

## Peculiarities of professional preparation of physical education students for health-related activities

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### Abstract.

The research is dedicated to professional preparation of physical education students to health-related activity. The purpose of the research is to work out formation and content of author's model of the professional training of future physical education and sport specialists to health-related activity. The objectives of the research are to study structure of professional preparation model and to define the levels of readiness to health-related activity. The studies have been executed according to Lviv State University of Physical Culture named after Ivan Boberskij research plan (State registration number 0117U 003040). The results have been based on theoretical methods of investigation (analysis, synthesis, general studies of scientific sources and educational experience, comparison, systematization, and modelling). 822 students and 96 teachers representing ten Ukrainian higher educational establishments were engaged into the research. It has been substantiated the structure and content of authors' model. It has been shown the structural units of the model's five blocks and their components. It has been presented the diagnostic, professional, analytical and corrective stages and tasks to each of them. Main functions of professional preparation of physical education personnel have been determined. The features of advanced, intermediate and elementary levels of graduates in physical education readiness formation have been depicted. It has been proved the developed model effectiveness on the sample of four Ukrainian Universities.

**Key words:** professional preparation, readiness, physical education students, model, health-related activity.

### Introduction.

The key task of higher education is to create conditions for the training of a specialist, who is capable to compete at the employment market (T. Kuteitsyna, 2011; M. Shylova and I. Belykh, 2010). For this reason, the modern system of higher physical education is focused on training the graduating students who have professional competence and skills to orient themselves, beneficially introduce themselves and to withstand rivalry with other job seekers.

The problem of employment of specialists in physical education and sports can be solved, taking into consideration not only the professional but also the personal characteristics of the graduating students associated with real and perspective staff needs in the recreational and health-related sphere. (O. Andreeva, 2014; M. Danylevych, 2016).

The obvious is the problem to find ways to train specialists in physical education, who have the developed aspect of professional principles, which allows to organize effective interaction with all participants in the health-related process. The task how to form the content of study is not completely clear. For that matter, M. Vylenskyi, P. Obratsov and A. Uman (2010) offer to take into account the important didactic position on the unity of procedural and substantive aspects of learning in selecting the content of education. Selection criteria and principles for the formation of the content of education, formulated according to this position, allow the teacher to realize the educational objectives set in the educational process.

Taking into account the abovementioned, we have developed an author's model of the professional training of future specialists in physical education and sports for health-related activity.

**Work coherence with scientific programmes, plans and themes.** The studies have been executed according to Lviv State University of Physical Culture named after Ivan Boberskij research plan on the topic: "The attraction technologies of the population into the health-related activity" (State registration number 0117U 003040).

**Methods and materials.**

822 students and 96 teachers representing ten Ukrainian higher educational establishments were engaged into the research. To elaborate the author’s model, there have been used complex of theoretical methods of investigation, such as: analysis, synthesis, general conclusion of scientific papers on research topic, reconstruction and generalization of educational experience, concretization, comparison, systematization, studying experience of professional preparation and modelling.

**The purpose** of the article was to substantiate structure and content of author’s model of the professional training of future physical education and sport specialists to health-related activity.

**The results of the investigation.**

In the previous researches of M. Danylevych (2015, 2016, 2017, 2019) it was defined the methodological basis of the study, it was compiled job profile diagram; it was performed a description and analysis of the main provisions of the preparation concept for recreational activity.

The results of the study gave us the possibility to work out the model of professional preparation for recreational activity. It consists of three units: purpose, tasks and main directions. Application of the model makes it possible to explore the features of this process more clearly, creates preconditions for generalization of all the best that have been accumulated by higher physical education institutions.

The structure of the author’s model includes five blocks: target, theoretical and methodological, content-related, organizational and technological, and criterion-evaluative ones.

Determining the target block, we emerged from the fact that the model would be aimed at implementing a social demand for the specialists’ effective preparation, taking into account the requirements of employers to modern high-school physical education.

The target unit specifies the goal – it is a professional preparation for recreation and health-related activity. In addition, it sets out the tasks:

- the development of specialists’ imaging about the necessity and importance of recreational activity; to pay more attention to the social significance of the jobs;
- to direct the efforts to master the professionally oriented knowledge, skills and abilities, which allow to conduct activity more effectively;
- to develop the needs in the continuous development of the professionally significant and personal qualities;
- to develop the abilities to an adequate self-esteem and the responsibility for the results.

The theoretical and methodological block of the author’s model includes methodological approaches, principles and main requirements of the preparation concept (Fig. 1).

