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## **PROFESSIONAL SELF-PROGRESS OF THE FUTURE PHYSICAL EDUCATION TEACHER: CRITERIA AND COMPONENTS**

***Resume.** In this article the author analyzes the level of professional and personal self-development of teachers of physical education and singled criteria. Researchers, based on theoretical analysis and practical experience, has identified the following levels of professional competence as personal, functional, personality and activity. At the first level criteria such as competence defined professional interest in its activities, the availability of teaching skills, self-mastery, mastery of technique and tactics of classes and events and more. At the functional level of professional competence criteria include: the basics of owning sports programs provided; system of educational work with students; system of control over the activities of the pupils, the ability to identify features of the functional state of the organism. The composition of key competencies.*

***Keywords:** self-development, the criteria level, components, capabilities, control.*

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## **ПРОФЕСІЙНИЙ САМОРОЗВИТОК МАЙБУТНЬОГО ВЧИТЕЛЯ ФІЗИЧНОЇ КУЛЬТУРИ: КРИТЕРІЇ ТА КОМПОНЕНТИ.**

***Анотація.** В статті автором проаналізовані рівні професійного і особистісного саморозвитку вчителя фізичної культури та виокремлено*

критерії. Дослідник базуючись на теоретичному аналізі та досвіді практичної роботи, виокремив такі рівні професійної компетентності як: особистісному, функціональному, особистісно-діяльнісному. На першому рівні в якості критеріїв такої компетентності визначаються професійний інтерес до його діяльності, наявність педагогічних здібностей, вміння володіти собою, досконале володіння технікою і тактикою проведення занять та змагань тощо. На функціональному рівні критеріями професійної компетентності є: володіння основами видів спорту передбачених програмами; система навчально-виховної роботи з учнями; система контролю за діяльністю вихованців, уміння визначати особливості функціонального стану їх організму. Визначені складові ключових компетентностей.

**Ключові слова:** саморозвиток, критерії, рівень, компоненти, здібності, контроль.

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## **ПРОФЕССИОНАЛЬНОЕ САМОРАЗВИТИЕ БУДУЩЕГО УЧИТЕЛЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ: КРИТЕРИИ И КОМПОНЕНТЫ**

**Аннотация.** В статье автором проанализированы уровни профессионального и личностного саморазвития учителя физической культуры и выделены критерии. Исследователь основываясь на теоретическом анализе и опыте практической работы, выделил следующие уровни профессиональной компетентности: личностный, функциональный, личностно-деятельностный. На первом уровне в качестве критериев такой компетентности определяются профессиональный интерес к его деятельности, наличие педагогических способностей, умение владеть собой, владение техникой и тактикой проведения занятий и соревнований и т.п. На функциональном уровне критерием профессиональной компетентности являются: владение основами видов спорта предусмотренных программами;

система учебно-воспитательной работы с учащимися; система контроля за деятельностью воспитанников, умение определять особенности функционального состояния их организма. Определены составляющие ключевых компетенций.

**Ключевые слова:** саморазвитие, критерии, уровень, компоненты, способности, контроль.

**Formulation of the problem.** Self-progress is the process of forming by a person some new and more perfect inner features which lead to the formation of certain behavior while being in the active sociocultural environment, this happens due to the external factors activating this inner activity.

The teacher's professional self-progress is determined to be an inner process aimed at gaining professional skills, it means qualitative personal and professional changes caused by the social, professional, personal acmeologic views of the person while he controls himself and develops his best inner sides. In its turn, professionalism is the optimal result of the process of teacher's professional self-progress, a complicated system of general and special pedagogical professional skills and qualities of the teacher. It should coincide with a varied creativity plan and urgent socially related demands, standards, values and is characterized by the unique innovative and creative potential of his personality together with the individual and specific sides, self-determination in the field of professional pedagogical improvement (on the basis of harmony between the elements of the professional self-consciousness and using a positive and adequate I-conception, creative personality of the professional pedagogue).

The modern system of pedagogical Physical Training education does not provide the diagnosis and the program of the professional's personality growth. That's why it can not now guarantee the high quality of professional training to a graduate of the higher educational establishment. When a person enters the system of personally aimed education he starts the process of the professional training in

his special field at his personal level, so due to this system different methods and techniques of the professional's personality growth should be implemented, they will provide constant self-progress of the specialist from the beginning of his study at a higher educational establishment till the end of his professional activity.

