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The system of training of future teachers of physical culture for use of means of art pedagogics in the professional activity

Abstract. Our research is devoted to a search of innovative approaches to vocational training of future teachers of physical culture.

Purpose: to prove and to develop theoretically the system of training of future teachers of physical culture for use of means of art means in the professional activity. **Material and Methods:** theoretical analysis, synthesis and synthesis of references, pedagogical supervision, questioning, testing, interviewing, pedagogical experiment, methods of mathematical statistics. **Results:** the system of training of future teachers of physical culture is developed and approved for use of means of art pedagogics in the professional activity. **Conclusions:** the developed block system in a complex provides an assimilation of theoretical and practical fundamentals of art pedagogics by students, and also an acquisition of practical experience of application of art means during passing the pedagogical probation at schools.

Keywords: future teachers of physical culture, art pedagogics, vocational training, structure of preparation, system of training.

Introduction. The new concept of the development of physical culture in Ukraine predetermines the need of corresponding changes for training of future teachers of physical culture for the system of higher pedagogical education. In the line of an active search of new educational models, methods and forms of the organization of pedagogical work, ensuring connection of pupils of means, traditional for the formation of physical culture with means of different types of art has considerable reserves that in total received the name of art pedagogics in the modern scientific literature.

In the course of study of scientific literature it is found out that such aspects of the broken problem are investigated by scientists: the content of the modern concept of training of future experts of physical culture and sport at the higher school are opened (G. Olefir, V. Platonov, L. Sushchenko, I. Shaposhnikova and others), the essence of art pedagogics and its role in the development of the personality is defined (T. Dobrovol'ska, Y. Taranova, I. Shevchenkota, others), certain questions of application of means of art pedagogics in the vocational training of future teachers of physical culture and ensuring preparedness of experts for application of these means in the subsequent are reflected in the practical pedagogical work (T. Roters, Y. Taranova, N. Shumakova and others). Highly appreciating the scientific importance of the conducted researches, it should be noted nevertheless that training of future teachers of physical culture for use of means of art in the pedagogical activity wasn't a subject of a separate pedagogical research.

Results of the analysis of a theoretical and practical condition of the vocational training of future teachers of physical culture certify that it answers with an incomplete measure to expectations from the society and to state standards of higher education. In particular, students of sports specialties are poorly prepared for use of art pedagogics in the educational process of a school. On the basis of the above the conclusion is drawn on need of the development and the theoretical justification of the system of training of future teachers of physical culture for use of art pedagogics for the professional activity.

Communication of the research with scientific programs, plans, subjects. The research is executed according to a subject of the research work of the chair of the theory and technique of professional education of G. S. Skovoroda Kharkov national pedagogical university "The increase of efficiency of the teaching-educational process in secondary general education and highest institutions" (PK No. 1-20019U004104).

Results of the research and their discussion. As it was found out during the research, preparedness of future teachers of physical culture for use of means of art pedagogics in the professional activity is not a separate component of their all-professional preparedness, and penetrates all its components. Therefore on the basis of comparison of different views of experts (O. Azhippo, Y. Vaskov, L. Deminska, Y. Dagnev, P. Yefimenko, Y. Zheleznyak, L. Zubchenko [1; 3-8] but other) it is defined that the structure of preparedness of teachers of physical culture for use of art pedagogics in the professional activity includes such elements: motivate-valuable, cognitive-functional and personal.

In turn, on the basis of the accounting of conclusions of scientists (Y. Babansky, Y. Bondarev'ska, T. Davidenko, I. Shamova [9; 2; 10] but other) the conclusion is drawn that the system of training of future teachers of physical culture for use of art pedagogics in the professional activity as a kind of the pedagogical system includes such three blocks: conceptually-purposeful (theoretic-methodological principles of the research, the purpose and tasks of the above-mentioned preparation, principles of its implementation), learning-procedural (the content of preparation at strategic, complex and local levels, methods and forms of its realization) and control-correcting (the control of a state and the current results of this process, and also carrying out of need of the correcting procedures). In the course of the subsequent research the reasonable structure of the above-noted system got a concrete filling.

So, during the development of *the conceptually-purposeful block* of the system it was defined that the basic theoretic-methodological principles of the research are such approaches: 1) *system* from which position a training of future teachers of physical culture for use of art pedagogics in the professional activity is perceived as a complete system which all components are closely connected and interact among themselves, and each of them is also the system education; 2) *personally-active* that provides a transformation of students at active subjects of the vocational training who not only act as co-organizers of this process, but also take the responsibility for its results; 3) *culturological* that provides the direction of future teachers of physical culture in the course of preparation for use of art pedagogics in the professional activity to seize the best achievements of universal and national culture.

The purpose of training of future teachers of physical culture for use of means of art pedagogics in the professional activity is the formation of preparedness for this work. This purpose is concretized through such *tasks*: 1) the ensuring of

understanding by students of pedagogical potential of art pedagogics, the development in future experts of motivation, concerning mastering skills of use of these means in the professional activity; 2) the mastering knowledge by students which is necessary for implementation of the professional activity with application of art pedagogics; 3) the formation of professionally necessary abilities at future teachers of physical culture; 4) the control of a condition of training of future teachers of physical culture for use of art pedagogics in the professional activity and to its results, in need of entering into this process of corresponding changes.

On the basis of studying of scientific literature (V. Naumchik, T. Odnolitok, O. Tymoshenko but other) the conclusion is drawn that during the implementation of training of future teachers of physical culture for use of art pedagogics in the professional activity which is a subsystem of their all-vocational training, it is necessary to be guided by such pedagogical principles: *organizational* (principles of a humanistic orientation, following, continuity, integration and so forth); *generally didactic* (scientific character, presentation, availability, and so forth); *principles of the educational activity of students* (sensiblyness and activity, independence, responsibility, and so forth).

