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CONDITIONS OF FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE TEACHERS OF PHYSICAL EDUCATION

Modern educational trends are forcing us to rethink the value of a professionally competent teacher of the 21st century. To review the requirements for the professional competence of the future physical education teacher, to learn to have the ability and ability to solve the tasks that constantly arise in the process of scientific and pedagogical activity. In this regard, one of the important tasks of higher education is the education of the teacher's personality as a repeater of cultures, the development of his professional consciousness and reflection, since it is the teacher who is a key figure in transitional periods of social development, the key to national consciousness.

The psychological and pedagogical literature has accumulated considerable experience in the problem of competence, which was covered in the scientific works of N. Bibik, E. Bondarevskaya, B. Gershunsky, A. Khutorsky and others. In these studies, competence is seen as a specialist's level of education and his or her overall cultural competence, and is also

viewed as a complex system that includes the specialist's knowledge, skills, skills and professionally important qualities. The problem of professional and pedagogical competence was reflected in the works of L. Vasylchenko, S. Goncharenko, O. Dubaseniuk, O. Pometun, N. Nichkalo, A. Smirnova.

The purpose of the article is to form the professional competence of the future teacher of physical education in the conditions of European integration, to determine the factors that stimulate his professional growth.

To determine the level of professional competence of future teachers of physical education, diagnostic methods were used: the technique of self-assessment of Dembo-Rubinstein's personality, diagnostics of the cognitive component of bilingual culture, diagnostics of the communicative component of bilingual culture.

Methods of generalization, comparison, and systematization were used to justify the conditions of competence formation for the professional coaching activities of future physical education teachers.

In order to determine the level of professional competence, we conducted a survey of 52 students of SHEI of Donbass State Pedagogical University of the 2nd and 3rd courses of the Faculty of Physical Education (Slovyansk).

The survey found that almost all students are focused on professional development, 78% understand the need to study specialized literature aimed at improving the professional skills of the future specialist, 56% believe that professional qualities are formed only in the course of production or practice, but the vast majority understand the need for formation of professional competence through psychological and pedagogical methods.

The acquisition by a future teacher of physical education of professional competence begins with mastering the pedagogical profession and covers several stages of professional development of the future specialist, during which life and professional orientations change, the restructuring of personality structure takes place, leading activity is determined, the social situation is determined.

Stages of professional development of the future physical education teacher:

- 1) considered choice of profession;
- 2) training in specialized HSE;
- 3) getting used to a young specialist;
- 4) a person is recognized as an experienced specialist if he or she is able to cope with basic professional functions independently and successfully;
- 5) the presence of specialist qualities, skills, broad orientation in professional activity; individual style of activity;
- 6) a specialist in the art of his craft, widely known in his circle or abroad; he professionally solves the task at the expense of extensive experience, skill, ability to organize the work of a physical education teacher, etc .;

7) the specialist is an authoritative trainer, transfers experience to young people, watches over their professional growth, his life is filled with a meaningful professional perspective (Nazarenko, 2010, p. 83).

As you progress from stage to stage, your future physical education teacher gradually develops professional competence. The concept of "professional competence of the teacher" expresses the personal capabilities of the teacher, allowing him to independently and quite effectively solve the pedagogical tasks formulated by him. Thus, under the pedagogical competence can be understood the unity of theoretical and practical readiness of the future specialist to carry out their professional activities.

Scientist N. Garna, competence – category is evaluative, she characterizes a person as a subject of specialized activity in the system of social development of labor, having in mind the level of development of his ability to make qualified judgments, make adequate responsible decisions in problem situations, plan and perform actions that lead to the rational and successful achievement of the set goals (Garna, 2020, p. 63).

A somewhat different approach to the interpretation of the concept of "competence" in the scientific works of N. Sergienko, according to which "competence" expresses the meaning of the traditional triad of "knowledge, ability, skill" and serves as a link between its components.

Competence in a broad sense can be defined as in-depth knowledge of the subject or mastery of the skill. Hence the "formula of competence": competence is the mobility of knowledge plus the flexibility of method plus the criticality of thinking "(Sergienko, 2018, p. 245).

In the course of the research work, the criteria of professionalism of the future teacher of physical education were determined: deep professional knowledge and theoretical skills, a set of practical skills, skillfully applied in practice. V. Sinenko concludes that a teacher's professional competence is a high level of his / her psychological-pedagogical and scientific-substantive knowledge and skills in combination with the appropriate cultural and ethical model (Skvortsova 2009, p. 93).

