

ON COMPETENCE AND WORKMANSHIP OF SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE

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Abstract. Correlation of concepts «competence» and «professional trade» is examined. More than 200 sources are studied. The necessity of account for training of athletic personnels of professional fitness and value of professional trade becomes firmly established as to the ultimate goal of forming of specialist in the field of physical culture. Negative tendencies are exposed in maintenance of preparation of specialists and higher professional athletic education in the higher institutes. Culturological and acmeological approach is offered for further strategy of perfection of professional pedagogical preparation of specialists. The stages of forming of specialist are presented on the basis of application of this approach. A necessity is marked at training of personnels oriented on the exposure of features of professional fitness of young people to the professions in the field of physical culture, its initial state and dynamics.

Keywords: physical culture, competence, professional, trade, pedagogical, shots.

Introduction

Modern paradigm which is developing now in higher professional sports education is based on competence approach. Last years in different countries the problem of sports education upgrading has become rather acute [4, 5, 7, 9, 12, 16]. In connection with this a question appears: how efficient this approach can be in the system of higher sports education and what prospects it has. In order to answer this question it is worthwhile to regard the relationship of conceptions “competence” and “workmanship”. The urgency of this lies in the fact that the solution of this problem is of importance for understanding of future physical culture specialists upgrading. This work has been executed as per plan of scientific research works of Belgorod state national research university.

Purpose, tasks of work, material and methods.

The purpose of the work is studying of relationship between conception “competence” and “workmanship” in the context of physical culture specialist preparation.

The methods and organization of studying. The studying of relationship of conceptions “competence” and “workmanship” has been conducted on the base of special literature, including documents, manuals, handbooks, scientific works, monographs, theses, materials of scientific conferences and congresses analysis. In total, more than 200 sources, published in Russia, Ukraine, Kazakhstan, Slovakia, Moldavia and Serbia, were studied.

Results of the researches.

The essence of the problem lies, apparently, in how “workmanship” is interpreted and how it is realized in the practice of specialists’ preparation. Существо

Many dictionaries give explanation of “competence” as “possession of competence” or “having knowledge, permitting to judge about something”. And “competent” man seems to be “having competence”, “having knowledge in definite field” (In Latin “competence” - means “able, appropriate”. Finally, word “competence” (in Latin “competentia” – “vested belonging”) means either a “circle of a body’s or person’s powers” or a circle of questions, in which a person has experience or knowledge” [11, 13]. There are many other opinions about the essence of competence. (A.V. Khutorskiy, “Technology of key and subject competence designing” [Electronic source] [http:// www.eidos.ru/journal/2006/0505.htm](http://www.eidos.ru/journal/2006/0505.htm)) [7, 12]. Analysis of literature shows that theoretical readiness is more expressed by the essence of competence. For example, in one case it is said that competence consists of two components: content – “knowledge” and “process” – “practical skills”, but finally, competence is characterized by efficient and mobile knowledge [14]. In other work it is said that competence means awareness [7]. Competence is widely elucidated in a number of documents, e.g. in “Conception of Russian education upgrading for the period upto 2010” [6].

Analysis of the a.m. definitions of competence leads to conclusions:

- there is no unambiguous interpretation of competence essence;
- competence is understood as a circle of questions (may be obligations, powers and etc.) for which the given person is responsible;
- competence is understood as highly specialized knowledge, theoretical preparedness, having knowledge in something;;
- competence is understood as both: having knowledge in something and having practical experience;
- competence has rather wide interpretation, including knowledge, skills, personal abilities and other components of personality. With such ambiguity of the regarded term’s interpretation the main is not clear - which level of specialist’s preparedness is meant: either he knows his duties theoretically, or he is ready to cope with his professional functions both theoretically and practically or he just knows the circle of his official duties. Alas, at present, in labor market conditions of severe competition employers are not interested in such specialist’s competence; they unconditionally require professionalism. That is why, now, in different fields of human activity the expression “professional” is used.

