

### Література

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## FORMING OF THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF PHYSICAL CULTURE WITHIN THE CONDITRIONS OF THE MODERN PARADIGM OF THE HIGH EDUCATION

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**Summary.** In the article it analyzed the state of forming professional competence of future teachers of Physical Culture within the conditions of the modern paradigm of high education.

**Actuality.** The modern condition of the society, education and science states new demands to the professional training of the future teachers of Physical culture at high educational establishments. The competitiveness at the labour's market provides the transfer to the effective forms of the physical-cultural-healing work with the youth. The realization of the progressive ideas of the modern paradigm of education within the practice of secondary school demands the training of the highly-qualified of the teachers' staff.

The analysis of the scientific works of national scientists (O. J. Ajippo, P. B. Dzhurinski, E. A. Zaharina, L. I. Ivanova, L. P. Sushenko, O. V. Timoshenko etc) proves the great number of fundamental research works on theoretical and methodical foundations of

the professional training of future teachers of Physical culture at high educational establishments.

Within modern conditions there are tasks which are stated for the system of the high education. These tasks state the changing of the pedagogical paradigm with the aim of realization creative potential of future teachers of Physical culture, increasing of their professional competence and readiness to realize the physical-cultural-healing with pupils of general secondary educational institutions.

### **Presentation of the main material**

The scientists make stress on the fact that we have to determine the content of the modern high education. thusm V.G. Kremin states that “the education has to prepare the developed, independent, confident personality, who would be guided in life not by the fear but by the own beliefs and by the independent conscious analysis” [4, p. 4].

According to the point of view of V. P. Andrushenko, within modern conditions we have to direct our efforts on the “radical modernization of the content of the pedagogical education; the leading role has to be delegated to the elimination of the ancient myths, certain idealization of the education which is inherent to the totalitarian societies, extraction of the non-important material; forthcoming to the real historical process, modern social-cultural realities and predictable future” [1, p. 4].

During the process of the forming professional competence of future teachers of Physical culture the important meaning is gained by the modernization of educational process at high educational institutions (where students master complex of knowledge, skills and abilities. It takes place the formation of interests and evaluative orientations.

L. P. Sushenko thinks that “the main task of the high educational institution (which trains future specialists of physical education and sport) is to form the subject of the professional activity who would be able to increase his physical potential, to master knowledge on organization of own physical activity and cooperative physical-cultural training” [6, p. 193].

According to point of view of L. I. Ivanova: “within the forming of professional readiness of future teachers of Physical culture takes place the gradual transfer from the educational-disciplinary to the personally-oriented-paradigm of education which provides the creation of the prerequisite of the pedagogical creativity of future teachers. It also provides the increasing of the competitiveness at the labor market” [3, p. 50].

Training of the future teachers of physical culture within modern conditions demands the special attention. According to the Stat Standard and to the new content of the high education, we deal with the expansion of the social-cultural space of the professional activity. that's why the forming of the professional competence of the future teacher of the physical culture will allow to determine the readiness of the future specialist for life, his further development and active life within the society and forming of the youth's health way of life.

S. U. Goncharenko determines the term “professional competence” in “Ukrainian Pedagogical Vocabulary” as “complex intellectual, professional and personal self-formation, which is formed during the process of the professional training. It is revealed in the professional activity’ it is the integrated unity of knowledge which are necessary for the successful realization of the professional activity and experience. This provides not only the mastering necessary practical skills and techniques but it also provides the specialists’s developed field of the professional senses: appropriate perception of the goals, values, content and peculiarities of this activity which will provide significantly the creative character of the future professional activity” [2, p. 75].

Within modern conditions scientists pay great attention to the determining problems which are connected with the professional competence. Thus, A.K.Markova states that “professional competence includes four components - competences): special (mastering activity at high professional level, not only the existence of the special knowledge but also the skills to realize these knowledge during the practice), social (mastering ways of cooperative professional activity), personal (ways of self-expression and self-development, ways of the confrontation with the professional deformation), individual (mastering ways of self-regulation, readiness for the professional improvement, existence of the strong professional motivation, disinclination for the professional aging [5, p. 75]».

As the conclusion we can state that the forming of the professional competence of future teachers of physical culture within the conditions of modern paradigm of high education is the process which is directed on the implementation of the competence approach and renovation of the content of the students’ training’ mastering professionally-oriented knowledge, skills and abilities to realize effectively the physical-cultural-healing work with pupils.

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## ПРО СТРУКТУРУ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ ДО ПЕДАГОГІЧНОЇ ВЗАЄМОДІЇ У ФІЗКУЛЬТУРНО-ОЗДОРОВЧІЙ ДІЯЛЬНОСТІ

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**Анотація.** У статті визначено структурні компоненти готовності майбутніх учителів фізичної культури до педагогічної взаємодії у фізкультурно-оздоровчій діяльності.

**Актуальність.** У сучасній системі вищої освіти України відбуваються значні зміни, які пов'язані з оновленням її мети та змісту, спрямовані на створення умов, які дозволять формувати всебічно активну та професійно мобільну особистість фахівця, здатного ефективно працювати в області фізичної культури і спорту на рівні світових стандартів.

Теоретичні і методичні засади професійної підготовки майбутніх учителів фізичної культури у вищих навчальних закладах ґрунтовно досліджували О. Ю. Ажиппо, П. Б. Джуринський, Є. А. Захаріна, Л. І. Іванова, Р. П. Карпюк, Л. П. Суценко, О. В. Тимошенко, Б. М. Шиян та ін. Деякі аспекти, які характеризують особливості підготовки майбутніх учителів фізичної культури у вищих навчальних закладах, висвітлено у працях вітчизняних науковців Л. П. Ареф'євої, О. А. Атамась, О. О. Безкопильного, О. М. Войтовської, Л. В. Гальченко, В. Д. Дручика, М. В. Карченкової,