The acquisition by a future teacher of professional competence is that professional knowledge must be formed simultaneously at all levels: methodological, theoretical, methodical, technological. It requires advanced professional thinking, the ability to select, analyze and synthesize the acquired knowledge in achieving a pedagogical goal, to fully present the technology of their application.

Interesting for this study is O. Bilyavskaya's view on the issues of components of professional competence (Bilyavska, 2017, p. 26). They form the ideal professional, personalizing public requests and meeting the needs of today, reflecting the requirements of a teacher of higher education:

- Cognitive-technological covers in-depth knowledge, qualifications and practical experience in the subject area; knowledge of ways to solve technical, creative tasks; harmonization of scientific-subject and world-view methodological, didactic, psychological knowledge; mastering modern tools of

studying the personality of the student; use of methods of pedagogical management; the ability to organize a subject-subjective educational process aimed at comprehensive development of the student's personality.

- Methodical competence includes the mastering of new methodological and pedagogical ideas by the teacher, approaches to the educational process in modern personality-oriented, developmental, creative technologies, possession of different methods, techniques and forms of organization of higher education.

- Communicative-situational competence encompasses the knowledge, abilities, skills and methods of partnerships between participants in the educational process, taking into account the pedagogical age, psychological and individual characteristics of students; ability to see in each individual personality, respect the opinion of the opponent; combine demandingness with respect for others, tact and tolerance in relationships; ability to anticipate optimum contacts in advance; ability to create an atmosphere of positive mood in the classes.

- Social competence contains the characteristics of a teacher who has reached a high level of awareness of social problems and requests, ways of interaction with society; the ability to find information and confidently construct behavior to strike a balance between one's needs, expectations, meaning of life and the demands of social reality; ability to make choices, to take responsibility, to form the subject of patriotic feelings, to respect the history, traditions of the Ukrainian people, etc.

- Psychological and pedagogical competence covers possession of psychological and pedagogical diagnostics; ability to carry out individual work on the basis of the results of pedagogical diagnostics, to identify the individual characteristics of students, to determine and take into account the emotional state of a person, competently build relationships with colleagues.

- Predictive-reflexive competence includes the ability to construct a trajectory of students' development, to assist in their development; ability to technologically predict, design, plan the course of the educational process; to predict the development of both the student team in general and each student in particular.

- Autopsychological competence implies the ability to be aware of the level of their own professional activity, their special, methodical and communicative abilities, potential; the ability to see the disadvantages of defining tasks and trajectories for one's self-education and self-improvement.

- IT competency requires ICT skills; apply rational methods of search, analysis, adequate selection, systematization, use of information; independently create various test tasks; to consider didactic principles, laws, methods, forms of organization of educational process for its optimization on the basis of computerization; clearly and clearly present the educational material in view of the specifics of the subject, the subjective experience of students, their level of preparation, life experience and psychological characteristics.

- Managerial competence includes mastering the teacher's methods, techniques of organizing his or her own activity and effective student activity; managing the process of learning; defining the goals of the educational activity, obtaining information about the level of achievement of the activity goals; ability to make corrective influence on ways of educational activity.

- Cooperative competence implies the teacher's ability to productively and harmoniously organize learning interactions to achieve a common goal.

- Multicultural competence contains knowledge of the educator of cultural, national heritage, mentality of representatives of different nationalities, achievements and achievements of the Ukrainian people; tolerant attitude to the culture and traditions of representatives of other peoples.

- Valeological competence ensures the organization of healthy lifestyles in the physical, social, mental and spiritual spheres, the organization of their own work and implementation, the realization of health preserving function of student development, that is, providing the proper conditions for normal life.

- Cultural competence implies a high level of development in social, professional and spiritual life; education in the subject, erudition, and culture of behavior (Domina, 2019, p. 104).

Therefore, the professional competence of the teacher is an integrated personality trait, possessing a complex of professionally important qualities for the teacher, has a high level of scientific-theoretical and practical preparation for creative pedagogical activity and effective interaction with students in the process of pedagogical cooperation based on the implementation of modern technologies results.

That is why the development of professional competence is a matter for the future physical education teacher himself, since he consciously regulates the standards of his behavior on the basis of acquired pedagogical experience. The professional growth of the teacher and the improvement of his professional competence are facilitated by: high spiritual and moral image of ZVO, which provide favorable creative working conditions; systematic self-educational activity of the teacher; participation in projects, internships, competitions, conferences, seminars, etc.; emphasis on innovative, creative search component of scientific activity; objective evaluation of work; moral and material stimulation.

