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ADAPTIVE PHYSICAL CULTURE – PLEDGE OF PROFESSIONAL SUCCESS OF TEACHER

The article deals with the problem of adaptive physical culture of future teachers as an important feature of their professional success; The basic concepts, the essential features of this complex personal formation, content, structural components, criteria and indicators, ways of its formation in the system of modern university education are specified.

The purpose of the article is theoretical substantiation of the essential characteristics of adaptive physical education of students as an important part of professional success in pedagogical activity and ways of its formation in the conditions of university education.

A complex of methods of theoretical analysis is used to substantiate the essence, content, structure of adaptive physical culture and ways of its formation in future teachers in the system of university education.

Specifies the essence of adaptive physical culture, its content, structural components, criteria and indicators (cognitive, integral, prognostic and monitoring technology, etc.), opportunities in raising the level of academic achievement of students, ways of the mechanism of its formation in conditions of modern university education; various forms of occupations are characterized using various technologies that allow to intensify the position of students in education, create conditions for the formation of this complex personal formation, which ensures success in solving professional problems and achievement of predicted results.

The effectiveness of the results is confirmed by the data of the pedagogical experiment.

The study reveals the essence, the main characteristics of adaptive physical culture as an important condition for the success of pedagogical activity of future teachers in independent professional work, the educational process of the university in its formation as a strategy implementation optimization of students' training in professional activities and the success of their professional development. Among the prospects for further study of this problem, we highlight the work on the study of innovative approaches to the toolkit for evaluating the quality of the formation of adaptive physical culture as a pledge of students' progress in professional activities.

Key words: adaptive physical culture, content, structural components, criteria of its formation, professional success.

The urgency of the problem. The complex processes that take place in modern society, the increasing role of education in its improvement on the principles of democratization, humanization associated with the issues of professional formation and self-actualization of the main figure of the educational process - the teacher.

A modern teacher should be prepared to understand the complex problems of social adaptation of pupils of various opportunities to social life, inclusive education, analytical choice of professional behavior, personal qualities of adaptive physical culture, which is an important condition for the success of pedagogical activity.

V. Andreev, S. Arkhangelsky, A. Verbitsky, N. Kuzmina, R. Khmelyuk made a significant contribution to the development of theoretical foundations of vocational education; a number of approaches to the solution of the problem of training personnel in the conditions of university education are substantiated theoretically (N.Guziy, L.Vovk, I. Zyazyun, A. Klim-Klymashevskaya, L. Kondrashova, A. Kuz'minskii, V. Kuzmenko, N. Slyusarenko, E. Rangelova, etc.).

New goals and tasks of higher pedagogical education also result in a new strategy for the professional training of future teachers. The meaning of this strategy is not only in the learning of the knowledge of the knowledge council, but in the formation of a successful personality, the formation of its adaptive physical culture as a condition of creative adaptation

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to professional activity and willingness to fulfill the complex tasks of society to ensure the quality of modern education.

The purpose of the article is theoretical substantiation of the essential characteristics of adaptive physical education of students as an important part of professional success in pedagogical activity and ways of its formation in the conditions of university education.

Presentation of the main material. The need of a society in a creative specialist who is capable of creative adaptation in the professional sphere, creative performance of professional-pedagogical activity and active participation in the life of society, actualizes the problem of the formation of adaptive physical culture of a modern teacher. The problem of qualitative preparation of future teachers for independent professional-pedagogical activity is connected with a new educational philosophy. The essence of this philosophy is to create favorable conditions for the development and subjective formation of each individual, not only physically healthy, but also with limited physical and mental capabilities, psychological complexes, problems and difficulties that can adapt to the professional environment and conditions of professional work. The basis of this philosophy is social adaptation, a two-way process of mutual rapprochement of two social actors - people with disabilities, who restrain themselves from being included in society and healthy people, who must help him in adapting and providing each person with opportunities and favorable conditions for its adaptation to social life, successful professional activity, transfer to self-regulation. In connection with the actualization of the problems of inclusive education, the adaptation of children with disabilities to studying in a comprehensive school, in conjunction with healthy children, complicate the professional functions of a modern teacher and the need for special preparation for solving these problems in the conditions of university education.