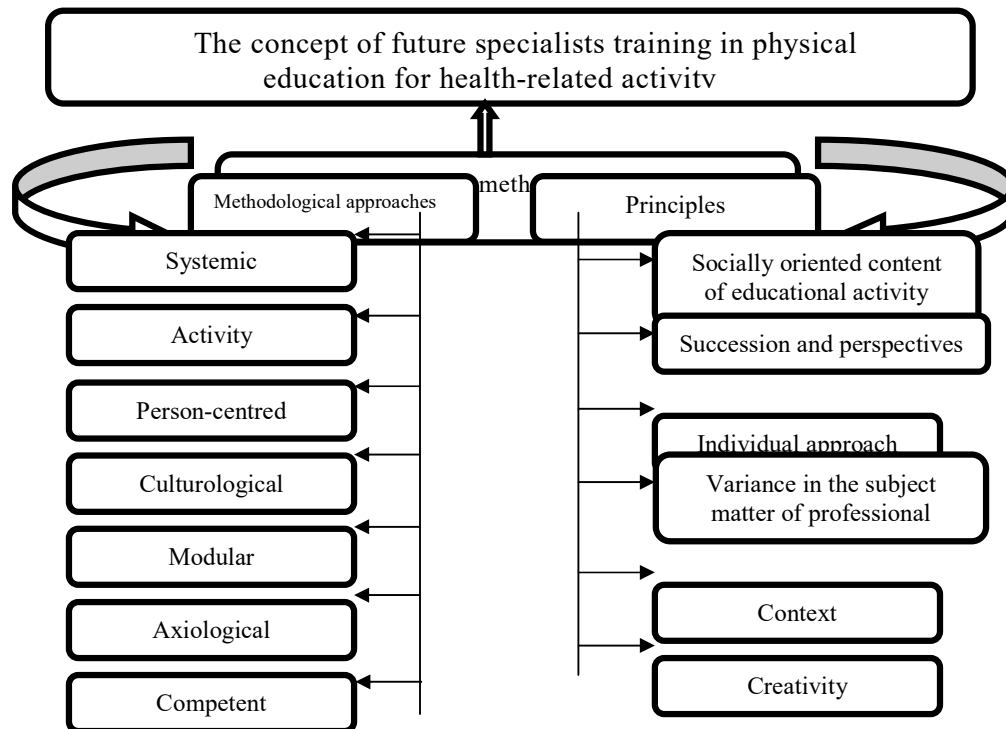


Fig. 1. The structural components of the theoretical and methodological block of the professional training model of future specialists in physical education for health-related activities.

The methodological point has become main requirement of system, activity, axiological, cultural, competent, individual and methodological approaches.

The application of the system approach considers the preparation as a system and complex of structural education, which consists of teaching staff and students' educational activity.

The activity approach considers the main components of teachers and students' activity taking into account integrated methodological positions, and thereby, reveals the nature of their interaction.

The axiological approach determines the content features, ensures the choice of forms, methods and means of pedagogical interaction in the organization of the educational process.

From the standpoint of the cultural approach, the study focuses not only on identifying opportunities to add some humanitarian subjects, but also on changes to the nature of the educational process and its orientation towards the student's personality. It integrates the system of knowledge, skills, experience, social and general cultural competences, which permit a specialist to realize effectively his/her own intrinsic potentials and abilities.

The implementation of the competence approach in the system of higher physical education involves a gradual reorientation of the necessary set of knowledge for the formation of professional competence, to allow the final year students to implement effectively health-related activity into the modern society influenced by social and political, economic, and informational communication intensive space.

The formation of professional competence is considered as a procedure of mastering the necessary knowledge, skills and experience that give opportunity to make individual creative contribution to the profession, stimulate interest to the results of the activities, associated with taking up physical exercises, natural and hygienic factors for strengthening of his/her health.

Individual approach directs the educational process from professionally oriented subjects to the development of the personality; directs the teachers' efforts to develop personal qualities; emphasizes the personal role of a student in the educational process; creates the conditions for self-realization and self-development.

A modular approach implementation gives opportunity to facilitate the process of skills mastering; it also permits to take into account the cognitive and personal characteristics.

