



A brief study on creating a new pedagogy concept for future physical education teachers in higher education institutions for upcoming era

Pradeep S Patil

Assistant Professor, Bharati Vidyapeeth (Deemed to be) University, College of Physical Education Pune, Maharashtra, India

Abstract

The investigation manages the way toward creating physical education teachers during of future actual schooling educators during proficient preparing. The idea of "academic authority of future physical training educators" has been indicated. The parts (inspiration, information, action, worth and character based), rules (inspiration based, intellectual, social, worth and character based) and levels (imaginative, profitable, regenerative, rudimentary) have been distinguished. Instructive conditions for building up the laid-out quality (making the understudies' positive inspiration toward getting academic dominance; guaranteeing honesty, progression and consistency of the way toward creating educational authority of future physical training educators; utilizing inventive instructive advancements for creating instructive dominance of future actual schooling instructors) have been supported and their productivity has been tentatively demonstrated. Inside the investigation, the model for creating instructive authority of future physical education instructors during proficient preparing has been planned and introduced. It mirrors the interrelations between Target, hypothetical and methodological, content and innovative, symptomatic and gainful squares.

Keywords: development, pedagogical mastery, future physical education teachers, professional training

Introduction

The process of developing pedagogy of future physical education teachers in higher education institutions is determined by the results obtained, namely, the formed features of the levels of pedagogical mastery development during professional training. The peculiarities of the outlined process have been identified based on pedagogical experiment.

The aim of the experiment consisted in verifying efficiency of pedagogical conditions that ensure the process of developing pedagogy of future physical education teachers during professional training.

Materials and methods

Productivity of the way toward creating instructive authority of future physical education teachers during proficient preparing has been confirmed dependent on three-stage academic trial with the utilization of the planned model and the complex of educational conditions. The test included 468 understudies (Year 1–4) and 19 actual training educators from these advanced education organizations. The understudies were separated into two gatherings: control gathering (CG) – 191 people; exploratory gathering (EG) – 277 people.

In light of the examination of logical writing, the investigation on the instruction cycle in advanced education foundations and the outcomes on the finding out phase of academic test, academic conditions for creating academic dominance of future physical education teachers during proficient preparing have been distinguished and supported. They include making the understudies' positive inspiration toward securing academic dominance; guaranteeing uprightness, congruity and consistency of the way toward creating instructive authority of future physical education teachers; utilizing inventive instructive advancements for creating educational dominance of future physical education teachers.

These instructive conditions have been recognized and

legitimized considering methodological methodologies, in particular, acmeological, axiological, action based, foundational, culturological, competency-based, character situated.

The primary instructive condition (making the understudies' positive inspiration toward obtaining academic authority) was required to check that positive inspiration of future actual schooling instructors essentially relies upon their status to get educational abilities as significant segments of academic dominance, specifically, informative and perceptual aptitudes, passionate strength, hopeful projection, innovativeness. This instructive condition has been acknowledged because of substance examination and restructurization of the substance of educational plans (in view of new points) for such subjects as Introduction to the Course, Culture of Professional Language and Communication, Pedagogy, Content and Types of Professional Activities in Physical Education and Sports and advancement of the creator's program on educating arrangement. Their criticalness for the way toward creating instructive dominance of future physical education teachers during proficient preparing has been defended. The program of a discretionary scholastic subject (extraordinary course) included considering three modules, specifically, Teacher's Pedagogical Mastery as the Complex of Pedagogue's Personality Traits, Mastery of Pedagogical Interaction, Teacher's Mastery of the Education Process Management.

The second instructive condition (guaranteeing trustworthiness, progression and consistency of the way toward creating academic authority of future physical education teachers) suggests that improvement of a particularly significant segment of educational dominance as the understudies' humanistic demeanor is accomplished through their investment in different sorts of situations and extracurricular exercises. Without a doubt, situation is a framework shaping component in expert preparing of future physical education teachers, a main boundary in their expert self-improvement, foundation of an individual inventive style

of expert action. Training arrangement joins the understudies' hypothetical status with their future expert exercises, encourages experience procurement. In such manner, the program on instructing position is facilitated so it is all things considered approximated to future academic movement with regards to educational authority advancement. The execution of the complex of extracurricular exercises and methods (free work, research exercises, social and relaxation exercises, sports exercises, volunteer exercises, understudy self-government) has animated social, otherworldly, learned and moral improvement of future actual instruction educators. Subsequently, extracurricular exercises can be considered as a coordinated framework, whose components are interrelated and impressively create instructive dominance of future actual schooling educators.

