in specialist personality's structure and can be regarded as a component of his physical culture and professional competence; it is a manifestation of his health's culture, the basis of his social-pedagogical maturity. It gives possibility to trace the connection of physical culture teacher's health improving competence's connection with other basic conceptions (diagram 1).

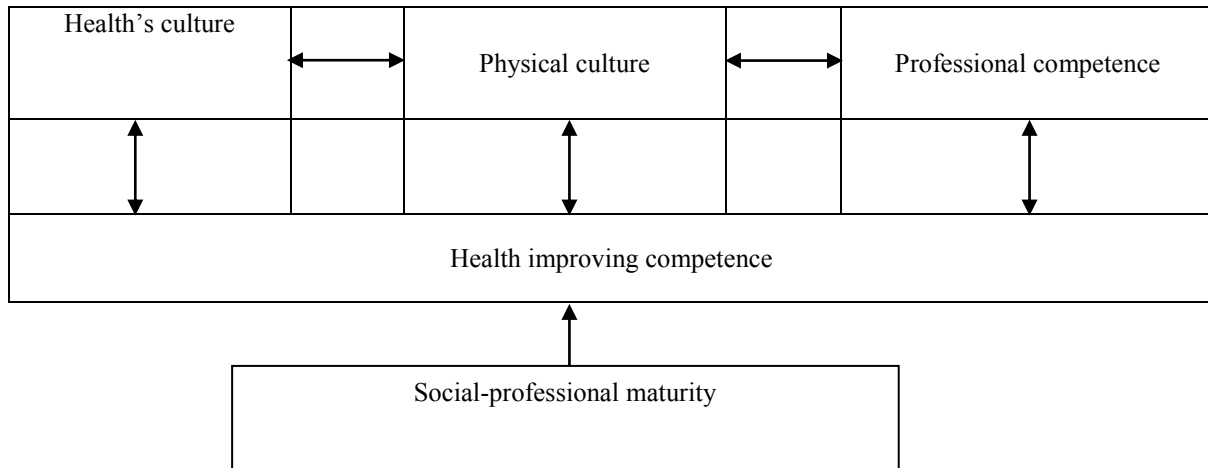


Diagram 1. Connection of health improving competence with basic conceptions

Analysis of scientific researches of professional competence problems permits to affirm that the structure of health improving competence of physical culture teacher is based on the unity of consciousness and activity, on the properties of professional activity and its components. That is why health improving competence should be regarded in procedural-dynamic aspect, as one, which is manifested through activity, which has dialectical character and embraces all spheres of personality.

The specificity of physical culture teacher's professional activity demands special approach to the organization of future specialists' professional training in conditions of higher educational institutions. It shall result in the unity of inner, motivated, personal readiness to physical culture and health improving activity and practical, theoretical-methodological preparedness for it. With it, simultaneous progressing from personality to profession and from profession to personality is a leading idea, conceptual basis both: of analysis and solution of health improving competence's formation of physical culture teacher.

Having generalized the above mentioned theoretical approaches, we came to conclusion that health improving competence of physical culture teacher is a complex, integrated formation in integral structure of a specialist's personality, the component of his physical and health culture, professional competence; it is the result of mastering of pedagogical profession; it is a general category, which embodies the development of social-professional maturity as a property, connected with professional, personal and social achievements and determines life position and socially useful personality's activity and his readiness to efficiently solve the tasks of health formation, maintaining and strengthening and healthy life style organization in the process of professional activity on the base of already formed knowledge, skills, value orientations, professionally important features and abilities.

Summary

The conducted analysis of theoretical researches on the problem of determination of health improving competence of a physical culture teacher permits to make the following conclusions:

1. By majority of domestic and foreign scientists' opinion in modern conditions competence approach is regarded as one of the first priority in professional education, Implementation of this approach stipulates that health improving competence shall be determined as one of the most important educational results of physical culture teachers' training.
2. Health improving competence of a physical culture teacher shall be regarded as a key, super subject competence, as an ability to fulfill complex, poly functional, poly subject, cultural-research kinds of activity, efficiently solve wide spectrum of problems of health formation, maintaining and strengthening and healthy life style organization, connected both: with professional and social activity.
3. Health improving activity is a complex new formation, which unites professional and personal aspects, connected functionally and by content with other personal basic formations, properties and features, first of all with professionalism, health and physical culture, professional competence; it conditions formation of personal and social-professional maturity and positions of a physical culture teacher.

The prospects of further research lie in determination of structure and content of health improving competence of a physical culture teacher, in foundation of its formation's organization-pedagogical conditions in the process of professional training.

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Information about the author:

Ivaniy I.W.: ya@lenusichka.ru; Sumy State Pedagogical University; Romenskaya str.87, Sumy, 40002, Ukraine.

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