How is “competence” approach realized in the field of professional physical culture higher education in practice? As a rule, we think, that it is realized as a result of a specialist’s preparation. With this, mastering of particular competences in the content of education, a school leaver was not regarded if he initially fits for future profession or not. In practice there were cases when advanced student became poor teacher and inveterate mediocre student became good specialist with the lapse of time. This phenomenon is conditioned by the presence or absence of professional adequacy. Though in the given above list of competences not only knowledge requirements are expressed, it is necessary to state, that the approach, under consideration, is oriented mainly to paradigm of knowledge. We can receive evidences of this fact, if we regard peculiar competences in state educational physical culture bachelors’, masters’ and specialists’ standards and familiarize with other planning documents.

For example, in Russian realities, Federal state educational standards of higher professional education (branch 034300 – Physical culture qualification – master)) has lists of general cultural competences (GCC), professional competences (PC), which in many cases have no connection with practice. It is clear that students can obtain knowledge only by learning peculiar subjects, but how to prepare specialists for them “to take responsibility for their own decisions within the frames of professional competence” (GCC-7), “to take atypical decisions (GCC-8), “to be initiative, in risky situations inclusive” (GCC-9), “to cope with problem situations” (GCC-10) and etc. [Federal state educational standards of higher professional education (branch 034300 – Physical culture qualification – master)) – M., 2010. – pg. 29]. What is done in higher educational institution for implementation of these competences? The mentioned competences are quite called-for, properly formulated, but they are overrated, theorized and cannot be practically realized.

Education becomes more and more distant from a student’s personality. The thesis of education humanization is being declared, but, in practice, unreasonable computerization, testing, remote teaching moves teacher more and more away from student. Not excluding the need in the mentioned trends, it should be remembered that nothing can replace direct teacher – student’s communication, no machine can improve humanization process without human factor, without direct communication, without interaction. The best manuals, the best softs, which have appeared to-day, tomorrow will go out of date. Teacher always can bring to student new trends, facts, explain comprehensively problem aspects.

The other urgent problem of competent specialist’s training is increasing of relative quota of students’ independent work. In wide practice of higher educational institutions this is an actual loss of academic hours, because sports students will more gladly spend their time for sports trainings, which are interesting for them, or for some other interesting activities, than for independent academic tasks. Students’ extra-curricular work and the control of it actually are not organized by teachers. At the same time, students are not sufficiently conscientious to pay required time to extra-curriculum work.

Introduction of testing also does not correspond to the idea of education humanization. In many subjects (e.g. in special courses) it is very difficult to prepare test tasks in the offered forms. Much useful information just cannot be “embedded” in these forms. Teacher has to take information from other fields of knowledge that misrepresents the content of testing and reflects the subject itself inadequately. Students come to understanding, that if to solve test tasks correctly and to “guess” some answers, they can receive positive mark. Teacher has little reasons for careful checking of student; if testing is successful, teacher and student mutually release each other from further control, but the quality of students theoretical ground is reduced. Because to answer the questions orally or in written form is more difficult than to answer test questions just choosing correct variant of answer, it is necessary to more efficiently prepare for this. Besides, testing does not require from students to be creative.

The other disadvantage of modern, competence approach to education is “mosaic” preparedness of students. The matter is, that earlier, academic budget assigned larger quantity of academic hours for every discipline to physical culture curriculum. That is why, students learnt subjects quite substantially. At present, the budget of academic hours has significantly increased but the number of disciplines having little quantity of academic hours has also increased and students have not sufficient time not only for mastering knowledge (to say nothing about skills), but even for obtaining of most general ideas about the essence of subject, or they know the subject’s essence but very superficially. For a long time the problem of de fragmentation of professional physical culture higher education has been ripe [2]. For this it is necessary to scientifically ground how and in which sequence peculiar disciplines, stages of teaching and etc. shall be distributed. Increasing of amount of scientific information demands appropriate conditions, application of more efficient means and methods of teaching.

One more contradiction to idea of education humanization is that neither teachers nor supervisors or departments have objective information of what is every peculiar student actually (except his exams successes or fails, attendance at classes, achievements in sports), have any idea of his abilities and bents to future profession; they do nothing for purposeful formation of professional motivation. In the best case it happens spontaneously.

The development of professional physical culture system goes per se, separately from the process of specialist’s formation. Innovations are introduced into the content of higher education, but, sometimes, they are not accepted by students and even are rejected. Students adapt to these innovations, trying to find way out by different means. For example, not long ago majority of students passed finals and only some of them, the most prepared, defended degree works. As per new requirements all students shall prepare degree works and this is seemingly useful innovation, meeting modern requirements. But majority of students does not execute these works on their own: they either search ready material in internet or ask third persons, even including their teachers.

