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**Introduction.** The process of modernisation of professional training of physical education specialists fits into the general strategy of educational policy of Ukraine at the present stage, where one of its main tasks is to achieve modern quality of education, its compliance with the actual and future needs of the individual, society and the state. Nowadays there is an urgent need for a special study of the problem of professional training of a future teacher of physical culture, which is determined by a complex of general scientific and special knowledge, skills and abilities, requirements for physical, volitional, mental and moral qualities of a person, owning which he will be able to fulfil his professional duties. Educators face the problem of increasing the efficiency of training specialists with higher education in the field of physical education in order to reduce the probability of their departure to other spheres, on the one hand, and to achieve high professionalism, on the other. Consequently, the idea of forming a subject motivated to this professional activity should run through all the years of study. In this case, we can expect both full dedication and creative activity, as well as self-realisation of all natural abilities and knowledge, skills and abilities accumulated in higher education.



The issue of professional training of future specialists in physical culture and sports was considered in the scientific works of such domestic researchers as A. Abdullayev [1], O. Azhippo [2], V. Babalich [3], O. Bezcopylnyi [4], L. Deminska [6], P. Dzhurynskyi [7], A. Zaikin [8], M. Karchenkova [9], O. Kotova [10], V. Naumchuk [11,12], T. Odnoletyok [13], A. Protsenko [16,17,21], N. Stepanchenko [18], L. Sushchenko [20], Shapovalova [23], and others.

**Presentation of the main material.** In the traditional system of physical education teacher training in the higher education system, we drew attention to the contradiction between the need in modern society to form a new generation of specialists in the field of physical education capable of creative growth and professional self-improvement, and the requirements of a modern school for a physical education teacher as a specialist capable of effectively involving students in the values of physical education and healthy lifestyle, as well as the level of physical education teacher training.

In our opinion, the improvement of professional training of future physical education teachers is ensured by

- systemic, activity and personality-oriented approaches;
- modelling the content (organisational, educational, methodological and research components), forms, methods and means of professional training of future physical education teachers;
- monitoring the professional training of future physical education teachers in the educational process.

It is necessary to consider the very concept of «professional training» in the «Ukrainian Pedagogical Dictionary» by S. Honcharenko, vocational training is considered as one of the meanings of the concept of «vocational education», which he interprets as: «1) training in educational institutions of specialists of different levels of qualification for work in one of the branches of the national economy,



science, culture; 2) an integral part of the unified system of public education; 3) a set of knowledge, skills and abilities, the mastery of which allows working as a specialist of higher, secondary qualification or a skilled worker» [5, p. 274-275].

O. Pavlyk defined professional training of specialists as a complex psychological and pedagogical system with specific content, structural elements, forms of relations, peculiarities of the educational process, knowledge, skills and abilities specific to this speciality [14, p. 4].

A similar interpretation of the term «vocational education» is contained in the «Dictionary of Vocational Education», where vocational education is considered as: «1) a set of knowledge, skills and abilities, mastering which allows to work as a specialist of higher and secondary qualification; 2) training in educational institutions of specialists for employment in a particular field of national economy, science, culture; 3) an integral part of the education system» [15, p. 273].

Our analysis of the psychological and pedagogical literature allows us to assert that today there is no single view on the understanding of vocational training.

L. Sushchenko interprets the concept of «professional training of future specialists in physical education» as a process that scientifically and methodically reflects the reasonable measures of higher education institutions aimed at forming during the term of study a level of professional competence of a person sufficient for the organisation of physical education of different segments of the population of the region and successful work in the whole link of the sports movement, taking into account modern requirements of the labour market» [20, p. 41].

I.V. Shapovalova [23] notes that the process of humanisation of training of specialists in physical culture and sports is aimed at raising the level of humanitarian education, general cultural level, breadth of outlook, relying on



intellectual, moral and aesthetic development of the personality of future specialists.

