



**IMPROVING THE FORMATION AND MECHANISMS OF
COMPETENCE OF PHYSICAL EDUCATION SPECIALISTS**

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ABSTRACT

The modernization of physical education content provokes it refocusing not only on the subject competences, but also metasubject, personal, social, communicative, gnostic, projecting, informational and others competences. This contributes the increase in requirements to the system of professional development of physical education teachers who need to successfully meet the educational objectives, showing the completeness and effectiveness of their personal and professional characteristics, the activity of pedagogical thinking and possession of an integrated system of professional skills with a high level of professional competence. Creating the motivational space, initiating individual work of students and assisting them in developing their individual trajectory of self-improvement were the basis of the developed model.

KEYWORDS

Professional competence of physical education teachers, organizational and pedagogical predictive model, the components of activity, the diagnostic tool.

Introduction

In the conditions of modernization of education, there is an increasing need for teachers who are able to take a personal and humane position, organize the educational process based on modern educational paradigms, and educate a person of culture. In this context, the process of development of society and personality cannot be complete without the progress of physical culture. This type of activity contributes to the spiritual and physical development of a person, forms values of general cultural significance.

The improvement of educational paradigms leads to a change in the status of physical culture as a humanitarian educational subject. This makes it necessary to update the content of physical education and thereby significantly changes the view of the quality of professional and personal positions of the teacher, requiring a rethinking and restructuring of the nature of his professional activity.

The teacher of physical culture becomes the bearer of the updated content of education, the organizer of pedagogical conditions that ensure the effectiveness of activities. In this regard, the problem of its modernization by strengthening the humanistic contexts of pedagogical activity of a specialist in physical culture and sports, who is called upon to build his individual pedagogical activity on the value-semantic foundations, to the fore among the urgent problems of modern additional vocational education, is the problem of its modernization by strengthening the humanistic contexts of

pedagogical activity of a specialist in physical culture and sports. Have professional and personal competence.

At the same time, no more than 20% of physical education teachers rely on the idea of democratization and humanization, 5-10% implement an activity approach, and up to 10% of teachers use psychological-pedagogical and psychological-physiological theories. New approaches to assessing students' academic performance, focused on qualitative criteria, are carried out by 10 to 20%, use a variety of creative methods and forms of teaching, with an emphasis on motivating students, up to 20% of teachers, use computers and other new technical means of teaching in classes no more than 5% of teachers.

Innovative directions related to the renewal of professional education of specialists in the field of physical culture and sports on a humanistic, value-semantic, personality-oriented basis are reflected in the works of a number of authors (I. P. Andriadi, V. K. Balsevich, S. N. Begidova). Recently, there have been many studies devoted to the problem of professional development of specialists in physical culture and sports in the conditions of updating the content of education (V. U. Ageevets, E. R. Akhmedzyanov, A. N. Bleer, O. B. Dmitriev, S. P. Evseev, Yu. A. Kashirtsev, N. N. Kiseleva, V. K. Kuznetsov, S. A. Loktev, B. E. Losin, N. I. Nikolaeva, P. K. Petrov, K. L. Chernov, Yu. K. Chernyshenko, L. V. Yaroshenko).

At the same time, research related to the search and development of professional development systems based on humanistic foundations and aimed at improving the professional competence of physical education teachers, in our opinion, is still insufficient.

Among the many contradictions, we single out one related to the increased need of the modern school for a professionally competent personality of a physical education teacher and the insufficient development of pedagogical models for organizing the process of professional development, built on competence-based, activity-based principles.

The strategy of developing the model can be represented as a system of step-by-step unfolding actions-elements:

- Analytical understanding of the content, facts and factors of the functioning of the educational system;
- Identification of contradictions that make it difficult to achieve a qualitative result in the system of professional development;
- Selection of methodological bases of the model;
- Building a system of goals for improving the professional competence of physical education teachers in the process of professional development;
- Building an integral educational space of the professional development system that initiates the improvement of the professional competence of physical education teachers;
- Determination of criteria and levels of professional competence of physical education teachers.