Adaptive system of education necessitates the preparation of future teachers for professional activity, taking into account the increasing requirements for pedagogical work, the level of pedagogical professionalism, updating of educational technologies and the formation of adaptive physical culture in them.

Adaptive physical culture of a teacher allows him to successfully fulfill the task of preparing children with disabilities by equal members of society, developing their self-worth, creating the necessary conditions for their education and development [1].

The analysis of pedagogical practice shows that most of the graduates of the higher pedagogical school are not ready to solve the problems of inclusive education, work with children with disabilities. The questionnaire of teachers-practitioners and students of the pedagogical university showed that most of the respondents (67 % of teachers) and (89 % of students) are not ready to work with children with disabilities. On the question: What do you put into the concept of «adaptive physical culture»? 56 % of teachers and 25 % of students interpret this concept as a set of qualities that can overcome the difficulties that arise in their activity; 30 % of teachers and 43 % – as an ability to adapt to activities; 14 % of teachers and 28 % of students did not answer questions. The reason for such a phenomenon should be sought in underestimation of this aspect of pedagogical activity and purposeful preparation for it in the system of university education and methodological work of the school.

The analysis of the training programs of university teachers' training for future teachers shows that the questions of adaptive physical culture are not considered either in special or in psychological and pedagogical disciplines. The lessons of physical culture also do not focus on the formation of adaptive physical culture as an important indicator of pedagogical professionalism and the conditions for the successful professional activity of a modern teacher.

The subject of pedagogical activity of a modern teacher is not only a healthy child, but also a person with limited health opportunities, her desire to adapt to the joint activity with healthy children, which requires not only specific learning conditions, but also the professional and personal qualities of teachers that characterize the adaptive physical culture

as an important condition for the successful adaptation of pupils of various opportunities in the educational space and the social environment.

Culture is a specific means of organizing and developing professional activities, presented in the products of educational and spiritual work, in the system of human relations, social norms, professional and moral values, in aggregate the attitude of future teachers to the pedagogical environment, to themselves and to the chosen professional work.

The effectiveness of the educational process is determined by the adaptive physical culture of the teacher, the level of its formation, a clear understanding of the professional functions, on which the success of the adaptation of students to the activity and the quality of their educational achievements depends. The lack of a clear definition of the concept of «adaptive physical culture», the lack of clarity of content characteristics, indicators and levels of its formation do not contribute to the effective performance of professional functions and negatively affects the quality of the training of future teachers for successful professional activities. Adaptive physical culture characterizes pedagogical activity, which is carried out by teachers during the organization of educational process through the system of interaction with students, mastery of them by adaptive technologies, accumulation of experience of creative adaptation to perform professional functions and professional and pedagogical responsibilities.

In the interpretation of the essence of the notion of «culture» there are different points of view. The culture is regarded as the level of development of professional abilities and creative personality forces (E. Berezhnyak), a set of principles, norms and knowledge (B. Gaevsky, Yu. Palekh), a systemic phenomenon that combines professional qualities and motives of activity (S. Korolyuk).

Adaptive physical culture is a pedagogical phenomenon that combines the system of theoretical knowledge about the adaptive process of personality, skills and abilities, professional qualities, motives and value orientations, which accelerates adaptation to pedagogical activity, overcoming the difficulties of the adaptation process, prevention of professional burnout and the achievement of professional success.

Adaptive physical culture influences the character and efficiency of vocational and pedagogical activity and is an important characteristic of the professional image of a modern teacher. The level of its manifestation determines the creative decision of the teacher of professional problems, responsibility for achieving results [11].

Adaptive physical culture of a teacher is a complex personal formation, which combines readiness for the implementation of social integration in the educational process of healthy students and students with disabilities, professional competence, subjective position, creative style of activity and behavior, a system of professional values and ethical norms, positively affecting the success of pedagogical work.

