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**THEORETICAL AND METHODOLOGICAL BASIS OF TRAINING
FUTURE TEACHERS OF PHYSICAL EDUCATION FOR SPORTS AND
DEVELOPMENTAL ACTIVITY**

Odesa, Ukraine

Abstract. *Theoretical and methodological aspects of future PE teachers' sports and educational and developmental activity in secondary school are presented. The notion of sports, educational and developmental professional activity of PE teacher is defined; components, criteria, methods and pedagogical conditions of the study are suggested. The experimental model of future PE teachers' sports, educational and developmental activity was worked out. The experimental results proved the effectiveness of the suggested future PE teachers' training method.*

Keywords: *theoretical and methodical aspects of training, sports, educational and developmental activity, professional skills, professional and educational activities, pedagogical conditions, degrees of training, experimental model, methods of training.*

From today's standpoint of today of particular importance becomes the problem of the quality of future physical education teachers training for sports and developmental activities on the basis of innovative technologies. Updating of the content of education, focus on a new type of pedagogical thinking, the formation of the younger generation's onto-maintaining outlook, ethical values' gaining a foothold in the system of relations "nature-society-man" – all these challenges of early XXI century are certainly to have an impact on the professional and personal qualities traits of future teacher.

There are some contradictions concerning recreational and developmental activities in the process of training future teachers of physical education. Such as: between the demands of the society concerning training future teachers of physical education and insufficient understanding and generalization of this process in pedagogical science; between the massive training of future physical education teachers and individual and creative nature of their activities; between a focus on new models of educational process and traditional content, forms and methods of training future teachers.

The need for improving the quality of future physical education teachers' training is emphasized in the Laws of Ukraine "On Higher Education", "On Physical Education and Sports", National Programme "Children of Ukraine", the Conception of "Health through Education", the conception of "Health of the Nation through Education", "National Doctrine for Development of Physical Education and Sports, the Bologna Declaration of EU, WHO's resolutions, recommendations of UNESCO, UNICEF, that emphasize the need for fundamentalization, continuity, diversification and flexibility, predictability, accessibility, openness, humanistic orientation of physical education.

Theoretical and methodological principles of professional training of pedagogical staff was investigated by (Ye. Barbina, I. Bohdanova, A. Bohush,

O. Kucheriavyi, R. Hmeliuk, L. Khomych, M. Chobitko, H. Yavorska, et al.); training of future specialists in physical education and sport (H. Babushkin, Ye. Vilchkovskiy, T. Krutsevych, V. Platonov, Yu. Shkrebtii, etc.); formation of readiness for professional activity of future physical education teachers (L. Arefieva, V. Baydak, R. Karpiuk, V. Naumchuk, L. Sushenko, O. Timoshenko, et al.) [3, 4, 7, 8].

The issues of improving and preserving the health by means of physical activity have been always topical. Since antiquity (Socrates, Hippocrates, Kant, et al.) till the present (H. Apanasenko, V. Balsevich, B. Dolinskyi, M. Nosko, P. Plakhtii, et al.) the subject matter of research have been issues concerning the formation of a healthy lifestyle, health-maintenance, health culture, physical health improvement, etc. [1, 4, 5].

According to the results of surveys of schoolchildren's health status (Yu. Vavilov, O. Dubohai, V. Orzhekhovska, L. Sushchenko et al.), traditional methods of physical education are ineffective. Its consequences are threatening – physiological unreadiness of most students to learn and perform civil duties, the huge cost of expenses on treatment and rehabilitation of both adults and children, bad habits widespread, increase in child and teenager aggression, which necessitated the search and study of innovative technologies, which could maintain, improve and develop pupils' health [2].

There is a need in pedagogical universities for finding the ways of solving the problems of theoretical and methodological foundations of training future teachers of physical culture for recreating and developmental professional activity.

The aim of the study was to reveal the theoretical and methodological basis of training future teachers of physical culture for recreating and developmental professional activity.

The authors used a systematic analysis of philosophical and pedagogical scientific literature on vocational and educational training of future teachers of physical education; empirical methods: monitoring of educational process; archival research: the study of curricula, standards, state standards, programs, analysis of the students' activity products; pedagogical experiment (statement and forming stages); the study and generalization of the advanced pedagogical experience; methods of mathematical statistics .

The most complete and thoroughly investigated in psychological and pedagogical science is the structure of professional and educational activities in all its professional aspects (I. Bohdanova, I. Ziazium, T. Ilyina, V. Slastionin et al.) [3, 4].

Professional and pedagogical activity has the same structure as any other human activity. The most stable components of professional and educational activities according to N. Kuzmina are constructive, organizational, communicative and gnostic ones. Structural component provides content selection and organization of educational information that must be acquired by

students; designing their own future activity and behavior in the process of interaction with students. Organizational component involves organizing the information in the process of explaining it to pupils; different types of students' and their own activities and behavior in the process of direct interaction with students. The communicative component provides the correct relationships with students, colleagues, administration, students' parents. Gnostic component aims at studying the content and methods of influence on others; age and individual psychological characteristics of others; characteristics of the process and the result of their own activities, its merits and shortcomings. [3]

Professional and educational activities requires appropriate professional training. Professional training is defined as a system of professional education, which aims at accelerating person's acquisition of the skills necessary to perform certain work. Professional and pedagogical training of future teachers is a system of professional pedagogical education of future teachers in higher educational institutions, aimed at students' obtaining of professional and pedagogical knowledge, abilities and skills and using them in further professional and educational activities in accordance to the speciality of teaching activity [7].

