

**SPORTS AND PEDAGOGICAL IMPROVEMENT IN THE TRAINING OF FUTURE TEACHERS OF
PHYSICAL EDUCATION**

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Annotation. Revealed the structure and content of the sport and improve teaching students of physical education in their chosen sport. The place of discipline and the value of "Sports and teacher improvement" in the preparation of future teachers of physical education. It is shown that the purpose of discipline is to familiarize students with the theoretical foundations and experience teaching and training work in their chosen sport, the methodology of this work with children of different ages. The main forms of teaching attributed lectures, seminars, practical, methodical surveillance, individual, self-study and educational practice. It is noted that discipline is allocated 522 hours. Of these 64 hours - at a lecture, 262 - on practical training, 86 hours - for individual classes, 174 hours - to work independently. A 4th year student provides the implementation of the course work.

Key words: teacher, physical education, sports, teaching, improving, students.

Introduction

Constant rising of demands to preparation of future physical education instructors require urgent actions on perfection of content, forms and methods of preparation of specialists in the field of physical culture and sports from higher educational establishments. Besides, introduction of physical culture new academic programs, which envisage training of variable modules in different kinds of sports, for pupils of comprehensive schools, put forward high requirements to sports-pedagogic preparation of students of physical education faculties. Increasing of efficiency "Sports-pedagogic perfection" discipline's teaching in the chosen kinds of sports shall satisfy these requirements, because this discipline takes one of the most important places in professional preparation of future physical education instructors.

The works by A.G. Gonezhuk (2004) [1], V.M. Prystynskiy (1991) [10], I.D. Svyshev (1994), L.P. Sushenko (2003) [11], B.V. Shyan, V.G. Papusha (2005) [16] et al. were devoted to some aspects of organization and sports-pedagogic preparation of future physical education teachers. The scientists grounded the system of theoretical and methodic knowledge and skills, which are components of physical education instructors' preparation at higher educational pedagogic establishments and proved that content of theoretical-methodic preparation at physical education faculties shall facilitate formation of a teacher, who should be bent to innovations and creativity, who should be able to at professional level a specialist indifferent means, forms and methods of work with pupils, who should be oriented on systematic replenishment of professional knowledge, its evaluation and self evaluation and to apply achievements of other sciences in his pedagogic activity.

But sports-pedagogic perfection of future physical education teacher has not been studied yet as a separate scientific-pedagogic problem and it conditions the urgency of the research. The work has been fulfilled as per plan of scientific & research works of Kharkiv institute of finances of Ukrainian state university of finances and international trade.

Purpose, tasks of the work, material and methods

The purpose of the research is to determine the structure and content of sports-pedagogic perfection of HEE students of physical education faculties.

The tasks of the researches is to study the place and purpose of discipline "Sports-pedagogic perfection" in preparation of future physical education instructors and determine its content and structure. For solution of the set tasks we used the *methods* of comparative and structural-systemic analysis, with the help of which we determined available in pedagogic and special literature approaches to sports perfection of future physical education teachers, and analyzed academic documentation on teaching of physical education faculties' students at Ukrainian and Russian HEEs.

Results of the researches

Analysis of curriculums and academic programs of physical education faculties of Ukrainian higher educational establishments witnesses that discipline "Sports-pedagogic perfection" (SPP) has taken of the first places in training of future physical education instructors for already many decades. For example, starting since 80-s this discipline was introduced as an optional subject. Analysis of curriculums of higher educational establishments' physical education faculties for 1989 and 1992 witnesses that SPP was studied by future physical education instructors in the scope of 480 – 580 hours correspondingly. At SPP classes, under the guidance of experienced coaches-instructors, future instructors improved knowledge and skill in the chosen kinds of sports. Before graduating from pedagogic establishment student must have receive sports grade not lower than second and a category of referee in certain kind of sports.

To day as well SPP course takes important place in preparation of future physical education teachers. It is witnesses by the fact that SPP program takes 4 and in some HEE 5 years, i.e. nearly all period of future specialist's preparation.

Analysis of some SPP programs shows that the purpose of this discipline is profound sports-pedagogic preparation of future physical culture instructors in the chosen kind of sports. For example, O.M. Khudoliy (2008) [15]

writes, that program of discipline “Sports-pedagogic perfection” stipulates formation of professional knowledge and skills, which will be required for independent work in different establishments of physical education and sports’ system as well as for rising of sportsmanship in the chosen kind of sports (CKS).