Developing the logic of the above, we chose the following as a methodological basis:

1.Provisions on the integrity of the pedagogical process, considered in a sequence of interrelated stages (N. G. Abramova, I. Ya. Lerner, M. N. Skatkin);

2.Provisions on a systematic approach to the organization of learning processes in the context of its integrity (V. G. Afanasyev, G. I. Gerasimov, A. Ya. Danilyuk, V. S. Ilyin);

3. The theory of step-by-step formation of mental actions (P. Ya. Galperin, N. F. Talyzina), suggesting the need to create conditions that provide a certain system of actions of students in the context of the commonality of internal and external human activity;

Thus, the problem was determined - the task is to organize a holistic pedagogical process of improving the professional competence of physical education teachers. At the same time, we followed the provisions developed by V.S. Ilyin on the integral properties of the process and its influence not only on individual functions and properties of the personality, but also on the personality as a whole.

When developing a pedagogical model for organizing the process of improving the professional competence of physical education teachers on a competency basis, we chose the system of personality-oriented components of professional pedagogical education proposed by M. M. Levina as the substantive basis of design.

The personal-motivational component, which assumes the motivation of educational activities: the formation of the personal meaning of educational and professional activities; the development of professional orientation of the individual, personal and professional self-determination and self-realization; the development of self-organization in educational activities and self-regulation of behavior; the development of self-assessment of their professional readiness.

Cognitive creative component involving the implementation of a culturological approach: the formation of a scientific worldview based on the consistency of scientific knowledge and professional practice;

-subordination of the subjectively perceived objective function of the educational process with the value-objective function of professional development; comprehension of educational goals in the aspect of personal and professional self-determination development; mastering by students of the areas of subject professional and psychological-pedagogical education; awareness by students of the importance of personal information readiness for professional activity, free selectivity of professional actions, improvement of professional knowledge and skills; development of professional systematic thinking, flexibility, criticality, creative activity, development of creative individuality;

-formation of professional reflexivity and self-correction;

-formation of self-organization based on motivated goals and conditions of activity, self-regulation of the individual in conditions associated with overcoming educational and professional difficulties, based on the adequacy of self-assessment.

Professional and social component (civic orientation), involving the development of normative, moral, legal and moral culture: education of moral and political beliefs and feelings that determine professional and personal behavior. Formation of a professional role function based on personal and professional goals and social values, social adequacy of the teacher's personality; development of ethical norms of behavior during the exercise of professional functions; education of personal and professional responsibility for the implementation of value-oriented interactions and regulation of students' self-development; formation of civil, legal and moral responsibility in the process of professional activity.

We have identified the stages and components of the structure of the organizational and pedagogical provision of the pedagogical model of improving the professional competence of physical education teachers in the process of professional development.

The approximate design component is mutually dependent on the value-semantic and motivational-target component, since it serves:

- 1) the development of personal professional experience based on a dialogue of models of formative, developmental and personality-oriented education in the field of physical culture;
- 2) professional orientation and self-determination in modern models of concepts of upbringing and education in physical culture;
- 3) building an internal individual model of improving professional competence.

The practice-oriented and personality-oriented orientation of the listener's activity in the context of the first two components is manifested in the performance and performance-evaluation component, which is expressed in the ability to:

- 1) to model and design individual and group models of education in the field of physical culture;
- 2) carry out external and internal expertise of the proposed models, analyze their project activities and their results;
- 3) present individual pedagogical projects developed in the course of advanced training courses.

The results of diagnostics of the initial level of formation of professional competencies of physical education teachers, using six diagnostic techniques, served as the basis for determining the content of the subsequent stages and components of the prognostic model that ensures the improvement of the professional competence of physical education teachers.