Readiness is an integral personal multi-level unit, which is characterized by sustainable professional and pedagogical motivation, deep theoretical and applied knowledge of content and procedural nature of social and educational activities and developed pedagogical skills, high creativity and capacity for self-development [3].

Professional readiness of future physical education teachers for sports and developmental professional activities will be considered as an integral manifestation of all substructures of personality, oriented on full and successful implementation of diverse roles of the teacher in the process of developing individual physical culture of pupils; as a complex, high-quality, structural and dynamic education that is characterized by a certain level of specialized theoretical, practical, motivational values obtained as a result of upbringing, education, training, recreating and developmental, sports and developing rehabilitation activities and integrated in teacher's creative professional sports and developmental activities. The central core of professional training of future physical education teachers is positive guidance, motivation and mastered values of physical culture and pedagogical profession.

Sport and developmental professional activity of physical education teacher of is a complex, multifunctional social phenomenon, which involves the implementation of recreational, health-maintaining, valeological, rehabilitation, sport and developmental techniques in the educational process that provide health improvement, maintainance and development, increasing of the level of physical condition and physical fitness of students aimed at creating recreational and developmental environment.

Training future physical education teachers for recreational and developmental activities is reasoned by the need to overcome the contradictions

that arise between the demands of the information society to the training of future specialists and their qualifications according to the educational qualification level, the content of professionally-oriented courses and pedagogical technologies of this content implementation, focus on new models of educational process. In practical terms it is a study of the content and methods of formation of future physical education teacher's readiness for creating recreational and developmental environment. In theoretical terms it is development of a system of formation of future physical education teacher's readiness for the creation and implementation of sports and developmental educational technologies.

We performed the statement stage of experiment and based on its results we performed quantitative and qualitative analysis of the development of levels of readiness for sports and developmental professional activity in secondary school, which proved that students of experimental and control of the groups are on relatively similar levels of readiness.

The process of training future physical education teachers for sports and developmental activities included pedagogical conditions: providing students' positive motivation for professional activity; the interrelationship of physical education with the disciplines of humanitarian, socio-economic, science, professional and practical cycles of future physical education teachers' professional training; saturation of the process of future physical education teachers' professional training by interactive teaching methods; attracting future physical education teachers to sports and recreational, health-maintaining, sports and developmental activities. There was developed an experimental model of training future physical education teachers for sports and developmental activities in secondary school, which was based on axiological, systematic, personality-based, activity-based and cultural approaches and implied the phased complex implementation of educational conditions.

The results of the final stage of the experiment revealed that students of experimental group had significant changes in the results of the development of readiness for physical training and developmental activities: high level was reached by 36% of students (in kg - 20%), at a sufficient level were 30% of future teachers (in KG - 26%), the average level - 30% (KG - 29%), at a low level remained 4% of respondents (in kg - 25%). To prove the statistical significance of the data we used the Pearson criterion. The Pearson Criterion (X^2) was used to compare the empirical distributions of the studied groups. Differences between the experimental and control groups by Pearson criterion had unreliable nature according to all studied indicators of students at statement stage of the experiment and reliable – at the final stage, on completing implementation of an experimental model of the study.

Thus, the obtained results demonstrated the feasibility of implementing in a higher educational establishments the experimental model and pedagogical conditions of training of future physical education teachers for recreating and

developmental professional activity.

So, professional and pedagogical training of a future teacher is a system of professional and pedagogical training of future teachers in higher educational establishments, aimed at students' obtaining professional and pedagogical knowledge, abilities and skills and use them in further professional and pedagogical activity in accordance to the speciality of teaching activity.

Readiness is an integral personal multi-level unit, which is characterized by sustainable professional and pedagogical motivation, deep theoretical and applied knowledge of content and procedural nature of social and educational activities and developed pedagogical skills, high creativity and capacity for self-development [3].

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The results of the final stage of the experiment revealed that students of experimental group had significant changes in the results of the development of readiness for physical training and developmental activities compared to those of control group students.

The perspective of further research we see in studying the preparedness of future professionals at earlier stages of training.

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**DIDACTIC FOUNDATIONS OF THE FOREIGN STUDENTS'
PROFESSIONAL AND COMMUNICATIVE COMPETENCE
FORMATION**

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***Abstract.** The article deals with the didactic foundation of the formation of foreign students' professional communicative competence in university. Besides, the peculiarities of training foreign students in Ukrainian educational establishments are characterized. It is determined that in the basis of communicative competence is the communicative approach (communicative activity); the main objectives of the organization of teaching foreign students, stages of teaching students, ways of adapt them to new social, cultural and everyday environment are outlined.*