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## Features and structure of educational work of physical training teacher

**Abstract. Purpose:** to analyze the peculiarities and structure of educational work of Physical training teacher. **Material and Methods:** during the research we used the method of literature analysis. **Results:** defined the peculiarities of educational work of physical training teacher. There were analyzed the types of teacher activities, different approaches to the structure of the study and its separate components. Basic requirements which are considered to be model features of mastering knowledge, abilities and skills, which in turn, provide professional effectiveness of teachers. **Conclusions:** this work allows examine the depth of aspects which promote the potential unleashing of physical training teacher.

**Keywords:** physical training, professional activities, educational work of a teacher, teacher, physical training.

**Introduction.** The problem of the improvement of training of specialists in the sphere of physical education and sport becomes more and more actually every year.

Lately some resolutions were accepted in the state which concern reforming of the system of physical education of pupils and student's youth, the Law of Ukraine "About physical culture and sport" (11.2009) where there is a provision on the improvement of quality of training of teachers of physical culture and teachers of physical education.

According to L. Pilipey, today there is a search of ways of the increase of efficiency of the educational process for the maximum approach of graduates of HEI to a model of training of a professional in the education system (L. P. Pilipey, 2011).

Investigating works of N. Moskalenko, we notice that the system of sports education is connected not only with knowledge acquisition, but also with mastering motive skills which demand the corresponding physical preparation, and with abilities to pass on the experience to pupils. In this regard there is a problem of their professionally-applied physical preparation during the study in HEI.

**Communication of the research with scientific programs, plans, subjects.** The work was performed within a subject "The built plan of the RW in the sphere of physical culture and sport on 2006–2010." of Ministry of Ukraine of family, youth and sport affairs, 3.1.2. Scientifically-methodical principles of the improvement of teaching a discipline "The theory and the technique of physical training", and also the Built plan of RW for 2011-2015. "The improvement of programmatically - standard bases of physical training in educational institutions".

**The objective of the research:** to analyze features and the structure of professional activity of a teacher of physical training, considering different views of scientists of rather structural qualification.

**Material and methods of the research:** analysis of references.

**Results of the research and their discussion.** The pedagogical activity is considered as the professional activity of a teacher in which the task of study and education are realized by means of different means of influence on pupils. The pedagogical activity is presented in a general view as a special, many-sided and multidimensional kind of activity connected with study and education [7] which is caused by the level of special psychology and pedagogical knowledge and abilities, professionally significant personal qualities, abilities, psycho-physiological opportunities of a teacher [10].

There are different approaches to the studying of a structure and separate components of the pedagogical activity: some researchers consider functions of a teacher [10], others [1] – motivators, such as requirements, a purpose, motives, incentives, and an installation.

The structure of the pedagogical activity differs a little in the components in works of scientists. So, V. Teslyuk allocates five primary activities: pedagogical, scientific, qualification, public and not regulating [10].

M. Rozenova allocates seven types of the pedagogical activity: training, educational, organizing, propaganda, administrative, advisory and self-educational [7]. Other authors allocate four types of the pedagogical activity at school: planning, organization, directly pedagogical activity and control.

Investigating the structure of the activity of a teacher, V. Nebesna came to a conclusion that all kinds of the

activity form three main components: organizational (A), communication (B), scientifically creative (C). However all listed components are ambiguously presented in the structure of one personality. Different variations of components where one is a conduct and others are background cause a difference in a model of a teacher and differ in the professional tendencies [6].

1. Organizational tendency can be presented by a model of a type (A < - > B < - > C) who answers the structure of the activity of a master of the mass-health-improvement work.

2. Communicative tendency has two models: (B < - > A < - > C) – more typical for a master of the educational work and (B < - > C < - > A) which displays a ratio of psychological components of the identity of a teacher – master of the educational work.

3. Scientifically creative tendency is also presented by two models: (C < - > B < - > A) that answers the structure of a coach of HEI, and (C < - > A < - > B), more expressed identity of a teacher-master of the research and scientifically-methodical work.

According to the researches of authors [6], ratios of psychological components, in the structure of the identity of a teacher are such:

- 1) an organizational component (A) – 43,4%;
- 2) a communicative (In) – 40%;
- 3) a scientifically-creative (C) – 16,6%.

This approach is rather variable that gives the chance to estimate and find a creative approach in training of a specialist in physical training.

Being guided by the educational standard, the main requirements which are considered as model characteristics of mastering knowledge, skills, for the use in the professional activity are allocated. However a transition from qualification model to a competitive is widely discussed in literature that is focused on the sphere of the professional activity. The need of such transition by contradictions of the system of vocational training which are shown in the following locates:

- growing requirements to the level of the professional activity of a teacher and discrepancy of its actual state;
- between the approved new type of the professional activity of a teacher with the prevalence of a creative orientation of pedagogical thinking and the created model of the professional education focused on knowledge, ability and skills;
- between the need to react quickly to the changeable personal and individually creative potential of subjects of the educational process and discretely local character of the existing system of training of a teacher;
- between the social order for a highly competent expert and inertness of the most part of teachers in the increase of the qualification according to modern requirements of the professional study.

