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## **TRENDS IN IMPROVING PROFESSIONAL TRAINING OF PHYSICAL EDUCATION SPECIALISTS IN HEI IN UKRAINE**

**Abstract.** The presented article examines the trends in improving the professional training of physical culture specialists in higher education institutions in Ukraine. Academics in their practical activities must use innovative products – the latest technologies that significantly improve the quality of education, particularly in conducting distance learning courses or monitoring students' knowledge. We believe that the use of information and communication technologies for teaching and assessing students' knowledge creates the basis of information maintenance of the quality of education and is an important aspect of reforming the education system in Ukraine, a strategic priority area of innovative activity.

In our opinion, the following elements should be formed for a physical culture specialist who is ready for practical activities with the involvement of innovative teaching aids:

- 1) understanding of the content, structure, aims of the educational process, and current educational problems of the school;
- 2) a clear, civil, and social position;
- 3) the ability to organize the goal in a modern, high-quality way, to define aims for the lesson;
- 4) the ability to involve a person-oriented approach for the development of the physical abilities of each child according to their capabilities;
- 5) disposition for successful, high-quality work, ability to think non-standardly, use modern technologies, means of innovative educational process;
- 6) comprehensive development of the personality of the future physical culture specialist.

We have determined indicators of readiness of a physical culture specialist for innovative activities:

- 1) thorough knowledge of the theoretical base of the latest pedagogical technologies, knowledge of innovative work methods, and the ability to implement them in the educational process;

- 2) awareness of the need to introduce pedagogical innovations in one's pedagogical practice;
- 3) willingness to experiment, the aspiration to create one's creative tasks, methods, and their implementation in the educational process;
- 4) readiness to overcome difficulties related to the content and organization of innovative activities;
- 5) mastering the practical skills of acquiring pedagogical innovations and showing a desire to improve and develop original methods of work constantly.

In the presented article, strategies for innovative development and tendencies for improving the educational process in the preparation of a competitive physical culture specialist who is ready for creative pedagogical, scientific, self-educational, and innovative activities are developed.

We have developed recommendations for improving the content of professional training of physical education specialists in HEI:

1. Increasing the level of physical and health education with observance of interdisciplinary integration of scientific and professional-practical disciplines, acquiring the skills of maintaining a healthy lifestyle and the ability to pass them on to others.
2. Increase of credits for studying the discipline "Foreign language" and the introduction of English-language teaching of the disciplines of the sports cycle.
3. Integration of traditional forms, methods, and means of teaching sports disciplines with innovative ones, which will contribute to increasing the intensity and effectiveness of the educational process and activate physical culture and health activities in extracurricular time.
4. Bringing the teaching of the content of the disciplines of the sports cycle into correspondence with the modern achievements of the theory and methodology of physical education, European physical culture and health education, and current needs of personality development.
5. Introduction of the discipline "Sports management" in training physical culture specialists.
6. Diversification of forms, methods, and means of conducting lectures and practical classes with the involvement of European-level specialists and high-ranking athletes.
7. Adherence to the principles of individualization and differentiation of physical activity, strengthening of motivation and interest in systematic physical exercises, implementation of a personally oriented approach.
8. Involvement of higher education students in independent physical education and sports, training in sports sections, constant involvement of undergraduate students in physical culture and health activities, which will contribute to the expansion of health potential and education of a healthy nation.

We believe that the professional readiness of a future specialist in physical culture and sports in the conditions of a higher education institution will meet the current level only when the content, forms, and methods of professional, methodical and psychological-pedagogical training are complementary, and there will be an interrelationship of scientific, professional-practical and research activities of undergraduate students, which will provide an opportunity to implement the tasks of modern innovative education.

**Keywords:** *professional training, tendencies, improvement, practical component, physical culture and sports specialist.*

**Statement of the problem in a general form.** Modernization of higher education in Ukraine is not possible without the introduction and implementation of innovative technologies in the field of physical culture and sports and is one of the promising vectors of its reform. Ukraine's focus on improving the quality of innovations in institutions of higher education confirms a certain dissonance between the criteria for the professionalism of a physical culture specialist and the real indicators of his readiness for practical activity. The analysis of pedagogical and sports heritage has characteristic features of a complex approach in the application of the latest pedagogical ideas, means of physical education, and physical culture activities. Preservation of a special lifestyle and health is possible due to the use of specific forms, means, and methods.