The third instructive condition comprised in utilizing creative instructive advances for creating academic authority of future physical education teachers. To effectively sort out this cycle, the accompanying instructive advances have been utilized while contemplating mental and educational subjects and the exceptional course: intelligent advances, project-based getting the hang of, preparing and data innovations for creating relational abilities, profitable association and useful analysis, which has added to improving character and worth based part of the understudies' academic authority. The utilization of dynamic learning techniques has raised the understudies' psychological status to create educational authority. They are the accompanying: examination of issue academic circumstances, the Feelings Basket procedure; association of the alleged "circumstances of accomplishment", business and job games, conversations, conceptualizing, contextual analyses, the inadequate sentences strategy just as visiting instructive clubs, making an individual program of expert and self-improvement, personal development, constructing a specific jargon, composing papers on such points as My Favorite Teacher, Physical Education of the Future.

Because of utilizing dynamic and customary learning strategies, a discussion address, an issue based talk, a directing talk, an error based talk have been utilized. Demonstrating and examination of issue circumstances, investment in business, job games and instructive conversations have guaranteed advancement of the understudies' beneficial expert correspondence, change of the procured information into the inward activity plan, which has affirmed extraordinary capability of inventive instructive advances to help future actual training educators in securing educational authority.

The understudies' inclusion into character arranged exercises using imaginative instructive advances and presentation into the schooling cycle the extraordinary seminar on Fundamentals of Development of Future Physical Education Teachers' Pedagogical Mastery have uncovered the capability of each actual training instructor. Exhaustive adherence to the previously mentioned instructive conditions has guaranteed effectiveness of the way toward creating academic dominance of future actual schooling educators during proficient preparing. To give a comprehensive portrayal of the way toward creating academic dominance of future actual instruction instructors during proficient preparing, a model

for creating educational authority of future actual schooling educators has been planned (see Figure 1). It incorporates the phases of its turn of events, to be specific, inspiration, action and reflection-based.

The planned model for creating instructive authority of future physical education teachers comprises of the accompanying segments: the objective square contains the point; the hypothetical and methodological square incorporates methodological methodologies and standards; the substance and mechanical square includes the substance, structures, strategies, innovations, segments, organizes; the analytic and profitable square – measures, markers, levels and diagnostics of improvement of future physical education teachers' academic dominance.

Proficiency of the recommended and actualized instructive conditions (making the understudies' positive inspiration toward procuring academic dominance; guaranteeing trustworthiness, congruity and consistency of the way toward creating educational authority of future physical education teachers; utilizing inventive instructive advancements for creating instructive dominance of future physical education teachers) has been checked dependent on the planned model and dictated by scrutinizing the understudies when the investigation utilizing basic in brain research and teaching method analytic procedures: M. Schneider's diagnostics of correspondence; investigates on informative and hierarchical tendencies; the Teacher's Empathy Ability Test; the Self-Control Ability Test; K. Thomas' procedure for diagnosing character's tendency to struggle conduct (N. Gryshyna's variation); the test intended to recognize the degree of coherence (V. Kan-Kalik, M. Nikandrov); Pedagogical Situations Methodology. The unwavering quality of correspondences and contrasts in exploratory information concerning the degrees of advancement of future actual training educators' academic dominance, the impact of the adjustment being developed of the wonder under investigation have been affirmed with the assistance of Pearson's nonparametric basis χ^2 .

The substance and mechanical help for creating academic authority of future actual training instructors has been created. It remembers the creator's extraordinary course for Fundamentals of Development of Future Physical Education Teachers' Pedagogical Mastery; the creator's program on encouraging position presented in certain subjects of such subjects as Introduction to the Course, Culture of Professional Language and Communication, Pedagogy, Content and Types of Professional Activities in Physical Culture and Sports, topical tasks and circumstances arranged toward creating academic authority of future actual instruction instructors, efficient suggestions for speakers to improve the way toward creating instructive dominance of future actual schooling educators during proficient preparing.