**Analysis of recent studies and publications.** Theoretical points concerning the premises of development and self-progress of a personality are rather important for defining of the criteria and levels of personal and professional growth of the teacher. To develop the diagnostic part of the research the most influential were the works dedicated to the peculiarities of personal and professional self-progress of specialists in the different fields of pedagogical education (O.Abdullina, G.Ball, K.Platonov, V.Pybalka, G.Serikov, M.Soldatenko etc.)

**Formulation of the aim of the article.** To distinguish and characterize the criteria and components of the professional self-progress of the future Physical Education teacher.

**The main material.** According to the results of the theoretical research we drew a conclusion that the levels of professional and personal self-progress of a Physical Education teacher should be analysed the help of the criteria which reflect the main quality combining some indicators. One can choose either general or partial ones.

It should be mentioned, that the criteria of pedagogical securing are not developed well enough in the pedagogical theory. They allow correctly and completely analyse the changes in personal and professional self-progress of students as well as the level of influence of pedagogical conditions aimed at the Physical Education teachers. The results of certain indicators make up the background of common ways of assessment of pedagogical securing of pedagogical Physical Training education. These results give us the possibility to get aonesided impression about the researched pedagogical phenomena on the background of the external features(curriculum requirements, knowledge, pedagogical skills provided by the state standard, average physical training

standard, average physical training standards). The absence of true indicators of educational and methodical securing of the professional and personal self-progress of students, to our mind, holds back the development of the educational process at the higher educational establishments.

In our research a criterion is a measure, a certain example according to which one can analyse the level of readiness to the professional self-progress. Criteria are common scientific concepts which serve as features means of checking on the basis of which we can assess the process and outcome of the research. Generalization of the model effectiveness criteria, educational and methodical complex and the process of student's self-progress in the course of the higher education humanization is our mind connected with the broadening of student's self-education, more active reflexive behavior which cause certain pedagogical values, increasing activity, independence, responsibility-important personal features of the Physical Education specialists.

Researchers pay attention to the fact that it is not correct to judge the specialist's self-progress not according to the result but to the things needed to achieve it. For example, assessing the professional competence of a Physical Education teacher, O. Kryvko analyses it according to the results of his work. The author thinks that due to the theoretical analysis and practical work experience the professional competence of the Physical Education teacher may be researched according to the following levels:

- Personal (demonstration of individual personal features connected with his future activity).

At this level the criteria of the teacher's personal competence are the professional interest to his activity, his pedagogical skills, professionally important skills, the ability to control his emotions, perfect mastering lessons and holding sports competitions.

- Functional (temporary readiness and capacity for work, psychological concentration before start, the ability to activate all the body resources for the sake of some activity)

In this case the criteria of the professional competence are:

- ✓ Mastering the basics of particular kinds of sport which are mentioned the curriculum; mastering different forms and methods while teaching different sport skills;
  - ✓ The system of educational work with pupils;
  - ✓ The system of control over pupil`s activity, the ability to determine the peculiarities of their physical condition and according to it dose their working load at the lessons and during the competitions;
  - ✓ The ability to define the peculiarities of individual training, capabilities and talents in some special fields;
  - ✓ High level of mastering general pedagogical skills.
  - ✓ Systematic analysis of his own actions, avoiding mistakes and failures in the sphere of sport and pedagogical skills;
- Personally-active (readiness as the demonstration of all the personal features, enabling to act efficiently)

Management of the training process becomes the criterion itself (control of learning general subjects, educational work in the forms and sports sections, tactics and techniques management of pupil`s groups or sport teams, training of character, physical and theoretical aspects their health and those who dream to become a sportsman); improving of one`s personal qualification (rising of personal, professional and cultural level, participation in scientific and methodological research); sports casting and solving the problems of management; preparation to competitions, holding competitions; medical and biological aspects (giving first aid in the case of injury); planning, control, reporting during the case of injury); planning, control, reporting during the teaching and educating process.

Thus the result of the professional competence of a Physical Education teacher is determined at the three levels: personal, functional and personal-active.

The results of theoretical research let us summarize the conclusions about the importance of personal traits of the teacher in his self-progress and determine them to be the criteria of his self-progress. While determining the criteria and their indicators we took into consideration that the program of personal progress is set in every human being genetically, but we have no possibility to diagnose it thoroughly at a practical level.