L.I. Stepanchenko [18] notes that for the qualitative organisation of professional and pedagogical training of specialists in the field of physical culture and sports, special attention should be paid to the disclosure of the unity of functional, active and value aspects of its content. It is they that make it possible to change the value orientations of future teachers, the tasks and content of their work, based on the creative, integrative, spiritual and physical essence of physical culture and sport

According to T.V. Odnoletyok and M.O. Liannyi, professional training of future physical education teachers is a complex multifaceted system aimed at acquiring and developing a level of competence sufficient for productive professional activity in the process of studying at a higher education institution and in practical work [13, p.108].

Researchers A. Abdullaev and I. Rebar note that special attention should be paid to the development of qualitatively new target settings in the professional training of future specialists in physical culture and sports, new principles of selection and systematisation of content and modernisation of methods and technologies of their training [1, p.69].

The analysis of psychological and pedagogical research [1,6,8,10,18,20,23] on the problem, based on systemic, activity and personality-oriented approaches, made it possible to formulate the concept of «professional training of future physical education teachers», which we define as the process of mastering and mastering by students a set of organisational, project and research knowledge, skills and abilities of a physical education teacher that ensure the formation of an individual style of his or her professional activity.

We specify the definition of the concept of «professional readiness of the future physical education teacher», which we understand as an integrative



professionally significant quality of a specialist, which is a set of organisational, design and research knowledge, skills and abilities necessary for a physical education teacher.

The professionalism of a physical education teacher as a qualitative integrative characteristic contains a set of integrated fundamental knowledge, generalised skills and abilities, as well as personal and professionally significant qualities that reflect a high level of readiness for professional activity.

According to T. V. Odnoletyok and M. O. Liannyi, professional training of physical education teachers at a pedagogical university is a complex multifaceted system based on the following generally accepted principles:

- the principle of continuity of education (merging basic and further training for labour and social activities into a single, holistic educational process that promotes the formation of a stable interest and need for continuous updating of knowledge and improvement of practical skills);

- the principle of integrity (planning of a continuous training process that takes place in an ascending manner as an integrative whole in relation to independent components);

- the principle of fundamentalisation (not in mastering the subjects traditionally classified as fundamental, but in the breadth and thoroughness that ensure the professional mobility of a specialist in the future, expand his/her professional competence, and form readiness to respond quickly to possible changes in the field of professional activity);

- the principle of humanisation (shifting attention from the means of professional training (methods, forms, ways) to the subject of professional training (student); taking into account personal goals and interests of students, filling the content of academic disciplines with humanised content, using active methods and forms of teaching, where the acquisition of knowledge is carried out in the process



of searching for the truth, clashing opinions, views, positions, developing self-control and self-esteem of students) [11];

– the principle of independence (the ability of students to determine the trajectory of mastering the profession; the core of the student's independent work is the presence of a cognitive task and a way to solve it without direct assistance from the teacher or with minimal intervention, while the student's independent activity is always aimed at moving from the method of reproduction to a fundamentally different one – creative problem solving) [13, p.108].

In modern society, specialists with fundamental training, capable of creative professional activity are in demand, which characterises the competitiveness of the individual and professional competence [19]. By competence, we mean a situational category, which is expressed in the readiness to carry out any activity in specific professional situations. Many researchers associate the problem of competence with the professional development of an individual. They consider it as an evaluative category that characterises a person as a subject of professional activity, as well as the ability to perform tasks that fall within his or her competence.

In pedagogical science, the concept of «professional competence» is considered in the following meanings:

- a set of knowledge and skills that determine labour productivity;
- the scope of skills to perform a task;
- a combination of personal qualities;
- vector of professionalisation;
- unity of theoretical and practical readiness for work;
- ability to carry out complex types of culturally appropriate activities, etc.

