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THEORETICAL AND PRACTICAL ASPECTS OF TRAINING FUTURE PHYSICAL EDUCATION TEACHERS FOR EDUCATIONAL ACTIVITIES IN THE CONDITIONS OF A MODERN EDUCATIONAL ENVIRONMENT

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Abstract: The article considers theoretical and practical aspects of training future physical education teachers for educational activities in the conditions of the modern educational environment. It is emphasized that the educational function of a physical education teacher is an integral part of his professional activity aimed at forming personal qualities of students, developing their civic, moral and social maturity. Particular attention is paid to the analysis of the essence and structure of educational activity, the specifics of its implementation by means of physical culture are revealed. Key pedagogical, psychological and physical education approaches to the formation of educational competence are presented. The analysis of the requirements of the State educational standards and the professional standard of a teacher, determining the profile of competencies of a future specialist, is carried out. Emphasis is placed on the need to integrate theoretical and practical training, the introduction of a competence-based approach, the development of motivational-value and communicative readiness of students of pedagogical universities. The conclusions of the article focus on the need for a comprehensive and systematic approach to the formation of educational competence of future physical education teachers as a condition for increasing the effectiveness of the educational process.

Key words: teacher, physical education, professional training, competency-based approach, educational environment, educational standards.

ТЕОРЕТИКО-ПРАКТИЧЕСКИЕ АСПЕКТЫ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ К ВОСПИТАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ В УСЛОВИЯХ СОВРЕМЕННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

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Аннотация: В статье рассматриваются теоретико-практические аспекты подготовки будущих учителей физической культуры к воспитательной деятельности в условиях современной образовательной среды. Подчеркивается, что воспитательная функция учителя физической культуры является неотъемлемой частью его профессиональной деятельности, направленной на формирование личностных качеств обучающихся, развитие их гражданской, нравственной и социальной зрелости. Особое внимание уделено анализу сущности и структуры воспитательной деятельности, раскрыта специфика её реализации средствами физической культуры. Представлены ключевые педагогические, психологические и физкультурные подходы к формированию воспитательной компетентности. Осуществлен анализ требований Государственных образовательных стандартов и профессионального стандарта педагога, определяющих профиль компетенций будущего специалиста. Сделан акцент на необходимости интеграции теоретической и

практической подготовки, внедрения компетентного подхода, развития мотивационно-ценностной и коммуникативной готовности студентов педагогических вузов. Выводы статьи акцентируют внимание на необходимости комплексного и системного подхода к формированию воспитательной компетентности будущих учителей физической культуры как условия повышения эффективности образовательного процесса.

Ключевые слова: учитель, физическая культура, профессиональная подготовка, компетентный подход, образовательная среда, стандарты образования.

ЗАМАНБАП БИЛИМ БЕРҮҮ ЧӨЙРӨСҮНҮН ШАРТЫНДА БОЛОЧОК ДЕНЕ ТАРБИЯ МУГАЛИМДЕРИН ТАРБИЯЛЫК ИШМЕРДҮҮЛҮККӨ ДАЯРДООНУН ТЕОРИЯЛЫК ЖАНА ПРАКТИКАЛЫК АСПЕКТИЛЕРИ

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Аннотация: Макалада келечектеги дене тарбия мугалимдерин заманбап билим берүү чөйрөсүнүн шарттарында тарбиялык ишмердүүлүккө даярдоонун теориялык жана практикалык аспектилерин каралат. Дене тарбия мугалиминин тарбиялык функциясы окуучулардын инсандык сапаттарын калыптандырууга, алардын жарандык, адеп-ахлактык жана социалдык жактан жетилгендигин өнүктүрүүгө багытталган анын кесиптик ишмердигинин ажырагыс бөлүгү экендиги баса белгиленет. Тарбиялык иш-чаралардын маңызын жана структурасын талдоого өзгөчө көңүл бурулуп, аны дене тарбия каражаттары аркылуу ишке ашыруунун өзгөчөлүктөрү ачылат. Билим берүү компетенттүүлүгүн өнүктүрүү үчүн педагогикалык, психологиялык жана дене тарбиянын негизги ыкмалары көрсөтүлөт. Болочок адистин компетенттүүлүгүнүн профилдин аныктаган Мамлекеттик билим берүү стандарттарынын жана мугалимдин кесиптик стандартынын талаптарына талдоо жүргүзүлдү. Педагогикалык ЖОЖдордо теориялык жана практикалык окууну айкалыштыруу, компетенттүүлүккө негизделген мамилени ишке ашыруу, студенттердин мотивациялык-баалуулук жана коммуникативдик даярдыгын өнүктүрүү зарылдыгына басым жасалат. Макаланын корутундуларында билим берүү процессинин натыйжалуулугун жогорулатуунун шарты катары болочок дене тарбия мугалимдеринин билим берүү компетенттүүлүгүн калыптандырууга комплекстүү жана системалуу мамиле кылуу зарылчылыгы баса белгиленет.