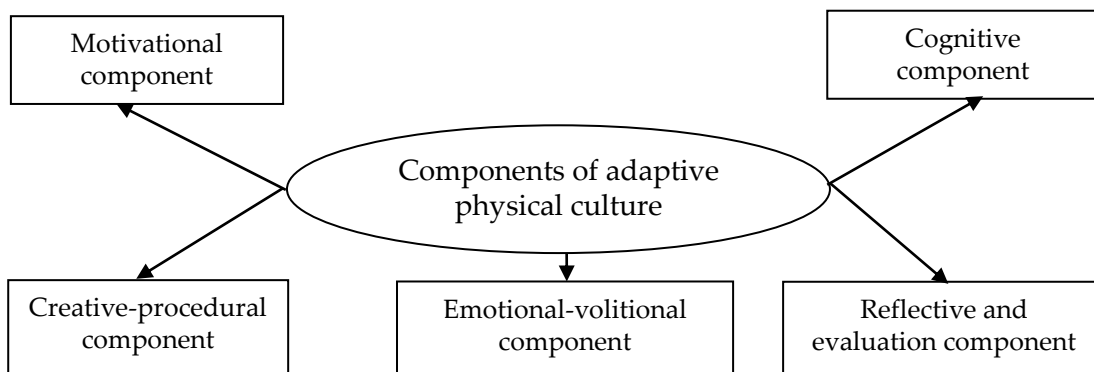
Essential characteristics of the adaptive physical culture of future teachers are: humanistic orientation, priority personality, predominance of the subject position over the object. Adaptive physical culture of a teacher is conditioned by professional development and requirements to the quality of his actions: to be open, to understand another, to interact with participants in the educational process, to have experience in practical training and method of creating an educational environment that provides conditions for creative adaptation to professional activity, self-improvement of his professional accounting.

The structure of the adaptive physical culture of future teachers in a generalized form is shown in tables 1.

Adaptive physical culture as a complex personality education is a dynamic phenomenon, which in its development takes several levels (low, medium, high). Each component of this culture is characterized by appropriate criteria that allow to reveal the dynamics of its development in the process of preparing future teachers in the conditions of university education.

Table 1

The structure of adaptive physical culture future teachers



Components, criterion and indicators of adaptive physical education of future teachers are presented in tables 2.

Table 2

Components, Criteria and Indicators of Adaptive Physical Culture of Future Teachers

Components	Criteria	Indexes
Motivational	Incentive-Valuable	motives for social integration, mutual rapprochement of two social actors - healthy and people with disabilities, to preserve and strengthen the health of the individual, the need for a healthy lifestyle, a strong interest in the formation of adaptive physical culture as an important resource of successful training and its reduction stressful factor
Cognitive component	Content-content valeological	the completeness of knowledge that reveals the theoretical foundations of adaptive physical culture and its procedural aspects; knowledge of ways of social integration, preservation and strengthening of health, knowledge of the foundations of a healthy lifestyle
Creative-procedural component	Organizational Active	abilities: organizational, constructive, communicative; skills of a healthy lifestyle, methods of social and professional adaptation, prevention of stress situations in educational activities, methods and actions for preservation and strengthening of own health and health of students; creativity; the ability to refine, upgrade recommendations, techniques, experience in accordance with the emerging problems, novelty and originality of the decisions
Emotional willed	Emotionally willed	presence of emotional-volitional qualities: empathy, tolerance, independence, initiative, emotional stability and susceptibility, self-control, optimistic mood, purposefulness, responsibility diligence, persistence, determination, self-criticism, patience; the ability to control their mood and mood of others
Reflexive evaluative	Diagnostic	reflection, the ability to properly evaluate its activities in relation to social adaptation, its organization and implementation; evaluate the results achieved; identify the causes of interference and adjust the relationship in education; awareness of self-improvement; ability to monitor impacts adaptive physical culture on successful pedagogical activity

The content of this complex personal formation is characterized by a set of qualities that positively influence the process of adaptation to pedagogical activity and its success, among which an important role is played by autonomy and activity, a subjective position and the ability to self-development and self-determination of future teachers. Subjectivity manifests itself in the self-statement of problems and their awareness as personally significant; independent statement of the goals of their own activities, the choice of ways to achieve predictable goals, creative adaptation to the professional space and ensuring the achievement of the intended result.

No less significant feature of adaptive physical culture is responsibility as the ability to perform professional duties accordingly with the needs of the individual with various opportunities, including those with disabilities, the requirements of society, value orientations and regulations. Responsibility is expressed in the understanding of tasks, prospects for their decision, the choice of options for professional behavior, decision-making and the consequences of actions for their implementation.

