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Hurin Ruslan
Kizyma Oleksandr

THE ROLE OF SELF-GUIDED WORK IN TRAINING FUTURE PHYSICAL EDUCATION TEACHERS

South Ukrainian National Pedagogical University Named After K. D. Ushynsky, Odesa, Ukraine

Abstract. *The article analyzes the scientific studies concerning general concepts of self-guided work. Special attention is paid to the periodization of projecting in the life of a society with a deep historical background. The authors argue that the phenomenon of projecting is related to such concepts as method, technology, activity. A multidimensional study of pedagogical projecting has led to the conclusion that due to its use in future physical education teachers' self-guided work the following traits are formed: the style of projective thinking, the ability to create pedagogical projects, the formation of creative abilities and thinking, reflection, etc. Based on the conducted research, the authors present their position on the phenomenon of pedagogical projecting. They also prove the effectiveness of the attitude of future physical education teachers to the use of pedagogical projecting in self-guided work.*
Keywords: *self-guided work, pedagogical projecting, project method, project activity.*

Introduction. The urgency of the study is explained by the construction of new strategies of physical education and health orientation aimed at shifting the emphasis on creating conditions for a full-fledged, comprehensive personality development, the formation of social, physical and spiritual health of Ukrainian youth. Although it is reflected in the Laws of Ukraine "On Education", "On Higher Education", "On Physical Culture and Sports", as well as in the conception of the National Targetted Social Program for the Development of Physical Culture and Sports for 2012-2021, the general state program "Health 2020: Ukrainian Dimension", the National Strategy for the Development of Education in Ukraine for the period up to 2021, the urgency of the problem of determining the role of self-guided work in training future physical education teacher is undoubtedly important primarily due to the scientific and practical aspect.

Brief review of publications on the problem. In the conditions of credit-modular training when the ratio of classroom and self-guided work is changing with the shift of emphasis to the latter, with the introduction of self-guided work as an integral part of the credit or other assessment unit, traditional goals, characteristic features and functions of self-guided work are supplemented by new ones. Self-guided work is gaining more profound sense. It is becoming the

basis of the entire educational process, an important method and technique of activating educational activity, updates the content of learning activities, improves traditional forms of teaching (lectures, practical and laboratory classes) and provides an opportunity and incentive for a wide introduction of innovative methods into the educational process (problem learning, business games, learning projects, individual research tasks, etc.) [2].

The analysis of modern psychological, pedagogical literature and dissertation papers shows that research of various aspects of students' self-guided work is an important problem of pedagogical theory and practice. At the same time, the concept "self-guided work" is used in different meanings. Thus, self-guided work is a specific kind of educational activity, the main purpose of which is the formation of the autonomy of the subject of learning (by V. Kozakov) [3]. O. Savchenko defines self-guided work as an organizational and methodically planned cognitive activity, which is carried out without the help of the teacher directly for achieving a concrete result, whose integral part is self-guided work, conducted under the guidance and control of the teacher by means of reducing the obligatory classroom classes. I. Zymnia defines self-guided work as an activity targeted, internally motivated, structured and corrected by the subject according to the process and results. We agree with the definition of P. Podkasystyi [8], in accordance with which self-guided work is understood as a means of learning which in each particular situation of acquiring corresponds to a specific didactic aim and task, forms in student at each stage of cognition the required amount and level of knowledge, skills and abilities for the expansion of a certain class of cognitive tasks and the corresponding advancement from lower to higher levels of mental activity, produces a psychological guideline for self-guided systematic replenishment of their knowledge and skills to navigate in the flow of information when solving a new cognitive task.

So, based on the scientific literature, we found out that one of the most effective forms of self-guided work is its realization through the student's projective activity.

However, despite the above highlighted scientific research, the problem of using pedagogical projecting in self-guided work in the study of psychological and pedagogical disciplines has not been sufficiently investigated today (both at the level of a holistic educational process and at the level of pedagogical interaction between a teacher and a student), which also confirms the relevance of the research problem.

The aim of the paper is to substantiate the theoretical basis of the phenomenon of "self-guided work" and determine its role in training future physical education teachers. The main tasks of the research are: 1) to analyze the essence of the phenomenon of "self-guided work" in psychological and pedagogical literature; 2) to present comparison of two experimental groups; 3) to describe the results of

the students' attitude towards the use of pedagogical projecting in their self-guided work.