Given this diversity of approaches to understanding professional competence, we have identified some of its common and important features:



- it is a confirmed right to belong to a certain professional group of employees, recognised by the social system as a whole and by representatives of this group and other social and professional groups;
- it is a complex human resource that integrates various competences of a person;
- it determines the ability of a person to solve professional problems and typical professional tasks arising in real situations of professional activity;
- it is manifested in a specific situation, a certain context in the process of professional activity, in actions, behaviour and deeds. Undetected, potential competence is only a hidden opportunity;
- it is not limited to knowledge, skills and abilities, but requires creativity, willingness and ability to effectively apply the acquired knowledge, use professional and life experience, values and inclinations in professional activities;
- it is always a result that characterises what an individual can do, rather than describing the process by which an individual acquired this competence;
- it can be quantified, in particular by distinguishing levels;
- it is a normative characteristic of a specialist;
- it requires clearly defined and approved standards to measure competence;
- it has a specific historical definition, as it reflects the readiness and ability of a person to perform professional functions in accordance with the norms and standards currently in force in society;
- it characterises the degree of a person's readiness for activity and the nature of its implementation;
- it is formed in the course of mastering the activity that corresponds to it – competence is a measure of what an individual can do at a specific time.

On this basis, we understand professional competence as a normative complex and integrative characteristic of a personality that determines his/her





readiness and ability to perform the functions of professional activity and effectively solve typical professional tasks, orientates him/her towards continuous professional self-improvement and self-realisation based on the creative use of acquired knowledge, professional and life experience, values, abilities and professionally significant qualities [16-17].

The following components should be distinguished in the structure of the competence of a future physical education teacher's personality:

1) motivational-value – includes motives, goals, values of the student, which implies his/her attitude to future professional activity as a value and the need for the formation and self-education of professional competence;

2) cognitive – characterises the totality of knowledge about the culture, essence and ways of self-development of professional competence; ability to systematise and generalise knowledge;

3) activity – implies the ability to engage in intercultural communication with native speakers of a foreign language, to transfer the tools of self-knowledge and self-development to others, to reflect on one's own activities and behaviour;

4) emotional – determines a positive assessment of pedagogical phenomena based on social and personal values, the ability to perceive the inner world of another and identify with it [16].

Thus, the motivational and value component is a system of motivational and value formations: motives, values, interests, needs, multicultural qualities that regulate the daily life and activities of an individual in a multicultural society.

The cognitive component involves the formation of a system of multicultural knowledge that serves as a guiding basis for the individual's activity in a multicultural society.

The activity component reflects the formation of multicultural skills and abilities to comply with social norms and rules of behaviour in a multicultural



society, the experience of positive interaction with representatives of different cultures.

These components are the basis for further development of future teachers' professional competence.

The key ideas of professional and pedagogical training of physical education teachers in a multicultural environment are

- preparation for multicultural interpersonal interaction – a new way of theoretical conceptualisation and practical organisation of pedagogical processes based on the values of equal dialogue, mutual respect and non-violence between individual and collective subjects;

- multicultural training is an active social and pedagogical environment that provides for the simultaneous existence of several value and goal principles and perspectives available to each subject of the educational space, as well as a dialogue between them;

- training from the standpoint of multiculturalism implies its organisation based on the priority of social and value forms, content, ways of their constant dialogue and provided with democratic mechanisms for developing and implementing decisions.

The following components of professional training are distinguished:

- 1) formation of a dialectical and materialist worldview, moral education, and social activity;

- 2) general pedagogical and psychological training, which includes knowledge of the laws of the educational process, goals, methods, means and organisational forms of teaching and upbringing, a deep understanding of the student and teacher environment, the ability to implement an integrated approach to education, mastery of pedagogical skills, in particular, the ability to design and analyse the results of their pedagogical activities, professionally evaluate the means used and find their optimal combinations;



- 3) specialised training, i.e. preparation for academic work in the subject;
- 4) preparation for the work of a class teacher, for work with children's public organisations;
- 5) development of skills and abilities for socio-political and educational work;
- 6) preparation for the implementation of elements of scientific research in the process of pedagogical activity, for the search for the most effective ways of teaching and upbringing on the basis of the introduction of the achievements of best practices and pedagogical science into the educational process.