**Analysis of recent research and publications.** Scientists are actively interested in research in the field of physical education, so we can consider their scientific research fundamental to our work. Theoretical justification of the specifics of the implementation of health-saving technologies in general educational institutions was carried out by O. Aksionova, O. Babeshko, O. Vashchenko, N. Denysenko, O. Dubogai, V. Zemtsova, V. Yefimova, V. Orzhekhovska, and others. Some aspects of the training of future physical education teachers in higher education were considered by: Y. Bystrova, O. Kachan, O. Kornosenko, B. Maksymchuk, V. Naumchuk, N. Samsutina, V. Omelianenko, O. Omelchuk, L. Rybalko, and others.

Many scientific works are devoted to the analysis of various aspects of the implementation of fitness technologies, namely: the structure of fitness technologies (V. Hryhoriev, O. Kibalnyk, S. Synytsia, E. Saikina); the use of aerobic technologies (V. Davydov, H. Hloba, H. Krasnova); the problem of using physical culture and health technologies in professional activity Y. Zaitseva, O. Kornosenko, I. Taranenko (Zaitseva, Taranenko, & Kornosenko, 2020).

Researcher V. Babych believes that “during the period of reforming the education system in Ukraine, the problem of a healthy lifestyle of every young person should occupy an important place. The future of Ukraine must be created by healthy citizens who are capable of active life in all directions” (Babych, 2004).

The American psychologist E. Maslow modeled a hierarchical multi-level pyramid of human needs, all of which components are in a dialectical relationship. “If some link falls out,” says the scientist, “the integrity of the structure is violated, and therefore the program of the educational process.”:

- 1) aesthetic needs (beauty, orderliness, symmetry, systematicity, neatness);
- 2) needs for knowledge and understanding (curiosity, knowledge, awareness of the environment);
- 3) needs for self-improvement (aspiration to become someone, find oneself, ambition for success);
- 4) evaluation needs and prestige (status, recognition, understanding);
- 5) physiological needs for food, water, warmth, movement, health, sleep, protection from natural forces;
- 6) needs for protection from violence and threats (social and economic stability, availability of work, security).

**The purpose of the study** is to determine the trends in the innovative development of quality education, which will solve the problem of professional training of physical culture specialists based on the improvement of the professional and practical component of educational programs of the physical culture profile, which will contribute to the intensity and productivity of the educational process and ensure the education of a healthy nation.

**Presentation of the main research material.** The obtaining education by future physical education teachers in the 21<sup>st</sup> century is complemented by the presence of innovative processes that are characteristic of obtaining higher education, the creation of the State Standard, a more modern structure of physical education, which, as a result, affects the peculiarities of professional activity, increases the requirements for the competences of modern teachers.

The question of the development of innovative fitness technologies is considered in the works of V. Babych, Y. Bystrova, Y. Boichuk, Y. Zaitseva, O. Kachan, O. Kornosenko, I. Maksymchuk, I. Taranenko, O. Shynkarova, O. Shkola and others.

In our opinion, scientific and pedagogical workers can, first of all, use innovative products in their activities – the latest technologies that significantly improve the quality of education, particularly in the case of conducting distance learning courses or monitoring students' knowledge. After all, the use of information and communication technologies for teaching and evaluating students' knowledge, which creates the basis for information maintenance of the quality of education, is an important aspect of reforming the education system in Ukraine, a strategic priority area of innovative activity.

As an element that burdens modern education, we consider not only the mastering of a large amount of material, development in the flow of unlimited information, but also the ability to assimilate, generalize, and update knowledge given the requirements that modernity poses to the institution, which is why the training of physical culture specialists is oriented to the implementation of innovative technologies in the educational process.

In our opinion, the following elements should be formed for a physical culture specialist who is ready for practical activities with the involvement of innovative means of teaching:

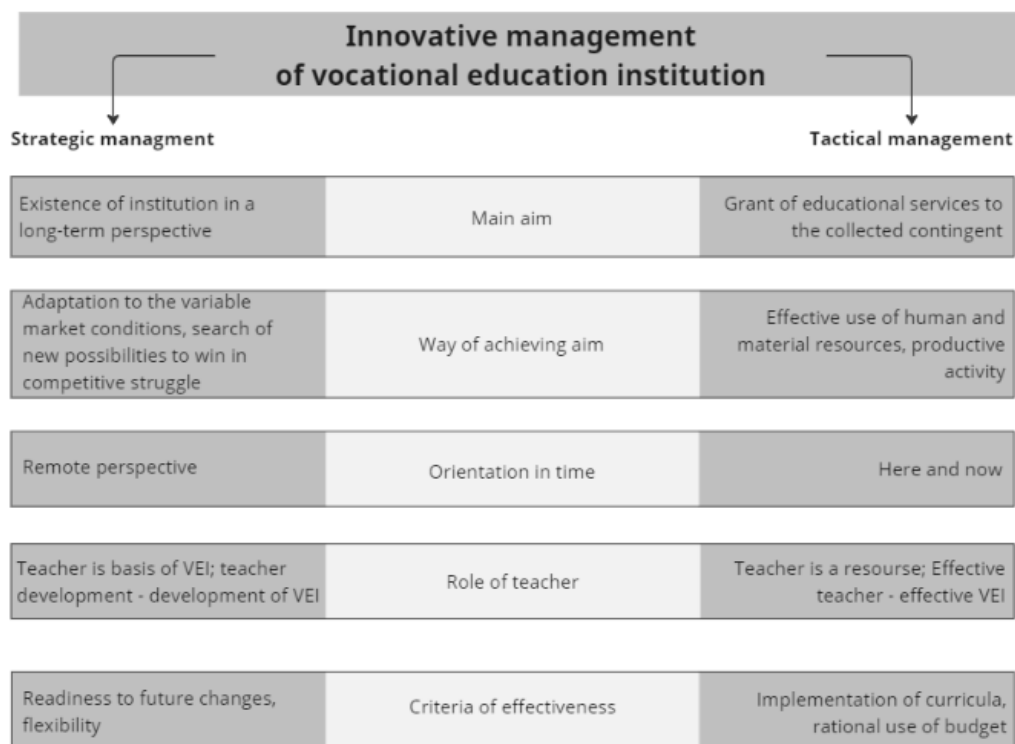
- 1) understanding of the content, structure, aims of the educational process, current educational problems of the school;
- 2) a clear, civil, and social position;
- 3) the ability to organize the goal in a modern, high-quality way, to define aims for the lesson;
- 4) the ability to involve a person-oriented approach for the development of the physical abilities of each child according to their capabilities;
- 5) disposition for successful, high-quality work, ability to think non-standardly, use modern technologies, means of innovative educational process;
- 6) comprehensive development of the personality of the future physical culture specialist.

To implement such actions, it is necessary to fulfill at least two conditions: 1) the ability to receive the necessary information at a certain time; 2) the formation of certain personality qualities, as a lifestyle. One of the means of implementing these conditions of continuous learning is computer information technology, which makes it possible to receive information at any time and in unlimited quantities.

We determine the readiness of a physical culture specialist for innovative activities according to the following indicators:

- 1) thorough knowledge of the theoretical base of the latest pedagogical technologies, knowledge of innovative work methods, and the ability to use them in professional activities;
- 2) awareness of the need to introduce pedagogical innovations in one's pedagogical practice;
- 3) willingness to experiment, the aspiration to create one's creative tasks, methods, and their implementation in the educational process;
- 4) readiness to overcome difficulties related to the content and organization of innovative activities;
- 5) mastering the practical skills of acquiring pedagogical innovations and showing a desire to improve and develop original methods of work constantly.

Let's consider the management structure of innovative management of a vocational education institution in detail (Fig. 1).



**Fig. 1 Scheme of innovative management of a vocational education institution**

As the scientist B. Maksymchuk notes, the activity of a school organizer is a multifaceted process, they are responsible for solving certain professional tasks: a teacher manages a sports team, organizes and ensures the educational and training process. The success of the activity depends on the individualization of their impact on the pupil. Showing their abilities in their activities, the sports organizer often acts as a psychologist, administrator, doctor, and father (Maksymchuk, 2016).

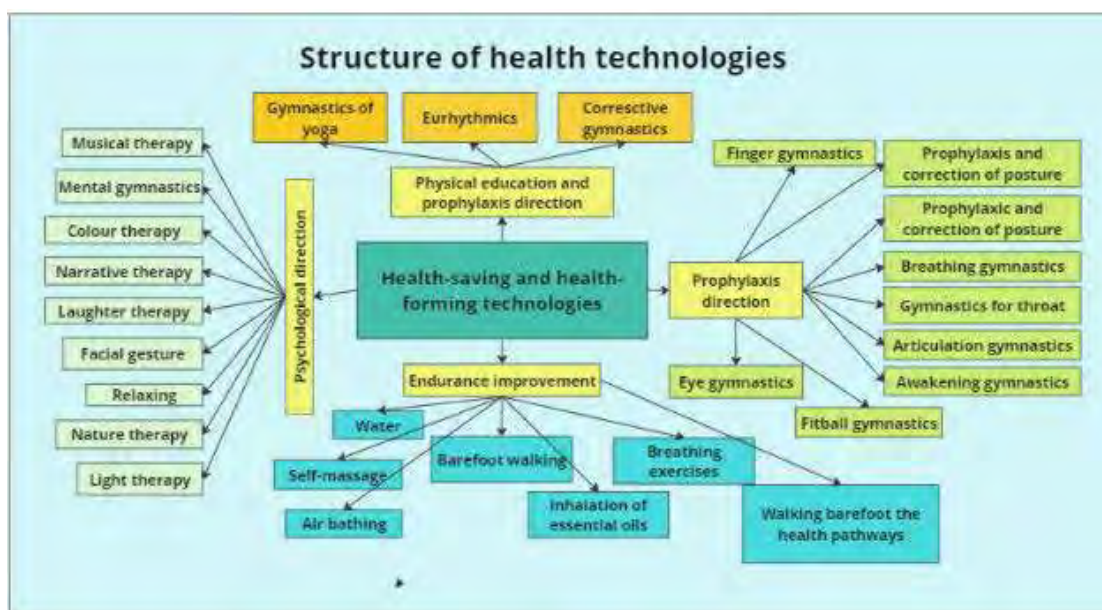
In our opinion, an important aspect of the development of modern society is the training of physical culture specialists who can qualitatively achieve the set goals, setting up for the implementation of creative forms of activity.