Materials and methods. The analysis of the problem of projecting (Latin progectus – one that advances ahead [10]) in the life of society has a profound historical background, which dates back to the period of Antiquity and the Renaissance (Plato, Descartes – social constructs-projects of the "ideal" state). Due to the overview of the history of science, we can conclude that projective methods were used in the fields related to the construction of objects in architecture, engineering, operational research, network planning, etc. The following reflections and works can be considered a prerequisite for theoretical understanding of the ideas of pedagogical projecting: K. D. Ushynsky (Project of the teacher's seminary), F. Yankovych (Guide for teachers of the first and second grade of national schools), V. Zuiev (Designation of natural history), V. Yastrebova (On the system of sciences that are decent for children nowadays), etc. The development of pedagogical knowledge in the field of pedagogical projecting (J. Dewey, R. Seidel, G. Kershenshtacher, E. Meyman, et al. – XIX century – beginning of the XX century.) directed us to distinguishing between two focuses of the teacher's projective and pedagogical activity: his own activity in relation to projecting pedagogical processes; training teacher for the organization of students' educational and cognitive activity, which has elements of scientific and pedagogical research of the environment, and forms the basis of the educational projective activity. Progressive ideas of educational projecting (work in a "team of like-minded people", expressing the results of joint activity in the form of verbal description, drawing, generalization of the results of the experiment, observations, work activity at the school playground, etc.) are reflected in the experimental studies of Ukrainian researchers S. Rusova, O. Muzychenko , Ya. Chepiha. The versatility and depth of the views on pedagogical projecting can be found in the works of A. Makarenko, where the author regards projecting as a necessary element of the educational process [4].

One should pay attention to the research of T. Podobiedova, in which the author considers the twentieth century as a period of theoretical and methodological development of pedagogical projecting problems, emphasizing the attention of scholars (N. Kuzmina, V. Raievskyi et al.) who tried to substantiate the content, structure and objects of pedagogical projecting, psychological and pedagogical essence of the projective activity and determination of its place in the whole system of pedagogical activity. Reflecting on the content and essence of pedagogical projecting as a process and result, T. Podobiedova relates it to the purpose, object, subject, methods and results of projective pedagogical activity. The goal, which is the ideal representation of the final result, is the main prerequisite for projective pedagogical activity. The object of pedagogical projecting is regarded by the

author as a certain pedagogical structure: pedagogical system, process, technology, method, perception, pedagogical situation, content of education, curriculum, textbook, manual, etc. Besides, the projecting object is always based on a new idea. The subject of pedagogical projecting is a teacher or a group of individuals who have such personal and professional features as creative thinking, ability to invent, professionalism and high ability to work, specific value orientations, ability to predict the results of proposed changes [9]. I. Kolesnykova considers pedagogical projecting as a practice-oriented activity, the purpose of which is to develop new, lacking in practice, educational systems and types of teaching (examples of curricula, textbooks, etc.), the process of creating and implementing a pedagogical project, teaching technology and the specific development of personality [4].

In the aspect of pedagogy methodology, of great importance is Ye. Mashbits's view of the structure of pedagogical projecting, which is regarded as a hierarchical system of interconnected levels: conceptual, technological, operational and implementation levels [4].

However, the analysis of psychological and pedagogical literature made it possible to find out that the phenomenon of "projecting" is related to such concepts as method, technology, activity. The essence of the method of projects is to build learning in an active form, through the targeted activity of learners, in accordance with their personal demands for this knowledge. The basis of the project method is the development of cognitive skills, the ability to independently project their knowledge and navigate the information space, as well as the development of critical thinking (by J. Dewey). The projecting methods are quite diverse (heuristic, modelling, qualimetric methods, etc.), their choice depends both on the problem and object of projecting (objective criteria), and on the mastery of projecting methods by the subject of the projective activity (subjective criteria).

V. Bespalko, studying the theoretical foundations of pedagogical technology, proposed a generalized scheme for the development of any pedagogical technology project, emphasizing the necessity of the diagnostic method of goal-setting as the ascent point of pedagogical design [1].

V. Monakhov, outlining the specifics of the objects of educational process pedagogical projecting, the author's methodical system, the trajectory of professional formation, etc., proposed a managerial model of teacher's projective activity, which may consist of the following stages: professional understanding and development of pedagogical projecting, modelling of distribution and attraction of resources, analysis of the difficulties in the pedagogical problem, the creation of a coherent program of projecting, projecting the system of the control of projective activity, the adjustment of the project with the reflection results [7]. As a result of pedagogical projecting, the pedagogical project is defined as an innovative pedagogical formation, a

product ready for pedagogical use, namely: curriculum, syllabus, textbook, didactic and software tools, pedagogical technologies, methodological development of lessons and extracurricular activities, scenarios for holidays, etc. [4]

