

## WAYS TO IMPROVE THE METHODOLOGICAL COMPETENCE OF TEACHERS OF PHYSICAL EDUCATION AND SPECIAL TRAINING

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**Annotation.** The purpose of the study – to identify ways to improve the methodological competence of teachers of physical education and special training. It is established that an important component of professional competence of teachers is their methodological competence. Outlines the elements of methodological competence: knowledge, skills, competencies that effectively influence on students and methodically and intelligently implement educational and training goals. Found that the main directions of the formation and improvement of methodological competence of teachers is to actively participate in the activities of educational, methodical, scientific and professional work, training in the skills, self-education. It is shown that the main element of the restructuring of their own teaching activities in the educational environment is purposeful self teachers, which allows you to take them to the methodological creativity. Self-education should be seen as a necessary condition for the implementation of plans to improve the competence of teachers.

**Keywords:** teacher, skill, methodical, expertise, mentoring, self-education, physical training.

### Introduction

Strategic directions of education's development in Ukraine determine the necessity of upgrading of education's content, based on competence approach, its continuity and innovative character. Change of paradigm of education requires specifying of the sense of competence approach in education and detailing of ways of its provision. Concept "competence" is in the base of this approach. Competence is the base of a personality's professionalism [3]. It is usually identified as effective activity of a specialist in his branch. The importance of competence approach's application in military education is conditioned by prospect of creation of professional armed forces till 2017 and by appropriate changes in the system of military specialists' preparation [<http://zakon2.rada.gov.ua/laws/show/n0006525-12>]. One of disciplines, which is taught in military higher educational establishments (MHEE), is physical education and special physical training (SPT). It is oriented on provision of appropriate level of cadets' physical preparedness, formation of their theoretical knowledge, methodic and practical skills in physical perfection of military officers and in controlling of this process. Successfulness of this discipline's mastering is determined, to large extent, by the competence of MHEE SPT instructors.

Great quantity of scientific researches is devoted to the problems of definition of competence's kinds of specialists, particularly of teachers' professional competence. T.Ye. Kocharian defines professional-pedagogic competence as "maximally adequate and proportional combination of professional and personal abilities of a specialist, which permit to reach high quality results in the process of teaching and education" [10]. A.O. Vitchenko understands professional competence of military higher school instructor as integral indicators of his readiness for solution of educational-scientific tasks on the base of deep special and psychological-pedagogical knowledge, skills, experience, culture of pedagogical communication, ethic and aesthetic of pedagogical activity in conditions of MHEE [1]. V.P. Pasichnyk affirms the professional competence of physical education's instructor is an integrated concept, which combines the following components: world view positions of a personality and his professional features (knowledge and skills) in realization of health improving, diagnostically-prognostic, educational-developing, methodic, educating, communicating, organizing-pedagogical, controlling and illuminating aspects of his activity and constant self-perfection [14]. He reasonably remarks that professional competence is formed during obtaining pedagogical experience by instructor and during his constant work on own self-perfection.

Professional competence is not a constant value; the process of its formation never finishes and constantly changes [14]. According to the researches of D.L. Kulokov the process of professional competence's development is expressed by abilities and skill of a physical education specialist to act independently and with responsibility in the space of physical education [13].

Study of structure of instructors' professional competence leads scientists to conclusion about multi side, complex, multi facet, systemic character of this concept [2, 5, 6, 17, 18]. In the structure of SPT MHEE instructor's professional competence special place is taken by methodic competence, because it is determinative in solution of educational tasks and formation of SPT instructors' authority among cadets. It starts to be formed long ago, during studying of future instructor in profiled educational establishment. At the beginning of pedagogical way, instructor has to master pedagogical thinking, culture of pedagogical activity, didactic and practical educative techniques.

Professional formation of instructor, achieving of pedagogic skillfulness is impossible without perfection of own methodic competence. The embedded theoretical positions require searching of real and accessible means, which would permit to practically realize instructor's desire of methodic competence's perfection.

The work has been fulfilled as per plan of scientific & research works of National university of defense of Ukraine.

### **Purpose, tasks of the work, material and methods**

*The purpose of the research* is to determine the ways of perfection of physical education and special physical training instructors' professional competence.