The ability to ensure and strengthen the health of pupils directly depends on the level of competence of future physical education teachers. The peculiarity and specificity of the training of higher education applicants require maximum emphasis on quality work from all components of the physical education system. The complexity of the situation lies in the creative component, which is of fundamental importance in the learning process today.

We believe that the basis of the successful professional development of a teacher is the realization of a creative personality who possesses communication skills, knows how to work independently on the development of one's intelligence, culture, morality, shows creative potential, constantly learns and improves oneself.

It should be noted that physical culture and health technologies are a young field of scientific research, so this concept is not clearly defined. Today, scientists do not have a single opinion about it.

Therefore, specifying and clarifying the term "physical culture and health technology" is one of the important tasks of scientists working in the field of physical education, sports, and human health



**Fig. 2. The structure of health technologies**

We suggest using this structure of physical culture and health technologies (Fig. 2). The difference between physical culture and health technologies from health, health saving technologies, health-forming, health and recreation technologies, health education technologies, etc., is that the main means of physical culture and health technologies are physical exercises and sets of physical exercises, oriented on harmonious physical development, increasing motor activity, functional capabilities of the body and satisfying the need for movement.

The scientist O. Shkola [Shkola, 2014] believes that the use of such innovative technologies as:

- 1) cooperative group training, which provides an opportunity to independently acquire knowledge, form physical qualities, improve individual skills and abilities;
- 2) an interactive methodological and organizational complex can be attributed to information technologies of learning (an electronic library, Internet sites, social networks);
- 3) the use of multimedia, which is a modern technology and includes a set of techniques, methods, ways of production, processing, storage, and transmission of audiovisual information based on the use of CDs or Internet sources, electronic libraries (Shkola, 2014).

Modern scientist O. Kachan (Kachan, 2017), based on the study and analysis of research on the problems of pedagogical activity, defines the following parameters of the teacher's innovative activity:

- 1) readiness of the teacher to carry out innovative activities;
- 2) innovative activity of the teacher;
- 3) effectiveness of innovative activity.

We determine the readiness of the teacher to carry out innovative activities according to the following indicators:

- 1) ability to self-organize;
- 2) ability to self-analysis, reflection;
- 3) ability to abandon stereotypes of pedagogical thinking, motivation for change;
- 4) striving for creative achievements;
- 5) critical thinking, the ability to make evaluative judgments.

Innovative activity is characterized by the following indicators:

- 1) variability of pedagogical activity;
- 2) mastering the methodology of creative activity;
- 3) mastery of pedagogical research methods;
- 4) the ability to accumulate and use the experience of creative activity of other teachers;
- 5) ability to cooperate and mutually assist.

Performance is a mandatory component and is revealed by the following indicators:

- 1) creation of an original idea of education and upbringing;
- 2) development of the content of plans and programs, methods, technologies;
- 3) approval of innovations;
- 4) dissemination of educational innovation;
- 5) identification of an innovative initiative.

Today, the problem of training a physical culture specialist who is ready for creative pedagogical, scientific, self-educational, and innovative activities is an urgent one. We believe that the professional readiness of the future teacher in the conditions of the educational institution will correspond to the modern level, when the content, forms, and methods of professional, methodical and psychological-pedagogical training, the

relationship of scientific, professional and practical. Pedagogical and research activities of higher education applicants, which is aimed at implementing the tasks of modern innovative education.

