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FORMATION AND DIAGNOSTICS LEVELS OF EDUCATIONAL ABILITIES OF STUDENTS IN PHYSICAL EDUCATION

Abstract. Purpose: specify and theoretical basis for the content of educational tasks methodical practice, as a means of diagnosing the level of formation and pedagogical skills of students. **Material and Methods:** the analysis of more than 20 references, 12 work programs in the discipline "Physical Education" HEI III–IV accreditation levels. **Results:** disclosed system of pedagogical skills, providing social and personal competence in the sphere of physical culture, which forms during the methodical practice through completing quests. **Conclusions:** this study allows a qualitatively new level to solve the issues of forming and diagnostics level pedagogical skills of students in physical education.

Keywords: skills, students, teaching, tasks, methods, and practice.

Annotation. Formation and diagnostics levels of educational abilities of students in physical education. Purpose: Specify and theoretical basis for the content of educational tasks methodical practice, as a means of diagnosing the level of formation and pedagogical skills of students. **Material:** The analysis of more than 20 references, 12 work programs in the discipline «Physical Education» HEI III-IV accreditation levels. **Results:** Disclosed system of pedagogical skills, providing social and personal competence in the sphere of physical culture, which forms during the methodical practice through completing quests. **Conclusions:** This study allows a qualitatively new level to solve the issues of forming and diagnostics level pedagogical skills of students in physical education.

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Introduction. One of the tasks of discipline «Physical education», which follows from purposes of work program this educational discipline for chosen kind of organized physical activity is ensuring the appropriate level assimilation the system of skills, which connected with methodical and organizational basics of physical culture. However, nowadays organization of educational process at the HEI determines the applicable standards and requirements to content, volume and level of training students, approved by the Ministry of Education and Science of Ukraine in 2003 [9].

Besides, despite significant advances in the management system of physical education at the universities, the problem of teaching methods has several outstanding aspects, caused by, first of all, insufficient account of specificity of education, which depends from the desire of students to take part in the selected kind of organized physical activity. For many teachers, the content of unspecialized education in the physical culture is the common results of sport activity, which students should realize. This teachers, as a rule, don't consider the formation of a system of physical culture in general, but organize training study material, which they, as specialists in a particular area, shows as a fragment of the content of sports activities [1, 2, 5]. In fact, translation of the content of sports training in the content of the training material is much more complicated process. After all, there is a new, high-quality special system of knowledge and skills, which are integrated still not known elements. Its ordering essentially depends on how well the individual components of sports training covered by the general system-forming factor which is the purpose of discipline – the formation of social and personal competence in the sphere of physical culture [6, 7, 8].

The different aspects of forming of physical culture of personality of students found the reflection in works [5, 7, 8, 10]. However much most scientists set before itself the problem to probe facilities of diagnostic of level of pedagogical abilities as a driving member of cognizable process of physical education.

Contradictions between the requirements of the education system to the ability of experts to solve problems activity, connected with rest, physical and cultural development and the traditional means of training of teaching skills in physical education highlights the need for deeper and radical improvement of educational tasks methodical practice.

Purposes, tasks, material and methods of work.

The purpose of the research is to specify and theoretical underpinnings of the content of educational tasks for methodological practice as means of formation and diagnostics level pedagogical skills of students. Methods and organization of research: a review of scientific and methodical literature, theoretical analysis and synthesis. The study was conducted at the Department of Physical Education and Sport Semen Kuznets Kharkiv National University of Economics.

Results. Skill system that provides social and personal competence in the sphere of physical culture, forms during the methodical practice. Methodical practice – one of the sections of the curriculum discipline «Physical Education» higher educational institutions of Ukraine. It is closely connected with the theoretical and practical sections of the program. Methodical practice gives the opportunity to purchase certain pedagogical skills: team, methodical, organizational and management, and also It is an information base for the formation the means of diagnostic [4, 6].

Command abilities (necessary and sufficient information transfer that, where, when and properly to do) show up in formulation and serves of commands, pointing, lead through of instructing, show of judge gestures

A command is divided into preliminary and executive. A preliminary command is given distinctly, loudly and prolonged. Executive command after a pause

loudly, plangent and expressly. Command abilities are included by skills of pedagogical time, as an aggregate of simple abilities and skills, cooperation and establishment of correct mutual relations of leader with students, in the future chief with inferiors, and also skills of the use of pedagogical technique (domain command voice, by gestures, hardware's of management, natural carriage).

Pointing differs terseness and given after the course of performance of physical exercise («Not incline a trunk!», «To draw aside socks!»).

