

ТЕОРІЯ І МЕТОДИКА ФІЗИЧНОГО ВИХОВАННЯ

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FORMATION OF PROFESSIONAL COMPETENCIES IN FUTURE TEACHERS OF PHYSICAL EDUCATION IN THE CONDITIONS OF INTERACTIVE INTERACTION

Formulation of the problem in general form and its relation to important scientific and practical tasks. At the present stage, the goal of development of pedagogical science and practice in physical education is the modernization of the educational process and teaching methods in higher education institutions. The task of a physical education teacher is to use such forms of educational process to encourage students to think independently and understand real life situations, the formation of values to their own health, which should be reflected in the formation of their own vision of society, profession, should promote formation of own values and behavioral reactions. This process can be facilitated by the use of training as one of the methods of interactive interaction in the process of teaching the disciplines of the biological cycle.

An analysis of the latest research and publications in which the problem is solved and which the author relies on. Analysis of recent research and publications indicates that the problem of forming the value orientations of young people is in the spotlight of many scientists and educators. We can note that the very term "Orientation" has acquired scientific significance due to the work of T. Parsons - the founder of the theory of action and system-functional school in sociology. Orientation comes from the French orientation and literally means "eastward". Further, in particular, such scientists as L. Kondrashova studied in her work the management of students' personal self-improvement as a tool for personal and professional growth of young professionals, A. Lazaruk introduced the scientific substantiation of human values, J. Omelchenko studied the process of formation of universal human values, G. Pyatakov and N. Zayachkivska in their works dealt with the application of interactive teaching methods in higher education. L. Galitsyna also offered a number of trainings to improve learning outcomes.

The purpose of writing the article is to reveal the possibilities of using training in the educational process of higher education with the formation of value-semantic norms in the minds of students of the Faculty of Physical Education on the one hand, and on the other - the formation of cost standards that would ensure personal development in socio-cultural conditions. The main task of our article is to substantiate the methods of applying training as a tool for forming the value orientations of students.

Definition of research methodology. To determine the level of philosophy of competence of future teachers of physical education use diagnostic methods: the technique of self-assessment of Dembo-Rubinstein's personality, diagnostics of the cognitive component of bilingual culture, diagnostics of the communicative component of bilingual culture.

Methods of generalization, comparison, and systematization were used to justify the conditions of competence formation for the professional coaching activities of future physical education teachers.

In order to determine the level of professional competence, we conducted a survey of 52 students of SHEI of Donbass State Pedagogical University of the 2nd and 3rd courses of the Faculty of Physical Education (Slovyansk).

The survey found that almost all students are focused on professional development, 78% understand the need to study specialized literature aimed at improving the professional skills of the future specialist, 56% believe that professional qualities are formed only in the course of production or practice, but the vast majority understand the need formation of professional competence through psychological and pedagogical methods.

Presenting main material. Every young person is aware of the conditions of their own existence, the purpose and means of its implementation, the regulatory social framework, forms of control, their own efforts and the extent of their implementation. The peculiarity of the individual is the ability to give things and phenomena of reality certain value traits, to make a certain assessment. In this case, values to some extent control human

actions, determine their content, sequence, form a set of signs and phenomena that guide the individual in their behavior.

Value orientations are closely correlated with the life goals of the individual, needs, lifestyle, psychological attitudes, interests and are fundamental to the worldview of man, his moral, ethical, political and cultural preferences and beliefs. Studying the term "Value Orientation", researchers note a complex socio-psychological phenomenon that determines the direction and content of personal activity, is a key factor in the worldview of oneself and the world as a whole. The analysis of the classification of value orientations given by A. Lazoruk (Lazoruk, 2012, p.175) deserves attention. He groups them according to the following categories:

- By level of development (higher or lower);
- By object of appropriation (material, or moral and spiritual);
- For the purpose of use (selfish or altruistic);
- By method of detection (situational or clear);
- By level of generalization (concrete or abstract);
- By role in human activity (terminal or instrumental);
- The content of activities (cognitive, creative, aesthetic, scientific);
- By affiliation (individual, group, collective, social, national, universal);
- By opposite meaning (positive-negative, primary-secondary, real-potential, direct-mediated, absolute-relative).

Thus, we conclude that value orientations have a significant role in self-realization and the formation of a young person in the process of forming professional orientations. The task of high school teachers is to properly organize the learning process, which contributes to the formation of independent thinking of masters of physical education, to encourage them to be able to solve various problems that they face during education. It is with the help of training, as a form of interactive interaction, you can organize the learning process most effectively and creatively. In the training group, masters gain some social experience, offer examples of solving artificial learning situations that can be the basis for solving real-life situations and the formation of clearer professional orientations. Regular use of interactive trainings during the educational process allows to deepen such behavioral reactions as awareness of one's own motives, deepening responsibility for oneself, accepting oneself as one is at the moment. By including interactive training in the educational process, the teacher fundamentally changes his role, he becomes a facilitator, a student's assistant and accompanies him on the path of personal growth. (Domina 2019, p.105). The teacher has a task to organize the activities of masters so that the most important goals of personal growth are achieved during the training. In a game situation, masters can show their creative, professional and intellectual abilities, look at themselves from another angle, feel the collective spirit and learn to solve various problems together with a team of their peers.