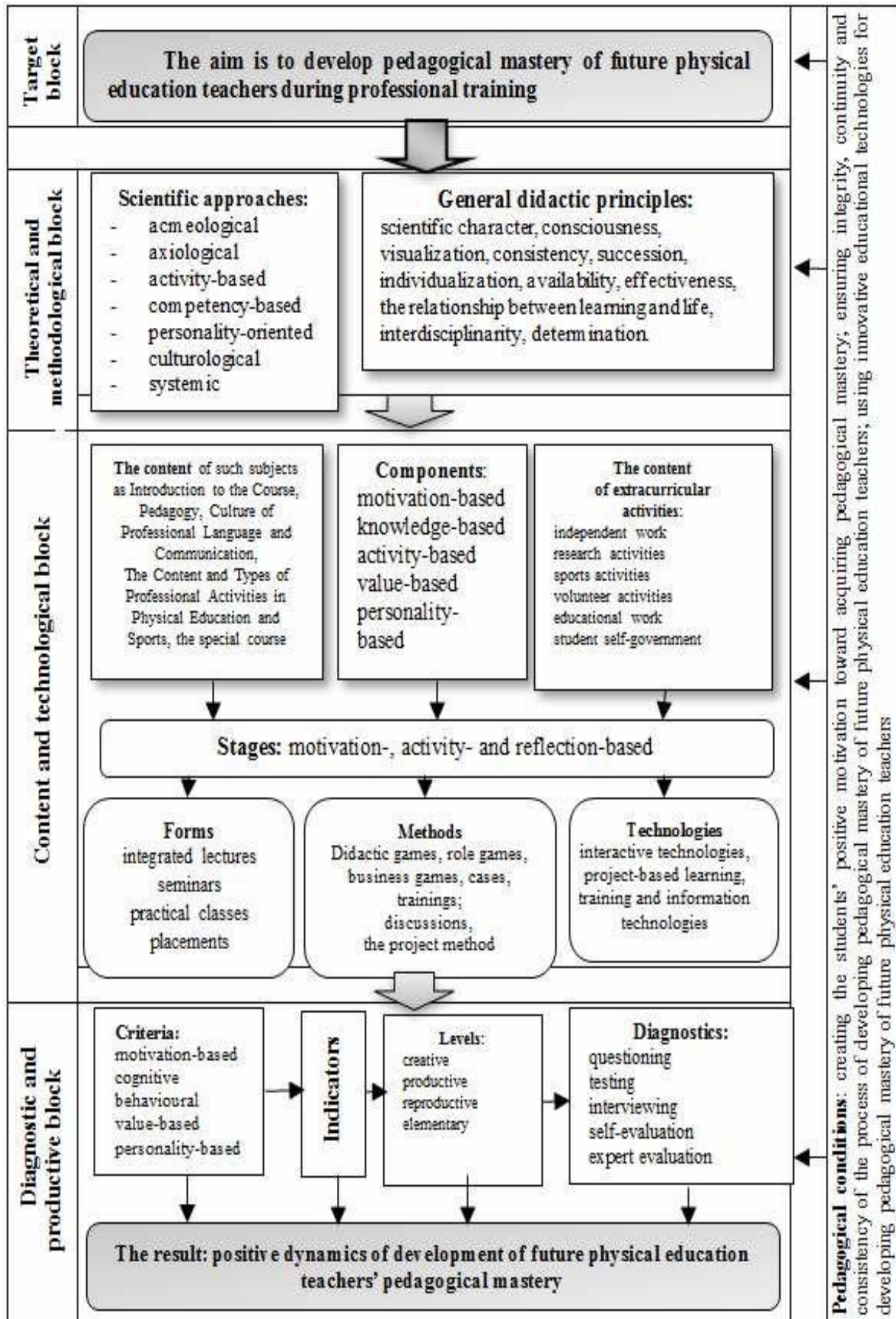


Fig 1: The model for developing pedagogical mastery of future physical education teachers during professional training

Results

The analysis of the results has shown that at the early ascertaining stage of the experiment, a significant

number of the EG students had the elementary level of pedagogical mastery development – 47.0%, the reproductive level – 32.5%, the productive level – 10.8% and the creative

level – 9.7%. It has been found out that the same situation has been observed in the CG. Thus, 41.9% of the respondents had the elementary level, 35.6% – the reproductive level, 13.6% – the productive level and 8.9% – the creative level. So, at the beginning of the experiment, most students had the elementary and reproductive levels of development of future physical education teachers’ pedagogical mastery. During the formative stage of the experiment, those EG students who had the elementary level of pedagogical

mastery development achieved the reproductive level and those who already had the reproductive level – the productive level. In Table 1 one can see the final results obtained at the early and late formative stages in the EG and CG groups in relation to the changes in the level of development of future physical education teachers’ pedagogical mastery during professional training.