Developing the theory of competitive approach, L. Kulikova allocates creative types of the professional activity of a teacher:

- predictive which consists in a prediction and forecasting of results of the pedagogical activity and modeling of the pedagogical process;
- projection and constructive – design and planning of the pedagogical process;
- organizing – the organization of pedagogical actions of a teacher and pupils;
- communicative – consists in the creation of interpersonal interaction and the relations which allow to organize the pedagogical process effectively;
- reflexive that allows to carry out the analysis of results of the pedagogical activity.

Forming model of a specialist in physical culture and sport, T. Fendel and S. Gorbunova include such competence:

- key competence (information, communicative, social-legal, competence of activity and self-improvement);
- general - professional competence (competence of carrying out monitoring of achievements and problems of pupils, in design of the teaching and educational process, organization, interaction, with its participants, competence of professional self-education);
- special competence (academic and practical).

Without rejecting competitive approach in the professional education, E. Mozhaev pays attention to the

identity of a teacher as the main central figure of the pedagogical process. Characteristic features of the structure of the identity of the expert are socially significant qualities of a teacher, social norms of a profession, valuable orientations, relations, positions, professional ability to study and professional self-development, social lines of the professional growth and the professional activity.

Many researchers [7; 8] pay attention to the identity of a teacher. The main psychological requirement to the identity of a teacher is the love to children. The second basic requirement is the existence of special knowledge in that sphere in which he teaches children, and also knowledge psychology and pedagogical character (regularities of the age development of an organism and the identity of a child, possession of different pedagogical receptions, etc.). E. Mozhaev specifies that there are such qualities as an optimum sociability, an aspiration to achieve success in business, strong-willed qualities (courage, persistence), a high level of harassments, a choice of heavier and honorable purposes – actions on the verge of risk, the previous premeditation, careful planning at the head of a personal model of the pedagogical activity in the sphere of physical culture and sport.

According to M. Rozenov, the additions of characteristics of the identity of a teacher are: pedagogical erudition, pedagogical relay of a purpose, pedagogical thinking, pedagogical intuition, pedagogical improvisation, pedagogical step, pedagogical empathy and pedagogical creativity [7].

A number of authors [11–14] such as diligence, organizing abilities, aspirations to continuous self-improvement, culture of behavior and appearance, ability of prediction and forecasting, administrative qualities, communicativeness, language skills, sharpness, efficiency, combination of personal interests, with interests of society, social maturity and activity are also allocated in the structure of the identity of a teacher.

Interesting data are provided in the research of T. Dichek about characteristics of teachers and coaches from students. From the point of view of students the most important qualities of teachers is the emotional component of the personality which is expressed in requirement of informal, cordial relations, attention, support, recognition of a student as a person. The professional competence of a teacher is also important for students.

Five schemes of the professional activity are directed in the researches of E. Klimova: The person – the Nature”, “the Person – the Technics”, “the Person – the Sign”, “the Person – the Image”, “the Person – the Person”. The pedagogical profession belongs to the last category and includes the manifestation of such universal values, as: a need for communication; an opportunity to put yourself to the place of another; a resistant, good health in the course of work with other people; an ability to store information on personal qualities of other people; a fast understanding of intentions and opinions of other people.

The essential value has the list of contraindications which are regulated by professional requirements in the analysis of the professional suitability. Contraindications to work on this group of professions “the Person – the Person” is: defects of language, the plainness of language; isolation; physical defects are expressed; the indifference to destiny of other people; the lack of signs of the disinterested attitude towards people with whom you communicate.

In the researches of Yu. Kovalenko the structural components of preparedness of future experts for physical training of children of the preschool age are: motivational (formation of interest and requirements to a future professional activity, to a healthy lifestyle); cognitive-action (professional knowledge, skills); personal component (professionally significant qualities of the personality); healthcare (a condition of physical health, a level of functional preparedness of an organism).

Analyzing the data of scientific literature, it is possible to agree with E. Mozhaev’s opinion that a system creating element of personal potential of a teacher is motivational- demanding kernel of the personality. All kinds of the activity which are carried out by a person are the result of satisfaction of his requirements. On the one hand, they play the defining role in the productive professional activity of a person, and on the other hand – they are formed in the course of this activity.

In a generalized view the structure of personal potential of a teacher on physical culture includes: spirituality, educational potential, motive readiness, creative activity, and intellectual potential, pedagogical abilities, general and professional culture.

Spirituality is considered as an orientation of a person on ideal values.

Spiritual education is an integral part of vocational training of an expert, his professional and social formation because spiritual human life is directly connected with intellectual, emotional and moral activity [3].

**Conclusions.** Thus, we come to a conclusion that it is impossible to be guided only by educational-qualification characteristics of a graduate in the organization of the educational process at training of specialists

on physical training and sport: it is necessary to develop humanistic approaches which would promote disclosure of potential of the personality, to increase of his competence, preparedness to show the creativity which will allow to go beyond a standard activity.

**Prospects of the subsequent researches.** In the subsequent the studying of the motivational structure of students who acquire a profession of a teacher of physical culture, its dynamics, in the course of study in HEI is planned.

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