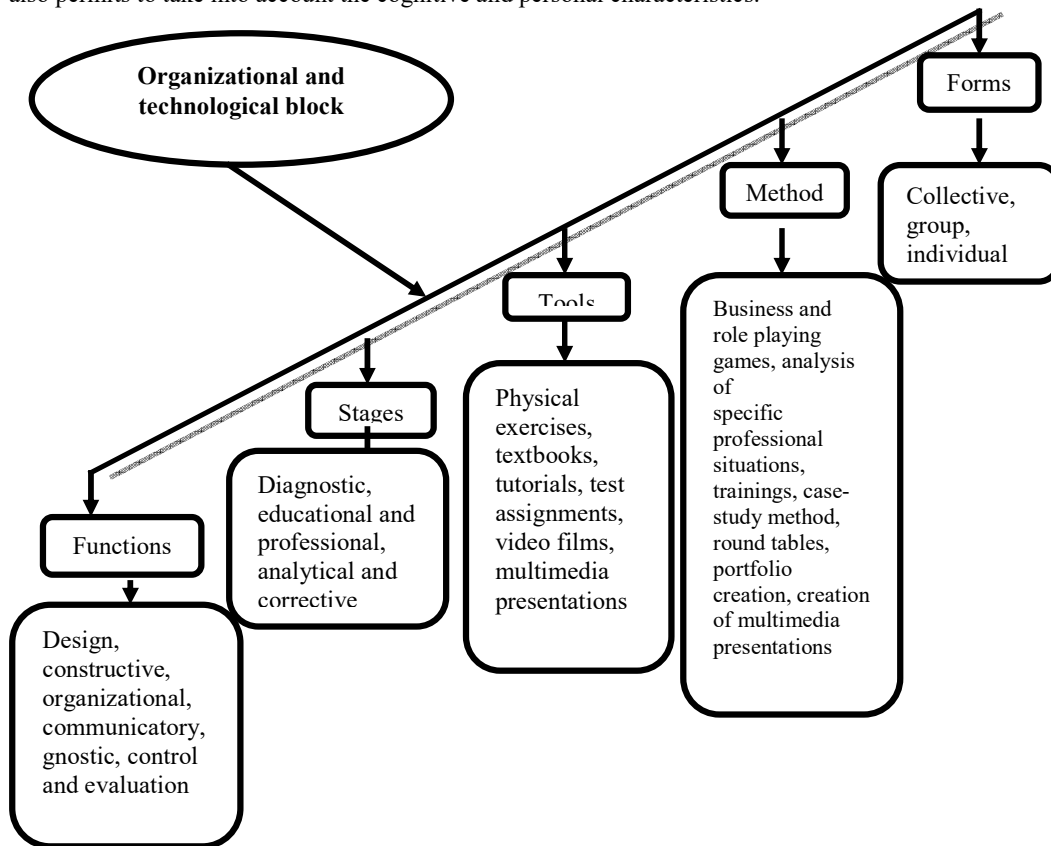


Fig. 2. Structural components of the organizational and technological block of the professional training model of future specialists in physical education and sports for health-related activities.

The theoretical and methodological block of the model is based on main principles of future specialists in physical education and sports professional training for health-related activities. It also includes the main requirements of the concept of future specialists.

The content block includes such components of readiness for health-related activity as motivational, cognitive, personal, and pragmatist. Also in the model, organizational and technological unit consists of forms, methods, means, stages and functions, which are presented in Fig. 2.

Thus, collective, group and individual forms are related to the students' forms of organisation.

When applying this model into practice, one should use modern teaching methods, such as business and role games simulating real professional situations and foreseeing professional functions and responsibilities, analysis of specific professional situations, trainings, case method-study, project method, round tables with leading specialists, portfolio creation, multimedia presentations. Therefore, physical exercises, textbooks, tutorials, test assignments, video films and multimedia presentations should be used.

It is foreseen three stages of the model implementation: the first stage – diagnostic, the second stage – educational and professional training, and the third stage – analytical and corrective one. Thus, the diagnostic stage involves conducting pedagogical diagnostics; formation of positive attitude and sustainable interest; to focus on the social significance of the profession.

The professional and educational stage includes studying the strategy and tactics; monitoring the level of readiness formation for health-related activity.

The analytical and corrective stage involves the analysis and adjustment of the results of training, which characterize the level of readiness.

The model also defines the following main functions: design, constructive, organizational, communicatory, gnostic, control and evaluation ones.

The design function aims at forming and developing the ability to anticipate the results of health-related activity. The constructive function involves the formation and development of the ability to model and select means of solving professional tasks. The organizational function is connected with the formation and development of abilities in terms of labour regulation and responsibilities division. The communicatory function is directed at the formation and development of the abilities for communication and using professional terminology. The gnostic function is aimed at interpretation of the concept of professional preparation, which is conditioned by the content, forms, methods and means of higher physical education that provide the formation and development abilities to analyse and evaluate the results of health-related activity. The control and evaluation function involves the formation and development of the ability to control and correct the results of the educational process.

To train specialists in physical education and sports for health-related activity effectively, we should follow certain pedagogical principles, namely:

- taking into account the specifics of such activity;
- application of modern teaching methods, information and communication technologies and teacher-student interaction;
- integration of theoretical, practical and research training of future specialists and engaging them into research projects.

The final block of the developed model is criteria and evaluation, which includes criteria, indicators and levels of readiness for health-related activity.