Social adaptation as a process of interaction between healthy and disadvantaged students more depends on the tolerant attitude of participants in the educational process to each other. Tolerance as an indicator of adaptive physical culture provides the future teacher with an opportunity to achieve mutual understanding without the use of means of punishment, coercion, and reduction. An important indicator of adaptive physical culture is the ability and readiness of the teacher to help a disciple with a disability find a balance between their own dreams as a social unit and their own personalization as an autonomous person.

Among the indicators of adaptive physical culture, optimism, the ability to believe in the light of the human side, and believe in its future are important. The lack of an optimistic mood, faith in the ability of all students, including students with disabilities, negatively affects not only the results of his studies, but also the mental condition and well-being, the overall development of the individual. Adaptive physical culture is manifested in the extent to which the teacher is ready to encourage the efforts and efforts of the students, to stimulate their belief in their own abilities and forces, to orient themselves to their interests, needs and settings, to support initiative, independence, to activate the formation of positive self-esteem by means of modeling success situations in various forms activities.

The complexity of teaching activity, stressful situations and negative emotions in the course of social integration of students often calls the syndrome of «mental burnout» of the teacher, professional deadaptation and deformation. Adaptive physical culture allows you to overcome the negative influence of pedagogical circumstances and the complex of special psychological problems that arise in connection with the difficulties of professional activity. Excessive mental stress is the stimulus of mental burnout of a teacher, which in its manifestation is four stages: a) idealism, the emergence of problems, excessive demands on themselves, the desire to manifest themselves; b) emotional and mental relaxation; c) dehumanization as a means of protection; d) a syndrome of negative attitude (to itself, to others, to everything)» [9, p. 7]. Mental burnout has a manifestation not only in the relaxation of the teacher's health, his well-being, but also affects the results of his work, position and action, style of activity. It can manifest itself in the formation of negative attitudes towards students, the desire to reduce them, which is negatively perceived especially by disciples with disabilities [8, p. 5].

The elimination of these negative effects is perhaps a means of developing the ability to prevent the syndrome of «mental burnout», the formation of an individual style of activity, emotional stability as an important component of adaptive physical culture. Self-confidence, exertion, self-control, consistency of requirements, self-control stimulate the successful actions of the teacher and satisfaction with the teaching activity. It is important for future teachers to develop the ability to self-control, readiness for interaction, cooperation and co-creation

with students and other participants in the educational process, respect for others and for themselves, belief in their own abilities and abilities [5].

Adaptive physical culture is characterized by sufficient and high level of empathy, which accumulates emotional responsiveness, compassion, attention to other people, the ability to sympathize with grief, the joy of other people, to support and help to adapt the educational space and create conditions for concrete activities. The future teacher needs to develop the ability to assess the internal state of the student, to understand his individual abilities, interests, motives, desires. Another L. Vygotsky noted the need for the teacher to navigate in the course of studying «the zone of closer development» as a zone of potential opportunities for students, the ability to predict and build a trajectory of individual development of the individual [2].

No less significant is the reflection as a characteristic of the adaptive physical culture of the teacher. According to V. Slastonin, reflection is a system-forming factor in the professional formation of a future teacher. It combines a set of individual, socially-determined ways of understanding and rethinking the subject of his own life, characterized by the foreseen level of development of professional self-awareness and professional competence, socially and professionally determined ways to understand and rethink the content of teaching activity [4].

Understanding, matching, goal-setting, planning, management, control, self-esteem – all this is the basis of reflection. It is important to master not only the processes of awareness, assessment, but also the ability to predict the results of pedagogical activity, to adapt creatively to the conditions in which it is implemented, to overcome the difficulties with which the teacher meets in teaching practice, to improvise, to find non-standard solutions of pedagogical problems. Formation of the adaptive physical culture of future teachers is a process of interaction of the teacher and students with the means of dialogue with the aim of actualizing the subjective qualities of the individual on the basis of reflection and gaining the experience of adapting to various professional situations, finding a way out of them and achieving professional success.

In the course of the recording experiment, the degree of the formation of the adaptive physical culture of the students of the control and experimental groups was revealed. For the verification of the null hypothesis using the criterion χ^2 , the statistic value of the criterion χ^2_{emp} is calculated from the data collected data by the formula:

$$\chi^2_{emp} = \frac{1}{n_1 \cdot n_2} \sum_{i=1}^c \frac{(n_1 O_{2i} - n_2 O_{1i})^2}{O_{1i} + O_{2i}},$$

where $n_1 = 94$ and $n_2 = 98$ – respectively the number of students in the control and experimental groups; and c – the number of categories of evaluation (high, medium, low) ($c = 1, 2, \dots, C$); O_{1i} and O_{2i} – the number of students in KG and EF respectively, which fall into the corresponding and-in category by the results of the evaluation.