While determining the criteria, indicators and levels we proceeded from the supposition that the professional progress and self-progress is the integral process having a certain component structure. The process of self-progress and personal professional growth of the teacher is characterized by changing of indicators in its components.

Having analysed the sources on the topic we will show the integral parts of the competence. In particular it is: the ability to work on one's own without constant guidance; the ability to take responsibility on one's own initiative; the ability to show the initiative, not asking the others, whether you should do it; readiness to find out the problems new situations and use already available knowledge for it; the ability to cope with other people; the ability to gain knowledge on your own initiative; the ability to make up decisions on the background of wise statements.

Pedagogical competence of the teacher is the unity of his theoretical and practical skills making him ready to pedagogue is any subject of the school course. V. Bondar thinks that a competent teacher organizes his pedagogical activity aiming it get a certain desired result. M. Kolomiyets determines the competence to be the combination of proofs, skills and abilities which somebody needs to successfully perform his duties of teaching, educating, development of the child's personality. A. Markova is sure that a professionally competent person solves educational and teaching tasks, brings up for the society a school-leaver with



necessary psychological traits, gains desirable results in the personal development of his pupils.

Besides the person, satisfied with his profession has ant acknowledges the prospects of his professional progress. Such teacher also has an active social standpoint.

A.Orlov defines the main components of professional and pedagogical of the Teacher: moral standards of the teacher, the system of psychological and pedagogical knowledge in his field, general erudition, mental and practical activity, professional and personal traits.

One should distinguish between a specialist`s professional training and his professional competence. The first aspect means the process of acquiring necessary skills and knowledge, the second aspect is the outcome of it. V.Synenko determines the teacher`s professional competence as the integrating of certain level of his professional knowledge, activity.

Thus, the analysis of the scientist`s research gives us the main components of the professional competence. Information competence of means mastering information technologies, ability to process different kinds of information. Among them are skills and abilities of work with printed sources, the ability to find information from other sources, process it according to the aims and tasks of the teaching process.

Teacher`s communicative competence, his mastery in psychological communication are the necessary means of humanization of education.Only the teacher who can cope with pupils and their parents, who can understand his partners, make the communication process help him achieve teaching aims, can gain high results in his work. Communicative competence is the ability to communicate and be understood, it is the communication without limits. This ability helps to understand other people<sup>4,9,11</sup>.

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<sup>4</sup>Кабрин В. Транскоммуникация и личностное развитие / Кабрин В. –Томск, 1992. – 218 с.

<sup>9</sup>Серьожникова Р., Пархоменко Н., Яковецька Л. Основы психологии і педагогіки: Навчальний посібник. – К.: Центр навчальної літератури, 2003. – 243 с.



Productive competence is the ability to work gain results, make decisions and take the responsibility for it. Most scientists suppose that the productive competence is one of the main competences of the teacher, if not the most important.

Moral competence is the readiness, ability and need to live according to the traditional moral standards<sup>10</sup>.

Relatively independent subsystem in the structure of the professional competence is the psychological competence. The psychological competence of the pedagogue are the abilities of the person who has pedagogical activity. It is a complex term which cannot refer only to pedagogical skills, or to the teacher's education in the sphere of pedagogics or psychology as well as to some personal traits. Psychological competence means several determined personal traits developed as the result of the high level of person's pedagogical and psychological training, these traits provide the high level of self-organization of the professional pedagogical activity<sup>8</sup>. Psychological competence is thought to be the most adequate, proportional number of professional, communicative and personal traits of a teacher, which provide not only his general professional training but also high level of the professional self-consciousness, the ability to control his psychological condition. Thus, psychological competence is the ability to use psychological means of teaching to gain cooperation in the course of teaching activity<sup>6,7,8</sup>.

Subject competence means mastery of certain teaching methods in the teaching sphere (speciality). It is the number of skill and abilities, necessary to stimulate the activity both of certain pupils and the whole from. It includes the

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<sup>11</sup>Руденський Є. Соціально-психологічні деформації особистості вчителя [Електронний ресурс]. – Режим доступу до ресурсу: [pleyady.kiev.ua](http://pleyady.kiev.ua)

<sup>10</sup>Хазова С.А. Компетентность конкурентоспособного специалиста по физической культуре и спорту.: 1.2. Социальная компетентность личности [Електронний ресурс]. – Режим доступу до ресурсу: <http://www.monographies.ru/61-2394> – Дата доступу до ресурсу: 27.02.2012р.