Table 1: The overview of the levels of future physical education teachers’ pedagogical mastery during professional training

Groups	The stages of the experiment	Elementary		Reproductive		Productive		Creative	
		Number	%	Number	%	Number	%	Number	%
EG (277)	Ascertaining	130	47,0	90	32,5	30	10,8	27	9,7
	Formative	37	13,4	72	26,0	88	31,8	80	28,8
CG (191)	Ascertaining	80	41,9	68	35,6	26	13,6	17	8,9
	Formative	59	30,9	57	29,8	41	21,5	34	17,8

Data analysis has shown the following results obtained at the late formative stage of the experiment: 28.8% of the respondents had the creative level of pedagogical mastery development, 31.8% – the productive level, 26% – the reproductive level and 13.4% – the elementary level. During the formative stage, 17.8% of the CG students had the creative level of pedagogical mastery development, 21.5% – the productive level, 29.8% – the reproductive level and 30.9% – the elementary level. The change in the ratio of the respondents has been presented according to the results of development of future physical

education teachers’ pedagogical mastery during professional training at the early and late ascertaining and formative stages of the experiment (see Figure 2). The results of pedagogical experiment has proved positive dynamics of development of future physical education teachers’ pedagogical mastery during professional training due to implementation of pedagogical conditions and the designed model. So, it can be concluded that the aim of the study has been achieved, the defined objectives have been fulfilled and the hypothesis has been confirmed.

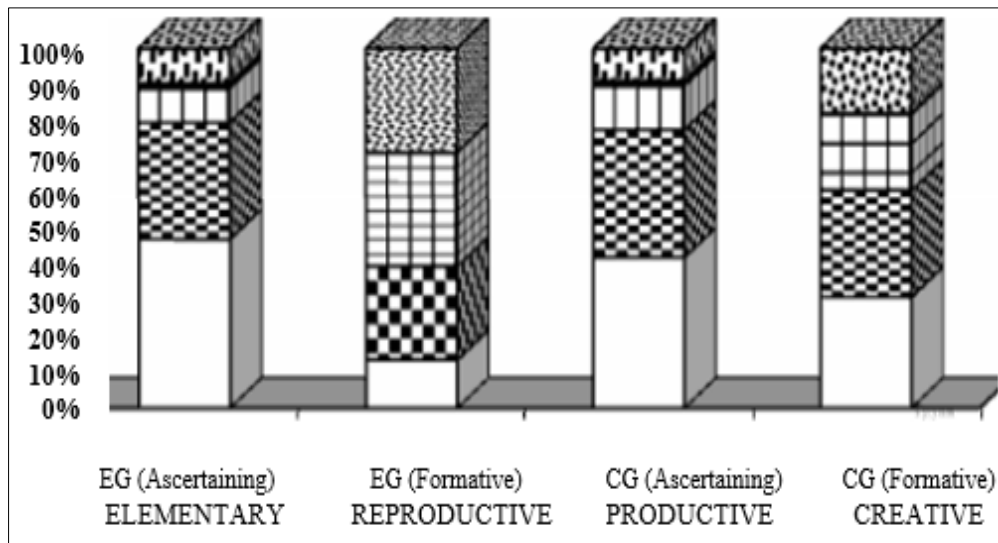


Fig 2: The distribution of the students according to the levels of pedagogical mastery development based on the results of the experiment

Discussion

In the study, scientific conclusions of certain scholars have been justified. According to T. Matviichuk (2015) [4], along with the actual education process pedagogical conditions for training physical education teachers are considered to be the range of organizational measures aimed at pedagogical innovation, modern trends in higher education, physical culture and sports and a new paradigm of education. M. Nosko’s (2003) research findings reveal methodological and theoretical foundations for developing professional education and improving quality of the specialists’ training, G. Haug & C. Tauch (2001) [1] and D. Norris’ (1996) – transformation of higher education toward the European space. R. Mushketa (2006), who studied physical education teachers’ training for

assessing the students’ academic achievements in Poland, along with famous Polish scholars B. Hodań and Zh. Zhukovska, indicates “within their school and extracurricular functions the teacher of physical education should not take into account only the level of modern physical culture, but also the actual level of the whole society, in order to predict its development in their professional activity. In this regard, the most important becomes their integral function associated with an integration of the influences of different environments affecting the student. All expectations that arise from communication between society and the active personality of the teacher are reflected in the requirements for the profile of the physical education teacher during their training”. B. Maksymchuk (2017) [3] believes that “this

integration is especially urgent in the social and educational policies of developing countries, in particular in Ukrainian educational space”.