The value of the criterion χ^2_{emp} obtained on the basis of experimental data is compared with the critical value of χ^2_{crit} , which is determined by the table of critical values of χ^2 for the degrees of freedom $\nu = C - 1$.

The scale of measurements is a scale with $C = 3$ categories, hence the number of degrees of freedom $\nu = 3 - 1 = 2$.

From the table of values χ^2 for the level of significance $\alpha = 0,05$ and the number of degrees of freedom $\nu = 2$, we determine the critical value of the statistics $\chi^2_{krit} = 5,991$ [7]. By the results of Table 1 we obtain the empirical statistical criterion $\chi^2_{emp} = 3,656$. Since the obtained value $\chi^2_{emp} < \chi^2_{krit}$ ($3,656 < 5,991$), that is, does not fall into the critical region, then the zero hypothesis H_0 is rejected and the alternative hypothesis H_1 is adopted. Adoption of the alternative hypothesis suggests that at the beginning of the experiment, the control and experimental groups did not differ significantly in terms of training.

The value of the statistical criterion χ^2 at the stage of the recording experiment is $\chi^2_{emp} = 0.524$, which is less than the critical value $\chi^2_{krit} = 5.991$, and therefore the control and experimental groups at this stage do not have statistically significant differences in the levels of formation of readiness of future teachers for successful professional activity.

The results of the diagnostic cut of the students of the control and experimental groups according to the results of the initial diagnostic cut, are given in the tables 3, 4.

Table 3

Levels of formation of structural components of the adaptive physical culture of future teachers at the stage of the recording experiment (in%)

level	Structural components of adaptive physical culture									
	Motivational component		Cognitive component		Creative procedural component		emotional-volitional component		reflective-estimated component	
	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG
High	16,0	13,8	14,9	12,2	9,6	10,2	7,0	13,3	1,7	15,3
medium	43,6	5,7	1,5	9,8	5,5	8,4	6,2	9,6	4,5	9,6
low	40,4	1,0	3,6	8,0	4,9	1,4	46,8	57,1	63,8	55,1

Table 4

Levels of the formation of adaptive physical education of students at the stage of the confirmatory experiment (in%)

The level of the formation of adaptive physical culture	Amount of students	
	CG (94 stud.)	EG (98 stud.)
high	13,8	12,9
Medium	34,3	30,6
Low	51,9	56,5

At the stage of the confirmatory experiment, the percentage of students who found the low and average level of adaptive physical culture significantly exceeded the percentage of students with a high level of formation of this complex personal formation. Thus, the high level of formation was 13.8 % in KG and 12.9 % in EG; the average level is –34.3 % in KG and 30.6 % in EG; the low level is 51.9 % in KG and 56.5 % in EG.

The educational process necessitates constant improvement of the level of adaptive physical culture of future teachers, which allows timely response to needs, opportunities, low activity, increased tiredness of students with disabilities, improvise in solving pedagogical tasks and create the necessary conditions for successful social adaptation of healthy and limited learning opportunities for students.

The development of reflection, creativity, and improvisation as important characteristics of the formation of the adaptive physical culture of future teachers leads to the use of various forms, methods, means of organizing the educational process (psychogymnastics, dance therapy, pantomime, game therapy, antistress and plastic gymnastics, psychological and emotional-volitional training), which causes updating of the content of their preparation, strengthening interdisciplinary connections and interaction of all departments with the Department of Physical Education by finding ways and means implementation of joint action on the formation of this complex personality formation as an important component of teaching professionalism [11].

The study and analysis of the state of the problem under investigation showed that the main tasks in the system of educational practice are:

– recognition by teachers of the role and importance of adaptive physical culture as an important factor in the formation of their professional image and readiness for creative professional teaching work;

- creation of a modern system of formation of adaptive physical culture in the conditions of university education;
- mastering of methodology and technologies of pedagogical activity with pupils with different possibilities;
- providing optimal organizational and pedagogical conditions for the implementation of the system of formation of adaptive physical culture of future teachers in the system of educational process of the University;
- mastering the skills of self-control achievements in raising the level of adaptive physical culture as an important factor in professional growth and self-organization of the pedagogical activity of future teachers.