A multidimensional study of pedagogical projecting has led us to conclude that, due to the use of pedagogical projecting, firstly, future teachers' style of projective thinking is formed (I. Ziaziun and H. Sahach); secondly, the ability to create their own pedagogical projects that focus future teachers' attention on the internal connections of analytical, predictive and projective functions of projective and pedagogical activity (I. Isaiev, O. Mishchenko, V. Slastionin, Ye. Shiianov); thirdly, there is the development of creative thinking, the formation of creative abilities, research skills and the ability to generate ideas and establish cause and effect relationships, reflections, etc. (I. Bohdanova, Z. Kurliand). On the other hand, the use of pedagogical projecting in training students induces them to realize themselves as future teachers of physical education.

Therefore, we understand pedagogical projecting as active students' activity aimed at creating and implementing innovations in future professional activity, which leads to the formation of their personal and professional features, information culture and creative pedagogical thinking. The essence of pedagogical projecting is to solve educational problems, to determine educational strategies, and also to predict the results of professional activity.

Results and discussion. Proceeding from the aim of the paper, it was quite right to put the task, the essence of which was to determine future physical education teachers' attitude towards the use of pedagogical projecting in the self-guided work during the study of such learning courses as: "Pedagogy and pedagogical creativity", "The theory and methodology of teaching athletics", "Theory and methods of sports mass work".

It is worth mentioning that these courses contribute to the formation of a universal cultural and scientific worldview, the formation of open pedagogical thinking, the development of professional erudition and competence, as well as the development of a wide range of pedagogical knowledge, skills and abilities. The main task of self-guided work during the study of these courses is the development and construction of a pedagogical project and its presentation. At lectures and practical classes future teachers of physical education are offered: various types of pedagogical projects; tips on the necessity of providing a pedagogical reflection at each stage of projective pedagogical activity; works for projecting presentations; projects of educational models of the world countries; the list of professional qualities of the teacher necessary for using pedagogical projecting in professional activity; information technology tools, etc. For example, when creating presentations students are offered the following algorithm of performance (project defense): 1) setting goals (adaptability,

importance, rationality, preciseness); 2) constructing the concept of performance (the value of the author's information for the audience); 3) selection of the structure of the speech (central idea, theses, analogy, examples, statistics); 4) introduction and conclusions (aim and its realization); 5) selection and search of materials for the presentation (additional literature and Internet resources are desirable); assessment of the quality of the presentation material (scientific, methodical, technical); choice of means and methods of presentation (traditional, computer-based).

To test students' attitudes towards the use of pedagogical projecting in their self-guided work during the study of the aforementioned courses, we conducted a study (in the second semester of 2017-2018), in which we tried to find out the following: "Do students need to study and use pedagogical projecting during self-guided work and in future professional activity?". To do this, we selectively interviewed the students of 1st–3d years of the faculty of physical education of the state institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky" (110 respondents, specialty: "Physical education (and method of sports mass work") and 80 respondents, specialty "Physical education (in a special educational institution")). The results of the survey are demonstrated in Table 1.

Table 1.

Matrix of answers according to specialties.

Number of respondents	Specialty 1	Specialty 2	Sums
Gave "yes" answers	A (80)	B (35)	A+B=115
Gave "no" answers	C (30)	D (45)	C+D=75
Sum	A+C=110	*B+D=80*	190

As we see from Table 1, the data on specialties are unequal. Students provided answers on a nominal scale – whether they like to study and use pedagogical projecting (yes), or do not like – (no). Based on the results of the survey in specialty 1, 80 people answered "yes" (in specialty 2 – 35 people). The answer "no" was found with 30 people in specialty 1 (75 people in specialty 2). For the effectiveness of the research we relied on the methods of mathematical statistics – *chi*-square.

The hypothesis of the study was the lack of delimitation between the two empirical divisions. After calculating the empirical value of the chi-square we received $\chi^2_{\text{ãii}} = 15{,}09$. Consequently, the positive attitude towards the use of

pedagogical projecting is statistically significant for students of both specialties, regardless of their number.

Summing up, we arrive at the **conclusion** that during the study of courses "Pedagogy and pedagogical creativity", "Theory and methodology of teaching athletics", "The theory and methods of sports mass work", the involvement of students in the use of pedagogical projecting provides the effectiveness of learning, provokes their positive attitude to its use both in self-guided work and in future professional activity, and self-development, in particular. Prospects for further research, are seen in the consideration of factors and the definition of pedagogical conditions that influence the effectiveness of employing pedagogical projecting in the self-guided work of future physical education teachers.

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