The research findings by L. Sushchenko (2003) ^[10], O. Tymoshenko (2009) ^[11] *et al.* belong to the second group of the obtained indicators and reflect general issues of the specificity of future physical education teachers' professional training, the peculiarities of physical education teachers' activities and the prospects of its optimization. The authors emphasize that professional activity of physical education teachers differs from other pedagogical specialties and requires much more attention, concentration, responsibility. Thus, the physical education teacher must simultaneously control the state, movement and safety of all the students over large areas, be able to adjust and assist the students in adapting to situations that are changing dramatically (gaming, educational, weather, physical ones); protect the students from injuries, overload; constantly promote universal, cultural, pedagogical values, skillfully stimulate various aspects of student development due to physical exercises, games and exercises.

O. Soltyk *et al.* (2017) ^[8] state that “positive dynamics of forming professional competency of future specialists in physical culture and sports during professional training is effective due to the implemented organizational and pedagogical conditions for such specialists' professional development during professional training”. The whole range of complex and practically stress-producing factors for the teacher leads to the conclusion made by V. Papucha (2010) ^[9]: “from an economic point of view, quality professional activity of the physical education teacher under modern conditions is inadequately evaluated, physically and psychologically exhaustive, with a great “index of unpredictability” and a significant “professionally deforming” potential”.

Conclusions

The analysis of the results on diagnostics of the output level of future physical education teachers' development obtained at the ascertaining stage of the study has confirmed the existence of inconsistency between the students' traditional training and dynamic needs of the modern labour market, an unsatisfactory state of their pedagogical mastery development.

The model reflects the process of developing pedagogical mastery of future physical education teachers during professional training, which involves three consecutive stages, namely, motivation-, activity- and reflection-based. It consists of the interconnected blocks – target, theoretical and methodological, content and technological, diagnostic and productive.

Pedagogical conditions for developing pedagogical mastery of future physical education teachers during professional training identified and implemented during the experiment have constituted the basic element of the designed model for developing pedagogical mastery of future physical education teachers during professional training.

The results of the study have shown that due to adherence to the outlined pedagogical conditions and implementation of the designed model for developing pedagogical mastery of future physical education teachers during professional training at the formative stage of the experiment there have been documented certain changes in the distribution according to the levels of pedagogical mastery development

in general: 28.8% of the EG students and 17.8% of the CG students had the creative level. The indicator of the productive level in the EG has considerably increased up to 31.8%, in the CG – up to 21.5%.

References

1. Haug G, Tauch C. Summary and conclusion: towards the European Higher Education Area: survey of main reforms from Bologna to Prague, 2001. Retrieved from https://www10.ujaen.es/sites/default/files/users/secgrad/os/documentacion/documentacion_europea/Trends2.pdf
2. Maksymchuk BA. Theoretical and methodological foundations for forming valeological competency of future teachers during physical education. Doctoral thesis. Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University, Vinnytsia, 2017.
3. Matviichuk TF. Forming pedagogical mastery of future physical education teachers during professional training. PhD thesis. Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University, Vinnytsia, 2015.
4. Mushketa R. Training physical education teachers for assessing the students' academic achievements in Poland. PhD thesis. V. Hnatiuk Ternopil National Pedagogical University, Ternopil, 2006.
5. Norris D. Transforming higher education unleashing the power of perpetual learners. Proceedings of “The Virtual University” Symposium. Melbourne: The University of Melbourne, 1996.
6. Nosko MO. Theoretical and methodical basis for forming motor function of the youth during physical education and sports. Doctoral thesis. The Institute for Pedagogy of the Academy of Pedagogical Sciences of Ukraine, Kyiv, 2003.
7. Soltyk O, Pavlyuk Ye, Vynogradskyi B, Pavlyuk O, Chopyk T, Antoniuk O. Improvement of professional competence of future specialists in physical education and sports during the process of vocational training. *Journal of Physical Education and Sport*, 2017;17(3):964-969.
8. Papucha VM. Forming pedagogical mastery of future physical education teacher during professional training. PhD thesis. Classical Private University, Zaporizhzhia, 2010.
9. Sushchenko LP. Theoretical and methodological principles of professional training of future specialists in physical education and sports in higher education institutions. Abstract of doctoral thesis. The Institute for Pedagogy and Psychology of Professional Education of the Academy of Pedagogical Sciences of Ukraine, Kyiv, 2003.
10. Tymoshenko OV. Theoretical and methodological foundations of physical education teachers' professional training optimization in higher education institutions. Doctoral thesis. P. Drahomanov National Pedagogical University, Kyiv, 2009