The learning-procedural block of the system of training of future teachers of physical culture for use of art pedagogics in the professional activity defines the maintenance of the corresponding preparedness and methods and forms of its providing. It is defined that the maintenance of this preparedness includes at itself motivation to mastering of art-pedagogics, manifestation of the valuable relation to the development of physical culture of pupils on the basis of use corresponding of art pedagogics, set of knowledge, abilities, and professionally personal qualities which are necessary to future teachers for application of art pedagogics in the pedagogical work, and also an adequate self-assessment of the formation of these qualities.

The content of training of future teachers of physical culture for use of art pedagogics in the professional activity is developed at the interconnected levels: strategic, complex and local. At *the strategic* level the content of this preparation includes knowledge about: essence, main regularities and provisions of art pedagogics; the leading tasks of use of art pedagogics in the educational process of a school; methods and forms of the organization of the pedagogical process on the basis of use of various art forms and so forth. At *the complex* level the content of the noted preparation includes knowledge about: pedagogical opportunities of use of separate art pedagogics on classes in physical culture; pedagogical effect of different options of a complex combination of several art pedagogics in the professional activity of a teacher of physical culture; didactic materials on the outlined problem (collecting of pieces of music, collection of reproductions, records of works of art of a different look are didactic multimedia materials for a school) that can become in an adventure in the context of the solution of the put tasks. At *the local* level the content of the noted preparation includes knowledge of possibility of application in the professional activity of different complexes of art pedagogics during teaching at a school of concrete subjects on classes on physical culture, and also in after-hour work with pupils.

Training of future teachers of physical culture for use of art pedagogics in the professional work includes also the formation at students of necessary groups of abilities. So, at *the strategic* level the content of this preparation includes *analytical* abilities which provide an ability of students to define and analyze the main regularities and provisions of art pedagogics, to formulate tasks of use of art pedagogics in the educational process of a school and so forth. At *the complex* level the content of the noted preparation includes *analytical* abilities which allow future experts to estimate competently possibilities of use of separate art pedagogics and their complex connections on classes on physical culture and so forth.

At *the local* level the content of the noted training of future teachers of physical culture includes such groups of abilities: analytical, constructive, organizational, communicative, and art-applied. The group of *analytical* abilities includes such: to analyze information on the course and results of lessons of physical culture with application of art-pedagogics, to formulate competently the current tasks in the professional activity and to find an optimum version of their decision, to define connections between the different pedagogical phenomena and so forth. The group of *constructive* abilities includes such: to select, analyze, synthesize a training material with an inclusion to it certain works of art, to plan the structure of actions of a pupil and the pedagogical management of the educational process on the basis of application of art pedagogics; to project competently material resources for application of art pedagogics and so forth. Such belong to the group of *organizational* abilities: to realize pedagogical requirements according to concrete circumstances of communication, to interest pupils in new prospects on the basis of use of art pedagogics, to distribute an assignment taking into account specific features of pupils, their abilities in the field of different types of art and so forth. The group of *communicative* abilities contains such: to come into emotionally-communicative contact with other people, to find the correct tone in different situations of pedagogical communication, etc. *The art-applied* ability is united by abilities which are directly connected with introduction of art pedagogics in the professional activity. These are such abilities: to sing, to dance, to draw, to play musical instruments, expressively to tell, to read poems, to show theatrical action and so forth.

Training of future teachers of physical culture for use of art pedagogics in the professional activity provides also the formation in them the corresponding professionally-personal qualities: *physical fitness* (the result of physical preparation which is reached when performing the physical actions necessary for the assimilation or using by a person of the professional activity is characterized by the level of functionality of different systems of an organism and to the development of the main physical qualities); *creativity* (ability of a person to generate original ideas, decisions which differ from traditional); *virtuosity* (art endowments, refinement of manners, creative skill); *empathy* (ability to understanding of other person and empathy); *reflectivity* (property of a person who is shown in its ability to analyze actions and acts, to realize critically own features and opportunities in self-control of activity and behavior).

The noted block includes methods and forms of providing the specified maintenance of preparedness of future teachers of physical culture in use of art pedagogics in the professional activity. During the research the conclusion was drawn that the successful achievement of the aim provides pedagogically expedient combination as traditional methods and forms of the organization of a study (lecture, seminars, practical training, conversations, and so forth), and active and interactive methods and forms of a study (binary lectures, trainings, business and role games, performance, sets of

exercises on aerobics, shaping and so forth). The student teaching is taken the central place among these forms of a study that allows students to gain an experience of application of art-pedagogics of practical pedagogical activities.

The control-correcting block of the system of training of future teachers of physical culture for use of means of art pedagogics in the professional activity includes such methods of diagnostics as testing, questioning, supervision, conversations, expert estimation, analysis, generalization, and so forth.

Conclusions. The developed block system of training of future teachers of physical culture for use of means of art pedagogics in the professional activity in a complex provides the assimilation by students of theoretical fundamentals of art pedagogics, mastering them with art-pedagogics abilities in the educational and quasi-professional activity, and also the acquisition of practical experience of application of art-pedagogics during passing of the student teaching at schools.

Prospect of the subsequent researches. Questions of training of teachers for the realization of art pedagogic maintenance in the professional formation of future teachers of physical culture, and also the organization of self-educated activity of future teachers of physical culture, concerning the increase of level of art pedagogic competence are perspective for the subsequent scientific search.

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