Meeting the requirements of realization of competence approach, professors of higher educational institutions found themselves in conditions of severe time limit, and this time shall be spent on preparation of large scope of planning and testing documents and other activity, that could be done, for example, by ministries or educational methodological associations, and, actually, professors have no time for the main activity – direct work with students.

At the same time the problem of higher education quality is becoming more acute [3, 4, 7, 16], but here some confusion occurs as well: in practice, estimation of education quality is reduced to analysis of documentation which was made at departments and to estimation of students' knowledge by "leftover principle", but actual quality of education remains without attention to be paid to it. Because the main feature of professional higher education system is "new formations in personality"[5]. By right remark of prof. N.V. Kuzmina "creative readiness" to future professional activity shall be the criteria of higher professional physical culture institution's functioning quality [5]. To achieve this result it is required to re-orientate higher professional physical culture education to cultural achmeological approach. This will permit to represent achieving of education quality in new aspect and in compliance with the modern world. Consideration of all pedagogical categories in the light of new educational paradigm lies in the foundation of this approach. This is even more urgent for the given kind of education, which reflects the state of society culture, - "physical culture" [9]. In this case, the first position must be taken by conceptions "professionalism", "pedagogical qualification" and "culture". Here, "culture" should be understood as a specific, morally oriented method of human activity as well as evaluation and consciousness of its results. With this, "competence" shall not be excluded from the list of urgent categories, but its status and position in the succession of specialist's formation will change.

Not only in theory but also in practice of physical culture specialists' training, it is quite necessary to apply well known in labor and engineer psychology category "professional adequacy" as an initial. "Professional adequacy" shall be understood as dynamic, relatively steady, optimal level of combination of biologically and socially conditioned specialist's premises, which are necessary for successful professional activity in a certain field [8, 10]. Professional adequacy of physical culture specialist is a "relative" one by its type, i.e. it does not lodge absolutely strict requirements to future professional, because the most important positions in it are taken by compensatory mechanisms, but it requires the presence of some peculiar components on a certain level [10]. Professional adequacy of a physical culture specialist, by our data, must include: professional-pedagogical orientation of personality (interests, motives, ideals, value orientation, professional intentions and demands); mental and physical adequacy; individual and psychological peculiarities of personality (abilities, character and temperament) [8].

Professional adequacy is an initial category, which shall be considered as far back as on pre institutional stage of future specialist's formation - in the process of professional orientation, professional selection. It would promote to significantly improve the quality of future sports-pedagogical specialists. At present, unfortunately, intake of school leavers, without considering of their professional adequacy, is conducted instead of professional selection and it initially determines many problems of professional-pedagogical content at higher educational institutions. Meanwhile, knowing of student's professional adequacy would really prompt "individual way" of specialist's formation in the future period of study at higher educational institution. Some components of professional adequacy could be corrected by purposeful pedagogical impact.

Further, on the base of professional adequacy "professional readiness" shall be formed. It is understood as "professional competence" in broad sense (i.e. mainly theoretical readiness). In compliance with the reality graduate must be really competent, i.e. ready for professional activity, but mainly theoretically (this corresponds to the reality) because actually all graduates are imperfect by their skills, they just lacks of professional practice. As experience shows, adaptation to professional activity takes in average nearly 3-4 years. Even those, who starts working by his specialty, still being the students of higher educational institution, will pass this period, because they will meet the moment when they starts to compare theoretical knowledge obtained at higher educational institution with the demands of practice. And in general, this period does not contradict modern educational paradigm – preparation of competent specialist, but it brings into this process quite new sense meaning that competence is not a final target but only a transient stage of future specialist-professional's preparation.

On after-institutional stage of specialist's formation "professionalism" takes the first position by its meaning [3]. Unlike the opinion of N.V. Kuzmina [5], we understand "professionalism" as skillfulness in broad sense. We can hardly agree that "professionalism" is "steady state of specialist's personality and activity and is formed in the process of "professional training" [5], because its gaining requires certain time after graduation from higher educational institution. Graduate, as a rule, does not yet ready for his work as professional. His practical experience is insufficient as it has already been said above.