*The methods of the research:* observation, questioning, comparison, analysis, synthesis, prognostication.

*The object of the research* is methodic competence of instructors of physical education and special physical training.

*The subject of the research* is the process of perfection of methodic competence of instructors of physical education and special physical training.

### **Results of the researches**

In research works, which are devoted to analysis of pedagogic activity of teachers (instructors), methodic competence is marked out as a kind of professional competence (in the field of knowledge and skills' formation of students) and it is regarded as a main component of pedagogic skillfulness [12]. N.V. Kuzmina understands methodic competence as being skillful in different methods of teaching, knowing of psychological mechanisms of mastering knowledge and skills in the process of teaching [12]. More detail definition of teacher's methodic competence is proposed by T.A. Zagryvnaya "... integral characteristic of working, personal and moral qualities of pedagogue, which reflects systemic level of functioning of methodological, methodic knowledge, skills, experience, motivation, talents and readiness to creative self-realization in methodic and pedagogic activity in general" [4]. In wide sense methodic competence of teacher is understood by V.S. Shagan: "...this is integral, professional-personal characteristic of pedagogue, which is expressed in his readiness to fulfill all necessary functions and to reach high results in pedagogic activity, self-realizing in it as a personality and as a professional" [16].

Scientists have different view on the structure of methodic competence of teachers. T.Ye. Kocharian thinks that in structural aspect methodic competence of a teacher of vocational education establishment includes: professional knowledge, professional skills, personal qualities, which are ensured by didactic, organizing-analytical and personal talents of pedagogue [10]. The structures of college teacher's methodic competence V.S. Shagan imagines as combination of 4 components: cognitive, praxiological, personality's and motivation-axiological [16]. I.F. Igropulo marks out: value-motivational, cognitive, reflexive, functionally-active components [7, pg. 160]. The same components of higher educational establishment's teacher are regarded by N.V. Solovyova [15, 19]. Instead of functional-activity component this scientist marks out technological and evaluating ones. A.V. Kyselev defines methodic competence as integrative quality of pedagogue's personality, which manifests in his social pedagogical demands, which in their turn, are expressed in ability to effectively influence on students, on the base of having combination of psychological-pedagogical and subjective knowledge and skills and development of professional qualities [8].

Summarizing the above said in the structure of SPT instructors' methodic competence we mark out skills and professional qualities, which permit to effectively influence on the cadets' preparedness and methodically competent realize educative tasks.

Differentiating of components of instructor's methodic competence simplifies understanding of mechanism of its improvement, in the base of which practical methods and means of activity are embedded. During practical SPT trainings instructor organizes motion activity of cadets with different level of preparedness. With it, among declared in educational-qualification characteristics of graduates of MHEE, which prepare SPT specialists, demands to educational and professional level of an instructor (social-personal, general scientific, instrumental competences) it is important to increase just those skills, which form methodic competence of instructor. At MHEE its improvement is stipulated in the process of teaching, methodic, scientific and professional work in the system of advanced training and in the process of self education.

Conducting of trainings is the base of *educational* activity of an instructor. Preparation and making of educational documentation organize instructor for carrying out of classes. Documentation of ways of results' reaching stimulates him for more careful *planning* of his activity. Very important stage of instructor's activity, during which his professional preparedness is open, is teaching. Conducting of lectures and seminars requires deep theoretical knowledge and skills in methodic techniques of didactic forms' usage from instructor.

In the process of SPT practical classes, functional-activity component of methodic competence of instructor is developed to the highest extent. Practical SPT trainings are conducted in dynamic conditions on the scattered in space objects of education-material base in the presence of several groups of cadet. Besides, it is necessary to consider the specificity of training of SPT sub divisions (skiing, military-applied swimming, martial arts, overcoming of obstacle course), which is manifested in variety of training conditions (depending on season, climate, object of educational material base, uniform and equipping of cadets).