Instructing is a necessary information transfer that, where, when and properly to do. Conducted before implementation of physical exercise. Forms the picture of correct space-time and power descriptions of motion. Importance of accident prevention, observance of rules of insurance and anchoring, is necessarily underlined at implementation of exercise.

Judge gestures. Judges must show official gestures reason of their whistle (character of error, fixed a whistle, or purpose of the settled interruption). A gesture must be by sight clear and clear, maintained some time and, if he is shown one-arm, a hand corresponds the side of command which made bad a break or query.

Team skills are manifested in the formulation of commands, in the ability to achieve their accurate performance by students. They include skills pedagogical tact, as a set of simple abilities and skills which facilitate the identification of proper relations with leader and students, in the future boss with subordinates, as well as – the skills to use teaching techniques (possession, commanding voice, gestures, technical means of management, good posture).

Methodical skills include: skills of attention allocation and orientation in time, showing different techniques and activities; possession, reception, insurance and assistance, the use of different methods and instructional techniques training, prevention and correction of errors; regulation of physical activity and density classes, the study of literature, etc.

Organizational skills include: navigation skills in the environment, determining students' readiness for real sports practice, creative assimilation values of physical culture and its active use in the comprehensive development of personality, skills development and implementation of individual programs provide efficiency and accelerate its recovery by means of physical culture and sports in different types and conditions.

Managerial skills are manifested in ability to make informed decisions towards strengthening and development of personal and public health in the workplace, personal responsibility for health, use of rational methods of pedagogical influence on persons with whom he comes into communicative relations when organizing sports and recreation activities.

Acquisition of these pedagogical skills contributes to the formation of independence and responsibility in subsequent career.

For the formation and diagnostic of pedagogical skills develop pedagogical (educational) tasks. Pedagogical task is the result of understanding training or education purpose as well as conditions and modalities for its implementation in practice by teacher. The student, as a subject and object of interaction with teacher in process of solving pedagogical task, should have the growths in form of knowledge,

skill or personal quality. So far as each person is unique, solution of pedagogical task is complex and ambiguous. On this basis, pedagogical task is a universal learning activity.

The ratio between reference and target is considered in system of «set of tasks – plurality of goals», because in learning activity exactly the goal requires solution of number of tasks, and the same tasks contribute to achieving a certain goal. This leads to the following requirements for learning (pedagogical) task [5]:

- construction of not only one single job, but also of a set of tasks;
- in the construction of system of tasks it is necessary to achieve it provides not only the nearest training target, but also the other training targets;
- tasks must ensure mastering of the funds necessary and sufficient for the successful implementation of training activities;
- tasks must be built so, that the appropriate means of action, which are planned to assimilate in process of solving tasks, were a direct product of learning.

It should be noted that the effectiveness of training depends on how well the tasks were chosen. The character of tasks largely predetermines didactic difficulties. Therefore, key importance has distribution of learning tasks due to the level of complexity within a particular piece of learning. Content of famous didactic principle, from simple to complex, is that learning should be such that the complex tasks for students later become less difficult. Only such an approach provides a favorable emotional climate which is needed to invigorate interest in the acquisition of knowledge.

Methodical tasks were constructed in accordance with the followings requirements [4]:

- succession and intercommunication (each subsequent exercise is concerted on a structure with previous);
- gradual complication of exercises on aims and maintenance;
- correct distributing of implementation of exercises at times (short exercises are at first executed, between implementation of exercises there must be small intervals, the protracted and difficult exercises go followings);
- every exercise must have a certain goal;
- must exercise be executed under the direction of teacher and have a main goal – educational;
- all exercises must have simple reference basis of action;
- obligatory presence of motivation;
- obligatory is consideration of the executed exercise and his result.

Depending on the level of basic knowledge and skills, learning goals is proposed the following classification of tasks in content (Table 1):

- tasks for implement techniques;
- tasks for perform operations;
- tasks for the organization of pedagogical process.

Learning task also performs diagnostic function.

To provide feedback in solving learning task, in accordance with the purpose of training, it is necessary to establish a body of criteria to determine the characteristics and performance levels of educational stages of task. Tasks, solutions

of which are connected with the implementation of practical actions, are evaluated on the following criteria: appearance, demanding, ability to directly and clearly give commands, to require their implementation, to manage group; excellent show of technology implementation; correctness of choice of place ; possession of the mirror showing; knowledge of terminology, matching of methods and instructional techniques to learning tasks, ability to determine the status of learners, to identify and eliminate the causes of errors, ability to classify, promptly and properly correct errors; timeliness of care and insurance.