"Professionalism" is a skillfulness that starts to appear on the base of competence: knowledge in broad sense is refined into skillfulness in broad sense. Some authors replace this conception with close by sense one, e.g., "pedagogical skills", in which they regard the specialist personality's features, his abilities, which starts to compose a certain system. (Вишњић Д., Јовановић А., Милетић К "Theory and Methodology of Physical Education". Manual. Belgrade, 2004. pg.596; R. Chokorilo, "Pedagogy of Sports". Belgrade: Higher sports training school, 1998 (Novy Sad: Graph style). – pg.242). Gradually, specialist's theoretical readiness is updating in practice, all extra, alien everything that is needless disappear. On the other hand, the accumulated experience of practical activity constantly correlates with theoretical knowledge, finds links with theory and joins with it. In professionalism future professional ripens, who starts to have his own system of activity. It happens with higher educational institutions graduates after adaptation to professional-pedagogical activity which takes

several years. Meanwhile, at this period physical culture specialists are still reaching to the peaks of their profession, accumulate experience and start to create consciously or unconsciously their authors' system of activity.

Finally, after certain period of time, specialist reaches his next stage of professional development. His "workmanship" is formed. "Workmanship" is a systemic feature of personality, which, on the base of his professional adequacy, in the process of education and labor, is transformed into individual (author's) skillfulness, permitting to reach the peaks of pedagogical activity [10]. However, not all specialists can go the way from "professionalism" to "workmanship" of high level. It depends on many reasons.

One of the main signs and results of pedagogue –master who reached the peaks of his profession (acme) – is creation of author's system of activity. As per the classification by V.P.Branskiy & S.D. Pozharskiy [1], there are several models of appearance of professional activity peaks. One-peak model means reaching only one peak (acme). Multi-peaks model means reaching several peaks in the process of professional activity, which are approximately equal by their level, value at definite period of time. Macro-peak model is a kind of "ladder" type variant, when peaks gradually rise and reach their maximum; in the future they gradually go down. In the opinion of some authors there also exists "bottomless" (i.e. not going down) model, which can be depicted by continuous, ascending to maximum peak, line which is broken in its way upward [1]. However as per the data, obtained by academician N.V. Kuzmina, movement to professional peaks on example of school teachers does not occur absolutely upward. All tested manifested short wave-like recessions with sequential new ascents [5]. Probably, the mentioned regularity is connected with objective influence of different factors, including effect of natural biological rhythms.

Author's system, created by a pedagogue is a mature pedagogical system, having common features with his colleagues' activity but also having special, individual style and content which distinguish this master from others. This originality was earlier formulated by P.F. Lesgaft in his expression: "Method is me!" [5]. On previous stages of self-movement to professional peaks specialist creates only different ideas, intentions and fragments of his future author's system. Acquiring more perfect format, such system is practically and theoretically tested. When the author's system of professional activity is a recognized fact, specialist, as a rule, has certain insignia, status, awards, proving his high professional level.

Summary.

The study of relationship of conceptions "competence" and "workmanship" of physical culture specialist shows that:

- competence is mainly interpreted as theoretical preparedness of personality unlike workmanship, which is the final aim of specialist's formation;
- on the assumption of the said above, "competence" can be used in higher educational institutions, but must not be defined as the final result of physical culture specialists formation. It is necessary to regard competence as a regular stage of specialist's movement to his workmanship;
- when preparing sports-pedagogical specialists, it is necessary to orient not only to the current educational standards, but to revelation of students' professional adequacy peculiarities, its initial state and its dynamics;
- selection of school leavers in the higher educational institution admittance period should be carried out considering the revealed indicators of their professional adequacy to the activity in sports sphere;
- in the period of study at higher educational institutions it is necessary to orientate future specialist not only to gaining knowledge and competences but also to formation professionalism, workmanship, achievement of peaks in physical culture activity. Students shall learn the ways and methods of mastering the chosen profession and achieving professional peaks;
- preconditions of formation of future workmanship shall be created on the base of idea of actual educational humanization, discovering of abilities and potentials of students' personalities, formation of their personalities' culture.

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