The modern period of development of society, renewal of all spheres of social and spiritual life requires a qualitatively new level of education that

would meet international standards. We can say that the interactivity of education in the process of physical fiction contributes to the formation of both subject skills and general education, the development of life values, creating an atmosphere of cooperation, interaction, development of communicative qualities of the individual. "Interactive learning (from the English. Inter - mutual, act - to act), according to O. Pirozhenko, is a special form of organization of cognitive activity, which aims to create comfortable learning conditions in which each student feels his success and intellectual ability" (Pometun, 2014, p.192).

Interactive learning changes the usual illustrative forms into dialogical ones, which are based on interaction and mutual understanding. Given the above, we can note the following methodological features of interactive learning: the use of problem situations and formulations, appropriate organization of learning space that promotes dialogue, motivational support for joint activities, compliance with the rules of educational cooperation, use of communicative methods and techniques, optimization of evaluation process and results activities, development of skills of self-analysis and self-control of individual and group activities.

The main feature of interactive learning is the use of their own experience by masters in solving problems. They are given maximum freedom of mental activity in the construction of logical circuits. The use of modern innovative technologies, in particular interactive learning technologies, significantly increases the efficiency of the educational process, promotes high intellectual development of masters, provides mastery of personal self-development skills, the ability to think and create. A feature of interactive learning is the preparation of future teachers for life and civic activity in civil society and the rule of law.

In order to identify the professional orientations of future physical education teachers, an interactive training "Auction of life values" was conducted. Each of the masters was asked to indicate the statements of life values on the cards. They had to choose the values that are closest and most relevant to them, then the masters were asked to justify their choice. The analysis conducted after the training gave the following results: in the group of masters of 20-25 people, only 4 participants spent all 10 cards, the latter were somewhat confused and could not fully decide on their choice. The special benefit of this training is that masters not only participate in the game situation, but also can analyze their choices, make a self-assessment of their own actions and decisions. After the training, the teacher should ask the students a few questions to determine if they are satisfied with their choice and if they would like to change that choice if given the opportunity. Masters must conclude that it is impossible to cancel the consequences of a decision already made, it is impossible to achieve all goals and take advantage of all opportunities, there are always certain limitations in time, strength, choice of opportunities, money, interests, etc., and for every choice made in life. a person pays a certain price. By modeling life situations, training interactive interaction provides invaluable experience and can teach you to be proud of

yourself, your life, your choices. It allows you to experience the difficulties that can be encountered in real life, helps to feel inner strength, to form a focus and desire to implement their personal plans.

Therefore, the professional competence of the teacher is an integrated personality trait, possessing a complex of professionally important qualities for the teacher, has a high level of scientific-theoretical and practical preparation for creative pedagogical activity and effective interaction with students in the process of pedagogical cooperation based on the implementation of modern technologies results.

That is why the development of professional competence is a matter for the future physical education teacher himself, since he consciously regulates the standards of his behavior on the basis of acquired pedagogical experience. The professional growth of the teacher and the improvement of his professional competence are facilitated by: high spiritual and moral image of ZVO, which provide favorable creative working conditions; systematic self-educational activity of the teacher; participation in projects, internships, competitions, conferences, seminars, etc .; emphasis on innovative, creative search component of scientific activity; objective evaluation of work; moral and material stimulation (Domina, 2019, p.105).

With the growing importance of interactive teaching methods, the number of interactive methods, forms of learning, a variety of trainings is increasing. Methods of cooperative learning, work in small groups, in pairs. Next, we will consider in more detail some types of exercises that a teacher can use during their classes. "Aquarium" - a variant of cooperative learning is effective for the development of masters of communication skills in a small group, the formation of the ability to discuss and argue their views, "Circle of ideas" - the purpose of this method is to resolve controversial issues, create a list of ideas and involve all students question, the technology is used when all participants have to perform the same task, consisting of several questions (positions). The "Press" method is used in cases when conflicting issues arise and you need to take and argue a clearly defined position on the social issue under discussion. The purpose of applying this method is to give each the opportunity during the lesson to learn to formulate and express their views on the discussion question in a clear and concise manner. "Carousel" version of cooperative learning is most effective for the simultaneous involvement of all participants in active work with different partners to discuss issues of discussion, "Discussion" is a broad public discussion of a controversial issue. It is an important means of cognitive activity that promotes the development of critical thinking, gives the opportunity to determine their own position, develops the skills of argumentation and defense of personal opinion, deepens knowledge of the problem. Rotational triplets students' activities in this case are similar to working in pairs. This version of cooperative learning promotes active, thorough analysis and discussion of new material in order to comprehend, consolidate and assimilate., Aimed at developing communication

skills in the group, the ability to think critically, persuade, discuss, facilitate the analysis and discussion of new material (Garna, 2020, p. 60).