According to curriculum, 522 hours are assigned for discipline “Sports-pedagogic perfection”, from which 64 –lecture hours, 262 – practical classes (seminars, methodic, practical trainings and teaching practice; 48 hours – laboratory studies SSRW (students’ scientific research work), 86 hours – individual studies and 174 hours for independent work. At 4th year of study yearly work is envisaged.

At 1st year students study general problems of SPP theory, history in particular, modern state and prospects of SPP’s development, structure, classification and terminology of exercises in SPP, safety measures, rules of competitions and methodic of refereeing. At the 2nd year – principles of technique of SPP exercises, of motion abilities’ development, theory of motion skills’ training; at 3rd and 4th years physical education faculties’ students master knowledge in theory and methodic of training in SPP. Distribution of hours into different kinds of classes see in table 1.

Table 1

*Approximate distribution of SPP hours by years of study
(as per program by O.M. Khudoliy)*

| Year of study | Forms of classes | | | | | | | Total hours (522) |
|---------------|------------------|------------------------|----------------------|------------------|-------------------|-------------|------------|-------------------|
| | Lectures | Familiarizing-methodic | Practical & seminars | Laboratory works | Teaching practice | Independent | Individual | |
| I | 16 | 6 | 22 | 12 | 6 | 43 | 21 | 126 |
| II | 16 | 8 | 24 | 12 | 8 | 44 | 22 | 134 |
| III | 16 | 6 | 24 | 12 | 6 | 43 | 21 | 128 |
| IV | 16 | 8 | 24 | 12 | 8 | 44 | 22 | 134 |

Pedagogically purposeful distribution of SPP course material is offered by S.V. Synytsya (2008) [13]. The developed by him program is designed for 4 years of study (1-4 years) and includes 3 stages, on every of which certain tasks are successively solved. The 1st stage (adapting) is preliminary basis preparation. It was designed to make perception of further professional training, easier; in it the following problems are solved: rising of general culture of specialists; widening of general, educational and professional world vision of specialists, etc.

The 2nd stage is the main stage of professional training. It includes: target familiarizing of specialists with up-to-date technologies; training and widening of future specialist’s knowledge in the chosen kind of activity. The 3rd stage (creative) – is the final stage of professional training. It includes: study of advanced practical experience in the chosen kind of activity; determination of creative potential’s development; integration of modern knowledge and achievements in professional activity.

Educational program, developed by S.V. Synytsya, is divided into 4 levels of training by its complexity. Complexity is determined in students’ mastering different motion tasks and different methodic techniques.

Table 2

*Approximate distribution of SPP hours by years of study
(as per program by S.V. Synytsya)*

| Year of study | Forms of classes | | | | | | | Total hours(864) |
|---------------|------------------|--------------------|-----------|-----------------------|-------------------|-------------|------------|------------------|
| | Theoretical | Methodic-practical | Practical | Control tests (INHT)* | Teaching practice | Independent | Individual | |
| I | 8 | 10 | 84 | 6 | -- | 24 | 24 | 156 |
| II | 8 | 42 | 48 | 8 | -- | 28 | 28 | 162 |
| III | 4 | 36 | 24 | 4 | -- | 20 | 20 | 108 |
| IV | -- | 18 | 16 | 6 | 26 | 186 | 186 | 438 |

It should be noted that at Ukrainian HEEs SPP is taught separately by different kinds of sports, mainly by those, which are stipulated by school academic program; in particular: gymnastics, track and fields, swimming, outdoor

games and so on. At the beginning of classes first year students chose sport specialization, which they will study during 4 years, and are distributed into groups, 8-15 person each of them.

In contrast to physical education faculties of Ukrainian higher educational establishments, in the same Russian educational establishments the same discipline is called “Pedagogic physical culture-sports perfection (PPSP). Analysis of PPSP educational programs [6, 7, 17, 18] showed that this discipline is studied by physical education faculties’ students in compliance with the requirements of State educational standard of higher professional education in physical culture. Its aim is increasing of students’ professional and sports level on the base of one basic or some new kinds of physical culture and sports activity.

The content of PPSP is interconnected with theory and methodic of physical culture and sports (TMPCS) on the basis of realization of its main principles through specificity of a certain kind of sports. It means that by content all forms of classes reflect peculiarities of the chosen kind of sports, developing and specifying TMPCS principles on its base.

It is interesting to note that PPSP lectures are read for every year of study ion stream way and their content includes general for every kind of sports principles and information about main problems of sports and professionally-pedagogical perfection. For example, at lectures are familiarized with kinds and functions of sports in system of physical culture education; with competition and training activity in sports; with principles of technique and tactics, physical preparation in sports; with system of many-years preparation of sportsmen and specificities of scientific activity in sports. Lecture courses are read, as a rule, by highly qualified lecturers (candidates of sciences of masters of sports of Russia) [7].