The advanced level of readiness is characterized by an evident positive attitude towards future activity, awareness of its importance and social significance; knowledge acquisition to perfect preparation. Students have their own ideas about the essence of future activity and have deep understanding of its importance. They have professional skills and experience in to solve the tasks. Students are able to get involved quickly into the educational process, rebuild their actions depending on the situation and find the best solution for the task. They have established professional and personal qualities necessary for the successful actions. Students are ready for self-governance, self-analysis; they can correlate their actions with the goals and tasks, and are able not only to perform the action but also to substantiate its results.

The intermediate level of readiness is characterized by positive attitude towards future job, but it is also characterized by the lack of awareness about its importance, necessity and social significance reflecting the increased interest in knowledge and the need for improvement personal all-round development. Having the ideas about the essence of recreational activity, and the significance of its results for a person, students know its essentials. They have professionally oriented skills and experience in recreational, are able to choose options for solving their tasks, while having trouble in using the knowledge acquired in a new environment. Students are able to get involved and quickly process information, but there is no ability to rebuild their actions depending on the situation and find the best solution for the task. They have professionally meaningful and personal qualities which are necessary for the successful implementation, but do not feel responsible for the accomplishment of the tasks. Students are ready for partial self-government, they show the need for self-examination, but they do not always relate their actions with the goals and tasks they are able to perform, but it is difficult for them to substantiate its result.

The elementary level of readiness formation is characterized by the presence of a positive attitude towards future recreational activity, which reflects the interest in cognition, but in the absence of a desire to increase their own erudition and a lack of understanding of the importance of quality preparation. Students have no idea about the essence of recreational activity, and the significance of its results for a person who does not have knowledge of the peculiarities of its implementation. They do not have professionally oriented abilities and skills in carrying it out; they are not able to choose the options for solving the tasks and experience difficulties in using the knowledge acquired under the new conditions. Students are not able to get involved in work and quickly process information, rebuild their actions depending on the situation and find the best way to solve the problem. The level of their personal and professionally-relevant qualities is insufficient for the successful implementation of future job. Students experience special difficulties in organizing self-government, in systematic introspection, in correlating their actions with the goals and objectives, in justifying the outcome of their activities.

The effectiveness of the proposed model is confirmed by an increase in the number of students with a high level of readiness (by 12,08 %) and a decrease of the number of students with a low level of readiness (by 25,86 %).

Therefore, we have developed and proposed the effective model for professional preparation of future specialists in physical education and sports for recreational activity.

### **Discussion.**

Many scholars (M. Gavrilova, 2007; E. Gordienko, 2015, S. Shmeleva, 2012; V. Yagupov, 2003) studied specialists' professional training modelling. There are various definitions of concept that are related to the term "model". So according to E. Gordienko, 2015 model represents a conditional image of an object, which serves to express the relationship between human knowledge of the object and the object itself, which is one of the forms of permission of dialectical contradiction between theory and practice. In the Dictionary of Contemporary Ukrainian Language (V. Busel, 2001), the term "model" is interpreted as "imaginary or conditional (image, description, scheme, etc.) image of an object, process, or phenomenon, used as its representative". V. Purin, 2006 defines the notion of a "model of learning" as a predictable, effective system of learning that is based on the possible combination of pedagogical technologies, taking into account the real possibilities of an educational institution, lecturing staff, as well as social order in the context of the strategy of continuing education. V. Yagupov, 2003 believes that "model – is a system by which one can recreate the didactic process as a subject of research, to show in its integrity its structure, functioning and to preserve this integrity at all stages of the research"

Elaborating the model of future specialists in physical education and sports training for health-related activity, we take into account the fact that the model itself can describe a pedagogical system that has its own specific purpose, which is more accurate and precise. The author's model is the model of development, which is aimed at forming the professional competence of future specialists in physical education and sport. A similar approach to compiling the model was used by M. Gavrilova, 2007. In the model proposed, the process of professional education is divided into three stages and is oriented towards the forecasting and taking into consideration future changes, perspectives and trends.

### **Conclusions:**

It has been developed and theoretically substantiated the model of students professional preparation for health-related activity. The author's model consists of five blocks, each of which has a number of structural components, the content of which is revealed in the article. There are some stages of implementation of the model (diagnostic, professional, analytical and corrective) and the problems of each of the stages are highlighted. The basic functions of professional training of future physical education specialists are revealed, namely: design, constructive, organizational, communicative, gnostic, control and evaluation.

The levels of readiness formation of physical education students for health-related activity have been determined. It has been presented the characteristics of advanced, intermediate and elementary levels of future specialists' readiness formation.

The developed model was successfully implemented into the educational process of four higher education institutions of Ukraine.

The results of the pedagogical experiment indicate that there were statistically significant changes in the experimental group students' readiness formation level in comparison with the control group students' readiness formation level, which testifies to the effectiveness of the developed model of physical education students professional training.

**Conflict of interests.** The authors declare that there is no conflict of interests.

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