In the process of practical trainings the requirements to pedagogical skillfulness of instructor in his ability to verbally and practically organize cadets' group, to teach exercises, develop physical (special) qualities of cadets, improve their applied skills, form methodic and render theoretical knowledge, give necessary assistance and ensure safety, simultaneously provide control over trainings are prevailing. Skillfulness of instructor is in his ability to solve tasks in conditions, when cadets are under influence of physical and psychological loads in conditions of reduced concentration of attention and instability of psychological state. Practice of trainings is a good mean of improvement of instructor's methodic competence. But it will be effective only considering and eliminating of mistakes, revealed in the course of diagnostics of training procedure, its analysis, studying of problems and making of positive corrections.

Diagnostics of the conducted training can be carried out in several ways:

familiarizing with opinions of cadets (questioning, talks);

familiarizing with opinions of specialists (conducting of training in the presence of invited specialists with further its discussing;

familiarizing with video materials (video recording of training) and so on.

On the base of self analysis, understanding of the course of training and its results, self evaluating of own professional preparedness, instructor forms demand in perfection of teaching practice, in obtaining new knowledge; he thinks over measures for increasing of his activity's efficiency and elimination of training's faults. Such demand initiates deeper study of up-to-date material, exchange of experience, understanding of own position, comparing it with the requirements of practical activity and formation of new approaches to realization of further trainings' plans.

Improvement of instructor's methodic competence in the process of scientific and methodic work has complex character. Instructor works with literature sources, studies experience, renews and deepens his theoretical knowledge, take part in discussing of problems at conferences, seminars and meetings.

Fulfillment of methodic activity measures (working out of methodic materials, manuals and etc.) permits for instructor to systemize his knowledge, to orient himself in direction of scientific search, to widen his world view. The subject of his search can be new methods, forms of cadets' physical improvement, methods, facilitating density of training schedule, means of warming up exercises' application in order to avoid traumatism, or auxiliary exercises for shortening the terms of difficult exercise's mastering by cadets.

New sports equipment, SIMs, implementation of new progressive forms, methods, methodic, technologies of physical perfection permits to increase effectiveness of SPT trainings. Implementation of scientific achievements and up-to-date technologies for creating of own innovative product in educational process require the instructor should master skills of research work. In the process of scientific activity instructors have opportunity to study the problems of educational process from positions of scientific approach. In the course of scientific research works, preparation of scientific articles, reports, instructor's skills of methodological search during researches are formed.

Tutorial work also plays important role in increasing of instructors', having little pedagogical experience, methodic competence. At MHEE department tutorial work is carried out by assigning experienced instructor to be a tutor of less experienced one and the tutor orients his activity on demonstration of methodic of trainings' conducting, assistance in organization of instructor's activity, observation of instructor's practical activity, analysis and discussion of problems of professional activity, moral and psychological support.

SPT instructor shall constantly increase the level of theoretical knowledge on only in his discipline but also in the sphere of specialties, which are taught to cadets. New information about cadets' professional preparation in interconnection with the processes (regularities) of their physical perfection is accepted with the greatest interest. So, it would be logical to actively use trainings in system of professional preparation for increasing of instructors' competence.

Perfection of SPT instructors' methodic competence is not limited by practical works, which are carried out at MHEE. In out opinion the main element of reconstruction of own pedagogical activity in androgynous educational environment is purposeful self education of instructors, which permits to lead them to methodic creativity.

Self education is present in all kinds of instructors' activity but it must be regarded as compulsory condition of competence improvement plans' realization. The quickness of mastering of urgent professional information is very important for improvement of MHEE instructors' competence. Realization of this fact depends, to large extent, on how instructor knows foreign languages and his skills in using modern information-communicative means.

### **Summary**

1. Methodic competence of instructors of military higher educational establishments is an important component of their professional competence. Because methodic competence includes knowledge, skills, professional qualities which permit to effectively influence on cadets and methodically correctly realize educational tasks.

2. Methodic competence of physical education and special physical preparation instructors is formed and improved in the process of their educational, methodic, scientific and professional work in system of advanced training and self education.

3. Main ways of improvement of physical education and special physical training instructors are:

practice of trainings conducting;

analysis of activity by the results of diagnostics of the conducted trainings' quality and further discussion them with competent specialists;

scientific-methodic and professional work;

self-education;

The studied above ways of improvement of SPT instructors' methodic competence require further researches and specifying of technology of their implementation.

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