The mechanism of giving the process of professional development a personality-oriented orientation was not only the content of the educational program, the principles of its implementation, but also the technology of its construction. Thus, each curriculum included in the educational program is a logically constructed educational module. The content of the educational modules gives dynamism and mobility to the learning process and reflects the specifics of the professional activities of physical education teachers.

Experience shows that the most effective forms of education from the point of view of interdisciplinary integration are those that provide an opportunity for the students of the courses to combine both educational and professional pedagogical activities. This is achieved by modeling situations based on professional actions that require the teacher to analyze and reflect on the scientific and practical content of the studied disciplines. Such forms of training contribute to the development of students' ability to demand and use the methodologies of the studied disciplines as a technological means of solving professional problems. This approach promotes the activation of students' learning activities, stimulates interest, and hence motivation to learn. This is how the problem of relevance is solved – the correspondence of the educational reality of the content of professional development to the objective needs of listeners.

The modular technology of teaching in the modern educational situation is recognized as the most relevant for the transformation of psychological and pedagogical provisions of science directly into the activity of a teacher, it takes into account all the features of the system of professional training of adults as much as possible.

Having decided on the choice of a system of principles, we chose the appropriate technologies for its development, giving the content of the learning process a personality-oriented orientation.

This allowed us to develop approaches to the content, as well as tactics for conducting the third stage of educational activity – constructive and procedural.

The specificity of this stage, which includes substantive and procedural modules, was found in the approbation of the innovative curriculum developed by us "Methods of teaching the subject "Physical Culture".

As a technological support, we have chosen pedagogical design, game modeling, the method of an educational project using information computer technologies as forms and methods of improving the professional competencies of physical education teachers.

Upon completion of the implementation of the model of organizational and pedagogical support for the process of professional development of physical education teachers and providing this process with specific pedagogical technologies, it became necessary to identify the level of development of professional competencies of students.

Thus, the final result of measuring the level of self-assessment of existing difficulties in the implementation of professional skills on a five-point scale (0-5 points) significantly increased (respectively, the level of difficulties in the implementation of skills decreased).

Skill level:

1) to use computers in the educational process, which in the input questionnaire was estimated by teachers at 0.91 ± 0.06 points, increased to 2.46 ± 0.11 points, while $t = 12.4$, $p < 0.001$;

2) use other technical means of training (video and tape recordings, etc.) 3.86 ± 0.11 , with an input result of 2.74 ± 0.06 , $t = 8.96$, $p < 0.001$;

3) organize training on new pedagogical technologies 3.45 ± 0.11 points, which increased by 0.39 points compared to the input result, $t = 3.12$, $p < 0.01$;

4) analyze advanced pedagogical experience and use it in your work 3.77 ± 0.06 , with an input 3.70 ± 0.06 points, $t = 0.88$, $p > 0.05$;

5) to anticipate the results of their pedagogical activity, at the input diagnosis it was 3.73 ± 0.06 points, increased to 3.94 ± 0.11 , while $t = 1.68$, $p > 0.05$;

6) to ensure the level of training of students that meets the requirements of the state educational standard of 3.95 ± 0.11 points, which increased by 0.13 points compared to the initial result, $t = 1.04$, $p > 0.05$;

7) to activate the educational and cognitive activity of students, when studying the initial level was 3.83 ± 0.06 points, significantly increased to 4.14 ± 0.09 , while $t = 2.14$, $p < 0.05$;

8) to diagnose students' knowledge and skills using tests, questionnaires and assessment methods increased from 3.85 ± 0.06 to 4.22 ± 0.11 points, $t = 2.96$, $p < 0.01$.

The survey was conducted on a representative sample that determines the characteristics of the general population of physical education teachers. When comparing the results of the input and final stages of the diagnostic examination, the dynamics of qualimetric indicators for all diagnostic tools was traced. Thus, the positive role of the developed and tested pedagogical model of improving the professional competence of physical education teachers in the system of professional development is revealed.

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