The specificity of the goal of professional training of future specialists implies a special interaction and mutual influence of the teacher and the student. On the one hand, it is a goal set by the teacher to increase the independence of future teachers, their competitiveness and professionalism. On the other hand, it is a goal set by the student – to actively engage in professional activities, acquire relevant knowledge, skills and experience, consciously develop such positive personality qualities as hard work, organisation, initiative, willpower, discipline, accuracy, activity, dedication, creativity, and independent thinking.

We consider it necessary to emphasise that the subjects of professional training seek not only to engage in the educational process, but also to organise intercultural interaction, so that it positively affects the process of formation of a future specialist. In the process of training a future specialist, it is necessary to take into account the socio-cultural specificity of the environment in which physical education teachers are located, their individual characteristics.

The specificity of multicultural education methods is determined by the dialogical nature of the functioning and development of culture, the level of ethno-cultural identification of the individual, the level of knowledge about the multicultural environment, their emotional culture and culture of behaviour, which



require the use of active methods: conversation, discussion, dialogue, modelling, design, reconstruction, reflective methods, role-playing games.

Students should be aware that there are many values in the world, and that some of them stem from the traditions of a nation and are a natural result of its experience and historical development.

A study of literary sources, including periodicals, shows that in recent years, the physical health of young people has been a cause for concern not only among specialists, as physical culture has not become a personal need, an essential component of the life of social groups and individuals.

As part of the All-Ukrainian Mental Health Programme initiated by First Lady Olena Zelenska, Gradus Research conducted the second wave of a survey of the psychological state of Ukrainians. According to the survey, more than 70% of Ukrainians feel stressed or very nervous. However, only 2% seek psychological help. In 2023, the main ways to overcome stress and nervousness were spending time on the Internet (39%) and watching TV (33%). In contrast, playing sports (11%) and walking in nature (16%) were the lowest ranked [22].

At the current stage of society's development, physical culture is seen as a personal problem of an individual, not as a component of the nation's health. In our opinion, it is necessary to form personal health from an early age, and this process should be managed by teachers, which makes the problem of training students of higher education institutions with a pedagogical profile more relevant.

From this point of view, one of the tasks of the system of vocational and pedagogical education is to organise the process of training a future teacher in time and space, which is a necessary condition for its formation and a prerequisite for Ukraine's integration into the European educational and scientific space.

In this regard, the use of a set of pedagogical conditions for the training of future physical education teachers is of particular importance and relevance.



Thus, the pedagogical conditions for the formation of the future physical education teacher's readiness for professional activity are

- individualisation of the training process on the basis of a possible individual plan and schedule of training of a future specialist;
- updating the content of work programmes for future specialists;
- organisation of a holistic pedagogical process and its focus on the use of innovative pedagogical technologies.

An individual approach to the formation of readiness for professional activity of physical education teacher ensures consideration of individual characteristics, interests and inclinations of the future teacher.

The main link that unites the entire system of professional training of a future physical education teacher in higher education institutions is the industrial (pedagogical) practice. The passage of industrial (pedagogical) practice of students is the leading, dominant means of their preparation for professional activity and one of the main means of forming the professional competence of future physical education teachers.

**Conclusions.** Success in the training of highly qualified and competitive future physical education teachers can be achieved through the intensification of the educational process based on students' independent work, active forms and methods of teaching. Accordingly, professional training should be aimed primarily at developing the creative abilities of future physical education teachers, creating conditions for their self-realisation and self-development. Learning, cognitive activity, the system of relations with other subjects of this process should be based on the individual's own activity in acquiring and continuously enriching professional knowledge, skills, abilities, improving creative abilities and moral qualities.



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