The methods of situational modeling include role-playing, staging, dramatization. All these forms of interactive learning form students' skills of cooperation, provide maximum freedom of intellectual activity, teach free discussion and confident defense of one's own opinion.

Conclusions and prospects for further research. The use of training technologies gives future teachers the opportunity to get rid of internal stress. In the artificially created conditions of interactive interaction the reassessment of vital values is carried out. In a safe game situation, which allows training participants to make sure of their own beliefs about the choice of profession, to determine their own moral principles and material beliefs, gives the opportunity to change their life positions. Prospects for further development of the use of methods of interactive training interaction, we see in the analysis of the problem "teacher-master" and the development of innovative training programs, as well as a reasonable establishment of order between different objects that fall into the value orientations of the future teacher. their factors that determine their behavior.

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Дьоміна В. В., Гутарева Н. В., Сєдова Ю. С. Формування професійних компетентностей у майбутніх викладачів фізичного виховання в умовах інтерактивної взаємодії

Динаміка розвитку сучасного світу викликає прогресивні зміни в освіті, що відображає творчий пошук найбільш ефективних форм організації та технології навчання. Останні дослідження окреслюють стратегію практичних конструкцій, що залучають систему освіти до розвитку ціннісно-смысловой сфери особистості на педагогічній основі.

У пропонованій статті автори розглядають актуальні проблеми формування професійної компетентності, яка розглядається як інтегрована властивість людини, що володіє комплексом професійно значущих для майбутнього викладача фізичних культур якостей. У ході дослідження виявлено поняття професійної компетентності майбутнього вчителя, ціннісні орієнтації.

Представлено класифікацію ціннісних орієнтацій майбутнього викладача фізичного виховання, що дозволяє більш успішно адаптувати магістрів до сучасних навчальних процесів. Визначено важливість ціннісних орієнтацій викладача у сучасному процесі формування моральних переконань майбутніх викладачів.

Запропанован один із можливих шляхів формування професійної компетентності у процесі підготовки майбутніх викладачів фізичного виховання за допомогою інтерактивної взаємодії. Саме така система навчання дозволяє шляхом визначення загальних законів психології та педагогіки, конкретизації їх основних положень визначити особливості формування фахових компетентностей.

Ключові слова: ціннісні орієнтації, професійні компетентності, модернізація навчального процесу, інтерактивна взаємодія, фізичне виховання, поведінкові реакції.

Дёмина В. В., Гутарева Н. В., Седова Ю. С. Формирование профессиональных компетенций у будущих преподавателей физического воспитания в условиях интерактивного взаимодействия

Динамика развития современного мира вызывает прогрессивные изменения в образовании, отражающий творческий поиск наиболее эффективных форм организации и технологии обучения. Последние исследования определяют стратегию практических конструкций привлекают систему образования к развитию ценностно-смысловой сфери личности на педагогической основе.

В предлагаемой статье авторы рассматривают актуальные проблемы формирования профессиональной компетентности, которая рассматривается как интегрированное свойство человека, обладающего комплексом профессионально значимых для будущего преподавателя физических культур качеств. В ходе исследования выявлено понятие профессиональной компетентности будущего учителя, ценностные ориентации.

Представленная классификация ценностных ориентаций будущего преподавателя физического воспитания, позволяет более успешно адаптировать магистров в современных учебных процессах. Определены важность ценностных ориентаций преподавателя в современном процессе формирования нравственных убеждений будущих преподавателей.

Предложен один из возможных путей формирования профессиональной компетентности в процессе подготовки будущих преподавателей физического воспитания с помощью интерактивного взаимодействия. Именно такая система обучения позволяет путем определения общих законов психологии и педагогики, конкретизации их основных положений определить особенности формирования профессиональных компетенций.

Ключевые слова: ценностные ориентации, профессиональные компетентности, модернизация учебного процесса, интерактивное взаимодействие, физическое воспитание, поведенческие реакции.

Domina V., Gutareva N., Sedova J. Formation of Professional Competencies in Future Teachers of Physical Education in the Conditions of Interactive Interaction

The dynamics of development of the modern world causes progressive changes in education, reflecting the creative search for the most effective forms of organization and technology of learning. Recent studies outline the strategy of practical constructions, involving the education system in the development of the value-semantic sphere of personality on a pedagogical basis.

In the offered article the authors consider actual problems of formation of professional competence which is considered as the integrated property of the person possessing a complex of professionally significant for the future teacher of physical culture qualities. The study identified the concept of professional competence of the future teacher, value orientations.

The classification of value orientations of the future teacher of physical education which allows to adapt more successfully masters to modern educational processes is proved. The importance of the teacher's value orientations in the modern process of forming the moral beliefs of future teachers is determined.

One of the possible ways of forming professional competence in the process of training future physical education teachers through interactive interaction is presented. It is this system of training allows by determining the general laws of psychology and pedagogy, specifying their basic provisions to determine the specifics of coaching.

Key words: value orientations, professional competencies, modernization of the educational process, interactive interaction, physical education, behavioral reactions.

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