The professional competence of the future physical education teacher is the result of creative professional activity, an integrated indicator of the personality and activity of the teacher. Formation of a professional competent future teacher of physical education successfully solves the tasks of education and training, prepare for the society of a professional with the desired psychological qualities; satisfied with the profession; are aware of the prospect of their professional development; open to continuing vocational training; Enrich the experience of the profession through personal creative input; socially active in society; committed to the teaching profession. Given the relevance and importance of the problem under study, we believe that further scientific and theoretical understanding and practical implementation require ways, forms and

methods of forming the professional competence of a future physical education teacher in the period of study at a higher education institution.

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Дьоміна В. В., Гутарева Н. В., Седова Н. С. Умови формування професійної компетентності у майбутніх вчителів фізичного виховання

Процеси глобалізації, сучасні освітні тенденції, зміна цінностей, стрімкий розвиток науки, підвищення вимог до фахових якостей тренерської діяльності зумовлюють необхідність формування професійної компетентності у майбутніх вчителів фізичного виховання та інших представників освіти.

У запропонованій статті авторами розглядаються актуальні проблеми формування професійної компетентності, яка розглядається як інтегрована властивість особистості, що володіє комплексом професійно значущих для майбутнього вчителя фізичної культури якостей.

У ході дослідження визначено поняття професійної компетентності майбутнього вчителя. Обґрунтовано етапи професійного розвитку майбутнього вчителя фізичної культури, що являє собою основу успішної адаптації до сучасних освітніх процесів.

Представлено один з можливих способів формування професійної компетентності у процесі підготовки майбутніх вчителів фізичного виховання до професійної діяльності, яке полягає у використанні моделі формування психолого-педагогічних умінь. Саме ця система підготовки дозволяє шляхом пізнання загальних законів психології та педагогіки, конкретизації їх основних положень визначити специфіку тренерської діяльності.

Ключові слова: критерії професіоналізму, майбутній вчитель фізичної культури, професійна компетентність, тренерська діяльність, фізичне виховання.

Демина В. В., Гутарева Н. В., Седова Н. С. Условия формирования профессиональной компетентности у будущих учителей физического воспитания

Процессы глобализации, современные образовательные тенденции, изменение ценностей, стремительное развитие науки, повышение требований к профессиональным качествам тренерской деятельности обуславливают необходимость формирования профессиональной компетентности у будущих учителей физического воспитания и других представителей образования.

В предлагаемой статье авторами рассматриваются актуальные проблемы формирования профессиональной компетентности, которая рассматривается как интегрированное свойство личности, обладающей

комплексом професійно значимих для майбутнього вчителя фізическої культури якостей.

В ході дослідження визначено поняття професійної компетентності майбутнього вчителя. Обґрунтовано етапи професійного розвитку майбутнього вчителя фізическої культури, представляє собою основу успішної адаптації до сучасним освітнім процесам.

Представлено один з можливих способів формування професійної компетентності в процесі підготовки майбутніх учителів фізического виховання до професійної діяльності, яке заключається в використанні моделі формування психолого-педагогічних умінь. Саме ця система підготовки дозволяє шляхом пізнання загальних законів психології та педагогіки, конкретизації їх основних положень визначити специфіку тренерської діяльності.

Ключові слова: критерії професіоналізму, майбутній вчитель фізическої культури, професійна компетентність, тренерська діяльність, фізическе виховання.

Domina V., Gutareva N., Sedova N. Conditions of Formation of Professional Competence in Future Teachers of Physical Education

Globalization processes, current educational trends, changing values, rapid development of science, increasing requirements for professional qualities of coaching activities necessitate the formation of professional competence in future teachers of physical education and other representatives of education.

The proposed article discusses the actual problems of the formation of professional competence, which is considered as an integrated property of the personality, possessing a complex of professionally important qualities for the future teacher of physical culture.

During the study the concept of professional competence of the future teacher was defined. The stages of professional development of the future physical education teacher, which is the basis for successful adaptation to modern educational processes, are substantiated.

One of the possible ways of forming professional competence in the process of preparing future teachers of physical education for professional activity, which is to use the model of formation of psychological and pedagogical skills, is presented. It is this system of training that allows to determine the specifics of coaching activities by knowing the general laws of psychology and pedagogy, specifying their basic provisions.

Key words: criteria of professionalism, future teacher of physical culture, professional competence, coaching activity, physical education.

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