A skilled management of the formation of adaptive physical culture through the system of university education plays an important role in the professional formation of future teachers and is considered by many scholars as means, tools of self-development of a person, and his professional image.

Conclusions. The problems of successful professional pedagogical activity nowadays are more closely connected with the decision and theoretical substantiation of tasks, content, methods of forming an adaptive physical personality culture as an important component of pedagogical professionalism. The process of training in a higher educational institution does not fully meet the requirements for the formation of adaptive physical culture of future teachers and should undergo some fundamental changes. Ensuring the success of this process is possible only by creating a special model for the formation of adaptive physical culture of future teachers, which represents the organic unity of purpose, content, methodology and technology of the formation of this complex personal formation. For this purpose, systematic work is needed to form the above-mentioned personal formation and provide organizational and pedagogical conditions that contribute to the optimal solution of this problem.

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АДАПТИВНА ФІЗИЧНА КУЛЬТУРА – ЗАПОРУКА ПРОФЕСІЙНОГО УСПІХУ ВЧИТЕЛЯ

У статті розглянуто проблему адаптивної фізичної культури майбутніх учителів як важливої риси їхньої професійної успішності; конкретизовано основні поняття, сутнісні ознаки цього складного особистісного утворення, зміст, структурні компоненти, критерії й показники, шляхи його формування в системі сучасної університетської освіти.

Здійснено теоретичне обґрунтування сутнісних характеристик адаптивної фізичної культури студентів як важливої частини професійного успіху в педагогічній діяльності й шляхів її формування в умовах університетської освіти.

Використано комплекс методів теоретичного аналізу для обґрунтування сутності, змісту, структури адаптивної фізичної культури.

Конкретизовано сутність адаптивної фізичної культури, її зміст, структурні компоненти, критерії й показники (когнітивна, інтегральна, прогностично-моніторингова технологія тощо), можливості в підвищенні рівня навчальних досягнень студентів, механізм її формування в умовах сучасної університетської освіти; охарактеризовані різні форми занять із використанням різних технологій, які дозволяють активізувати позицію студентів у навчанні, створити умови для формування цього складного особистісного утворення, що забезпечує успіх у вирішенні професійних проблем і досягненні прогнозованих результатів. Ефективність здобутих результатів підтверджена даними педагогічного експерименту.

Розкрито сутність, основні характеристики адаптивної фізичної культури як важливої умови успішності педагогічної діяльності майбутніх учителів у самостійній професійній діяльності, можливості освітнього процесу університету в її формуванні як реалізації стратегії оптимізації підготовки студентів до професійної діяльності й успішності їхнього професійного становлення. Виокремлено перспективи подальшого дослідження цієї проблеми, зокрема вивчення інноваційних підходів щодо інструментарію оцінювання ефективності якості формування адаптивної фізичної культури як запоруки успішної підготовки студентів до професійної діяльності.

Ключові слова: адаптивна фізична культура, зміст, структурні компоненти, критерії сформованості, професійний успіх.

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СТРАТЕГІЧНА КОМПЕТЕНТНІСТЬ У СТРУКТУРІ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ЮРИСТІВ-МІЖНАРОДНИКІВ (НА ПРИКЛАДІ ДОСВІДУ УНІВЕРСИТЕТІВ ФРАНЦІЇ)

У статті розглядається поняття стратегічної компетентності юристів-міжнародників, аналізуються її місце в структурі комунікативної компетентності та зв'язок із іншими складовими професійної компетентності юристів, обґрунтовується актуальність формування та розвитку стратегічної компетентності в майбутніх спеціалістів у галузі міжнародного права за сучасних умов глобалізації. Виявлено, що дослідження стратегічної компетентності відбуваються в контексті різних наук, зокрема соціології, соціальної філософії, математики, психології, педагогіки та соціолінгвістики. Проаналізовано класифікацію ключових компетентностей у Франції та визначено ключові компетентності для майбутніх юристів, до яких належать методологічна, етична, комунікативна та інформаційна компетентності. Наведено різні визначення та еволюцію поглядів

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