<sup>8</sup>Полякова Г. Психологічний довідник вчителя / Г.Полякова. – К.: Шкільний світ, 2008. – 128 с.

<sup>6</sup>Лукьянова М.И. Психолого-педагогическая компетентность учителя: Диагностика и развитие/ М.И. Лукьянова. – М.: Сфера, 2004. – 144 с.

<sup>7</sup>Подольск Л.Г., Юрченко В.И. Психология вищої школи. Підручник/ Л.Г. Подольск, В.И. Юрченко. – К.: Каравела, 2011. – 360 с.

ability to choose a correct style and way of communication, control their attention and the pace of work.

Social competence takes a special place in the professional and pedagogical competence of the pedagogue, it is an integral personal education which gives the opportunity to interact actively with the environment while solving social tasks and reaching the set goals. Social competence is the ability to live and work with surrounding people<sup>2,5</sup>.

Mathematical components of the teacher (which is also one of the main components of the professional competence) should include goodwill sympathy, steadiness, subtlety, tolerance, reflexion, humanity.

Thus, the meaning of the word “competence” is much broader than knowledge abilities and skills, because they include: motivation; the ability of the person to overcome stereotypes, feel the problem, demonstrate adherence to principles, flexibility of mind; personality`s personal traits, strong will.

It should be mentioned that modern scientists determine the teacher`s professional competence as the unity of 3 components – subject-technological, psycho-technological and cultural.

The main features of the teacher`s pedagogical competence are first of all:

- personal traits, particularly turning and psychological;
- acknowledgement of the teacher`s contribution in the upbringing of a citizen and a patriot;
- constant rising of the general and professional culture level;
- pedagogical research work;
- mastery of methods of pedagogical research;
- creating one`s own pedagogical experience;
- gaining results in teaching and educating process;

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<sup>2</sup>Гарашкина Н. Диагностика профессиональной компетентности / Гарашкина Н. // Социальная педагогика. – 2003. – №4.

<sup>5</sup>Лепіхова Л. Соціально-психологічна компетентність у педагогічній взаємодії / Лепіхова Л. // Вища освіта України. – 2004. – №3.

- meaningful pedagogical activity aimed at the progressive changes of pupil's and teacher's personality.

Taking into consideration everything mentioned above we may state that the professional competence of the pedagogue is such a kind of the teacher's research activity when he provides the optimal way of teaching and educating process aiming to bring up a creative personality, the teacher's background is made up of knowledge, skills, acknowledgement of his role in the society, constant self-progress.

Here are to our point of view, the most important components of self-progress in the professional competence of the Physical Education teacher:

1. Competence-forming – integrates cognitive and constructive as well as practical features of the personality, in particular: pedagogical and psychological knowledge, theory and practice in Physical Education and Sport, knowledge of techniques and ways of personal and professional self-progress (self-esteem, self-assertion, self-determination), mastering the ways of planning self-progress (aim setting, choosing of the forms and techniques while achieving tasks and goals in one's activity).

2. Emotional and forceful of one's personal "I" , positive apprehension of oneself as a teacher, positive attitude to the pedagogical activity, emotional steadiness, strong will and ability to self-control.

3. Component of values and motivation is reflected by moral standards, needs, interests of the teacher in the course of personal and professional formation, the ability to pedagogical reflexion, self-exploring, self-evaluation of life experience and pedagogical experience, analysis of the connection between the cause and the consequence. This component stimulates self-perfection.

4. Communicative component – is an integral part of the innovative type of a Physical Education with other people, empathy, tolerance, support, patience.

**Conclusion.** Thus the result of mastery the professional competency by the Physical Education teacher is based on three levels: personal, functional,

personally-active. Specialists distinguish the professional training of the teacher apart from his professional competence. Thus, having analysed the results of research of the scientists, we can determine the main components of the professional competence: informational, communicative, productive, moral, psychological, subject, social, mathematic, as well as personal traits of the teacher. The most important components of self-progress in the professional competence of the Physical Education teacher, to our mind are: emotional and forceful component, component of values and motivation and communicative component. Henceforward it is important to analyse the ways of reaching the optimal level of the professional competence for future Physical Education teachers.