At practical classes students are distributed into groups, depending on the chosen kind of sports, which are considered by faculty’s curriculum. Practical classes are, mainly, carried out on the base of university as well as on the base of CJSS**, JSS*** and other sport organizations and clubs, where trainings are conducted by personal coach of a student. The task of instructor, who is responsible for PPSP groups, is to control attendance of practical classes and students’ mastering of educational material, which permits to integrate knowledge, obtained in the process of studying at HEE.

At PPSP practical classes students must master techniques and tactics of the chosen kind of sports, as well as raise the level of condition and coordination preparation. It is compulsory to take part in competitions of different scale, where future instructors have to realize to the fullest extent their abilities in order to receive sports grade or the rank as per Single all Russian sports classification.

At senior years of study some students are permitted to change PPSP classes by conducting trainings of CJSS or comprehensive schools’ pupils in chosen kind of sports. Approximate distribution of PPSP hours is presented in table 3.

Table 3

Approximate distribution of PPSP academic hours

| Year of study | Forms of classes | | | Total hours |
|---------------|------------------|----------------------|-------------|-------------|
| | Theoretical | Seminars (practical) | Independent | |
| I | 16 | 110 | 45 | 171 |
| II | 16 | 40 | 50 | 106 |
| III | 16 | 50 | 60 | 126 |
| IV | 10 | 48 | 45 | 103 |
| Total | 58 | 248 | 200 | 506 |

Analysis of academic documentation and special literature witnesses about similar attitude of Russian and Ukrainian specialists to forms of educational PPSP work. For example, G. Fiodorov (2006) [14] considered to be necessary carrying out of lecture course in the scope of 15% from all academic hours and practical classes in the following possible variants, which do not exclude their complex application: 1) subjective training classes; 2) educational methodic classes with students of junior years of study; 3) laboratory classes on development of planning and registration documentation.

Besides, the author stressed compulsory consideration of inter-subject connections with studying of PPSP. He noted, that successiveness of special knowledge and gradual character of motion qualities’ development, skills’ and organizational-methodic abilities’ formation in the process of learning of basic disciplines and their progress in the course of PPSP studying to certain extent facilitate solution of one of the key problems, which is characterized by duplicating of informational stream of knowledge with studying of one-profile disciplines. Realization mechanism of principle shall be carried out on the base of didactic deepening and widening of special knowledge, stimulating activity of students.

Other Russian specialist V. Kuzmin (1998) [3] regarded PPSP discipline as a mean of professional-creative preparation of future physical culture instructor. He offered formation of orientation on creativity and stimulation of students' creative abilities to include students, on the base of saturation with primary classes with creative situations, into active search of new methods of solution of different pedagogic tasks, which develop desire for learning, cognitive-creative interest to their profession and require from future instructors their ability to mobilize their potentials, to manifest fantasy, imagination, pedagogical improvising and etc.

The specialist advised to build most of PPSP practical classes by principle of teaching practice with further analyzing of them. Every student played both: role of a teacher and role of a disciple, applying with it the following methodic techniques: "one teaches all", "all teach one", "one teaches another one", "one teaches oneself".

For analyzing of all his activity in the role of pedagogue, at the beginning of student's life every student had to start diary of student-sportsman and diarize his pedagogic observations and ideas, analysis of his sports activity, self-control and read literature. The content of diary shall serve as a basis for writing of reviews, thesis, yearly works and diploma, making plans, comments, etc.

Summary

Thus, sport-pedagogic perfection of future physical culture instructors in Ukrainian HEEs is carried out in the process of SPP course in the chosen kind of sports. The target of SPP is familiarizing of students with theoretical basis and experience of training work in the chosen kind of sports as well as with methodic of carrying out of this work with children of different school age. The main forms of SPP teaching are: lectures, seminars, practical, familiarizing-methodic, individual and independent classes and teaching practice, during which future physical education instructors master knowledge of main CKS theoretical problems; master the basics of exercises' execution and methodic of CKS trainings at different stages of sports preparation; obtain knowledge, abilities and skills on organization and conducting of CKS competitions.

Further researches can be fulfilled on studying the problems of organization of educational process and evaluation of students' educational-sports and scientific achievements in SPP discipline.

- * INHT- Individual home tasks (*note of translator*)
- ** CJSS- Children-junior sport school (*note of translator*)
- *** JSS – junior sport school (*note of translator*)

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