Tasks, related to determination of the formed level of pedagogical abilities, are estimated on principle of the negative judging (table. 2).

The number of points is removed in error, determined by the decision of teachers by peer review and approved by the head of the chair.

Assessment of tasks, which are connected with documentation, proposes the abidance of recommended structure of making plans, namely: compressed characteristic of the subject of assignment; analysis of existing approaches to the solution of task and rationale for selecting a particular method, collection of objective information about student which is necessary to solve the task; accordance of documented way to solve the task to chosen methodology tailored to the individual abilities.

Introduction in an university in the system of physical education of continuous methodical preparation is instrumental in more effective forming of jurisdictions and fixing of long-term knowledge due to step their receipt and necessity of permanent actualization of already present knowledge.

So, there is a study and fixing of elementary methodical knowledge on the initial stages of teaching, skills and abilities and getting a clear idea of possibility of their application in the different spheres of life, that elementary literacy is formed in the field of physical culture.

The successful passing of this stage is given by possibility to apply present theoretical knowledge and known algorithms students to the decision of practical tasks, for example: lead through of combatant receptions, conditionings in place, afoot by different ways; teaching of separate element, reception; drafting of plan-compendium of preparatory and final parts of employment.

Mastering in future of knowledge and abilities on discipline allows students considerably open mind in relation to possibilities of the use of facilities of physical culture.

Possibility effectively and creatively to apply pedagogical abilities of helper of leader of employment opens up on this stage, abilities to notice errors. The level of the purchased knowledge and abilities allows to be operatively commuted from one type of activity on other with the minimum expenses of time and efforts. For example, lead through of basic, final part of employment, writing of plan-compendium of employment, verification and estimation of level of physical preparedness.

Accordingly, third stage organization and pedagogical process of physical education control can't be characterized the exceptionally certain aggregate of the accumulated knowledge.

Table 1

Classification of pedagogical tasks for methodological practice

Characteristics	Task for the implementation of techniques	Task for performing operations	Tasks for organization of the pedagogical process	
Basis (basic skills)	Showing by teacher DTE description of the process in the textbook, workbook	Theoretical knowledge DTE original skills for the implementation techniques, display, explanation, documentation.	Theoretical knowledge of DTE formed the ability to perform the operation, showing processes by the teacher, description of the sequence in the program documentation.	Theoretical knowledge of DTE, the ability formed to manage and organize the operation, showing processes by teacher, description of the sequence in the program documentation
Purpose	Formation of elementary methodological knowledge, skills and abilities that match of demonstrated.	Acquisition of pedagogical skills of the head of physical training. Expanding of special knowledge, formation of skills to notice the error.	Improving complicated methodical skills in conducting training sessions. Improving of special knowledge.	Mastering the methods of carrying out all forms of physical training.
Example	Combatant of conducting receptions, general developmental exercises in place, moving in different ways. Training separate element, doses. Compose of the plan-compendium preparatory and final parts of the classes.	Conducting of primary and final part of the session. Writing a plan compendium classes. Testing and assessment of the level physical preparedness	Training exercises in their chosen sport, making the workout.	Organization and provision of sporting events in HEI

A list of common mistakes when performing tasks related to the definition of the generated level pedagogical skills

#	General errors (examples)	Points
1	The absence of an approved plan (program) of solving the task	
2	Goal of the task is not declared	
3	Unkempt appearance or unnatural posture	
4	A preparatory and executive command is not given, or by sight indistinguishable and unclear gestures (judge), or a command is not executed	
5	Terminology errors	
6	Absence of show of exercise	
7	Lack of explanation about the importance of exercise for students	
8	Irrational method of teaching is chosen	
9	Insurance and help is too late given	
10	Inability to determine the status of trainees	
11	An element, reception, is wrong estimated, action or errors are not corrected in exercises	
12	Inability to keep discipline and organization	
13	Absence of analysis of degree of achievement of educational aims, raising of tasks for independent work	

Only possibility to mobilize present knowledge and experience at the decision of arising up concrete vital task, ability to select from all aggregate necessary and optimum for a decision-making can mean forming of difficult methodical skills in the lead through of training-study employments, capture the method of lead through of other forms of employments by a physical culture. Thus the indicated stages are associate between it, and each of them comes forward basis for the successive forming of competence in the field of physical culture.

Conclusions. Conducted research allows on a qualitatively new level to solve the issues of forming and diagnostics level pedagogical skills of students in physical education. However, **further studies require** as conditions and methods of diagnosing the level of fitness of students, in particular, factor analysis of interdependencies to improve the quality of diagnosis and level of physical culture formed personality.

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