For the development of physical culture and sports interests in the applicants of higher education, we offer:

- 1) strengthen socially significant motivation, interest in mastering knowledge and practical skills;
- 2) increasing the level of quality of the educational process;
- 3) further improvement of the conditions of classes in physical education and sports;
- 4) to be able to interest students in the educational subject "Physical culture" and form on this basis the perceived need for physical culture and sports.

In the educational process in pedagogical institutions of higher education, we recommend abiding by the following principles of innovative activity (Table 1).

The name of the principle	Characteristics of the principle
The principle of integration of education	It requires attention to each person as an individual, orientation to the formation of a citizen with high intellectual, moral, and physical qualities.
The principle of differentiation and individualization of education	It requires the provision of conditions for the development of everyone's abilities, the maximum development of abilities, regardless of the socio-economic status of their family, gender, nationality, or religion.
The principle of democratization of education	It provides for the creation of prerequisites for the development of activity, initiative, creativity of teachers and students, involvement of the public in the management of the institution.

**Table 1. Principles of the teacher's innovative activity**

Implementation of the stated principles is possible under the condition of changing the structure of education, content, forms, means, technologies in the educational process. In our opinion, the main task of the innovative system of pedagogical education is the professional formation of a creative, active personality, motivation for self-development and self-improvement, constant development of intellectual and physical abilities. Therefore, in the structure of the professionally oriented personality of the teacher, the readiness for innovative activity is an indicator of his ability to unconventionally solve the problems that are relevant to personally oriented education.

A necessary condition for the implementation of innovative activity is the purposeful organization of the process of professional teacher training, since "...innovation is the purposeful realization of the potential that is contained in the creativity of an individual. The specificity of innovation as an activity gives rise to a certain type of personality" (Ohienko, 2014).

We conducted a study in higher education institutions of the physical culture profile and identified the percentage of teachers to innovations:

- innovators (7% of the staff) – teachers who are open to new things, the first to perceive, implement and spread it;
- smart implementers (14% of the staff) – follow the innovators, but are more integrated into the staff;
- moderates (52% of the staff), who follow the rule of "golden mean" and do not accept anything new until the majority of colleagues implement it;
- doubting teachers (12% of the staff) accept the new only with its general positive support;
- teachers-conservatives (15% of the staff, conservatives) – they focus on traditional values, it is very difficult to introduce new ones.

**Conclusions from this study and prospects for further investigations.** For the modern market of professions, we find the need for the formation of a personality from the point of view of forecasting the development of a specific field of activity, a creative, cultural, self-sufficient, psychologically mature, physically prepared specialist in physical culture, ready to solve the actual difficulties of the educational process, which meets the constant changes and challenges of modernity.

We provide recommendations for improving the professional and practical training of physical culture specialists in the HEI of Ukraine:

1. Increasing the level of physical education and health education with observance of interdisciplinary integration of scientific and professional-practical disciplines, acquiring the skills of maintaining a healthy lifestyle and the ability to pass them on to others.
2. Increasing of credits for studying the discipline "Foreign language" and the introduction of English-language teaching of the disciplines of the sports cycle.
3. Integration of traditional forms, methods, and means of conducting disciplines of the sports cycle into innovative ones, which will contribute to increasing the intensity and effectiveness of the educational process and will contribute to the activation of physical culture and health activities in extracurricular time.

4. Bringing the teaching of the content of the sports cycle into correspondence with the modern achievements of the theory and methodology of physical education, European physical culture and health education, and current needs of personality development.
5. Introduction of the discipline "Sports management" in training physical culture specialists.
6. Diversification of forms, methods, and means of conducting and involving students of higher education in physical culture and health activities.
7. Adherence to the principles of individualization and differentiation of physical exertion, strengthening of motivation and interest in systematic physical exercises, implementation of a personally oriented approach.
8. Involvement of higher education students in independent physical education and sports, training in sports sections, which will contribute to the expansion of the health potential and education of a healthy nation.

The problem of training a physical culture specialist is solved by the introduction into the educational process of continuous integration of science and practical components of educational programs, the introduction of interactive learning tools, the teaching of sports cycle disciplines in English, the use of modern fitness technologies and health systems. As a rule, part of innovative changes is implemented in direct contact with the results of previous changes. We consider it expedient to introduce fitness technologies for the development of motor activity of students of higher education, as a highly effective system of recreational activities aimed at improving physical conditions, strengthening health, and harmonious physical development. In our opinion, the innovation process should be understood as a purposeful form of implementation and modernization of modern projects and technologies that meet innovation requirements.

The conducted research does not cover all aspects of the outlined problem. Multifaceted improvement and development of practical and methodical support of the educational process in institutions of higher education, further study of the scientific component of educational programs in educational institutions of the physical education profile require further scientific research.

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