Негизги сөздөр: мугалим, дене тарбия, кесиптик даярдык, компетенттүүлүккө негизделген мамиле, билим берүү чөйрөсү, билим берүү стандарттары.

Introduction. Modern social and educational realities impose new, higher requirements on the system of training of teachers. This is especially true for future teachers of physical education, whose professional activity is not limited only to teaching motor skills and forming physical fitness of students. the formation of personal qualities, values, patriotic, moral and volitional traits of schoolchildren. That is why the problem of training future physical education teachers for effective educational activities is of particular relevance in the context of updating the content of professional pedagogical education [7].

The relevance of the topic is also due to the ongoing changes in the educational environment: digitalization, inclusive approaches, multicultural interactions and the increasing role of social networks affect both the behavior of students and the content of educational work. These changes require from the teacher not only methodological flexibility, but also high personal and

professional readiness to carry out educational activities in the context of constant transformation of educational processes. At the same time, physical education has a significant educational potential, which, with proper pedagogical implementation, can be used for the formation of a socially mature, morally stable and physically developed personality.

The purpose of the article is to theoretically comprehend and generalize approaches to the training of future physical education teachers for educational activities in the modern educational environment, as well as to reveal the practical aspects of this training based on the analysis of existing models and technologies.

Educational activity occupies a central place in the education system, representing a purposeful and systematic process of forming the personality of a student. In scientific literature, educational activity is interpreted as a specific professional activity of a teacher, aimed at the development of moral, social, communicative, intellectual and volitional qualities of a person. It includes a set of forms, methods and techniques of influence that are implemented in the educational environment and beyond, in the classroom and in extracurricular activities.

The structure of educational activity traditionally includes motivational-goal-oriented, content-activity, organizational and evaluative-reflective components. The motivational-target component determines what values and goals the educational work is focused on. The content-activity approach covers the forms, means and methods of education. The organizational component determines the structure of interaction between the participants of the pedagogical process, and the evaluative-reflective component is aimed at the analysis, comprehension and correction of educational practice. Understanding the structure of educational activities is especially important in the training of future teachers, including physical education teachers, since they have a high potential for influencing the development of the personality of students.

Physical education as a subject and as a pedagogical direction has a high educational potential. The educational function of a physical education teacher is manifested not only in the formation of a healthy lifestyle, but also in the development of such qualities as discipline, responsibility, will, team spirit, patriotism and tolerance. which creates a favorable ground for the formation of personal qualities. Also, the need to form the skills and abilities of physical education and health work in a future school teacher is caused by the deterioration of the health of schoolchildren and students, more complex educational tasks facing teachers in a modern school, increased requirements associated with the difficulties of teaching and educating young people, introducing them to a healthy lifestyle [5, 7].

Golubova V.M., Ryspaeva Ch.K. believe that a modern teacher should have such characteristics as: high civic responsibility and social activity; self-organization, spiritual culture, desire and ability to work in the "person-to-person" system; high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions; the need for continuous self-education; physical and mental health, professional ability to work [8, 10]. A physical education teacher, unlike teachers of other subject areas, acts in the space of physical and emotional interaction with students. This creates unique opportunities for educational influence. In addition, a significant part of educational results is achieved through the personal example of the teacher himself, his attitude to sports, to students, to his own activities on the level of personal maturity, communicative competence and value attitudes of the teacher [1, 6]. Therefore, the training of a future physical education teacher should be aimed not only at the

development of professional knowledge and skills, but also at the comprehension of his educational role, the ability to reflect, self-analysis and ethically justified pedagogical influence.

Modern education is focused on the implementation of the competence approach, according to which the result of training a specialist is measured not only by knowledge, but also by the ability to apply it in real professional situations. Within the framework of the training of future teachers, educational competencies are of particular importance as a set of knowledge, skills, personal qualities and motivational and value attitudes that ensure the effectiveness of educational activities.

According to Zimnyaya I.A., pedagogical competence includes cognitive, activity and personal-value components [4]. This means that the future physical education teacher must not only know the basics of education and master the methods of educational work, but also have internal motivation for education, empathy, communicative openness and the ability to self-development. It is especially important to form such competencies as:

- motivational readiness to perform the educational function;
- communicative competence that ensures effective interaction with children;
- organizational ability to conduct educational activities and manage a children's team;
- reflexivity, which allows you to analyze the results of your own educational activity.

In the training of future physical education teachers, it is necessary to use active and interactive teaching methods: business games, modeling of educational situations, project activities, pedagogical practice with an emphasis on educational aspects. All this allows you to form not only knowledge and skills, but also a stable educational position.

The issues of educational activities in the context of teacher training are considered within the framework of several scientific areas at once - pedagogy, psychology and the theory of physical education.

From a pedagogical point of view, education is considered as a key function of the educational process. The classical works of K.D. Ushinsky, A.S. Makarenko and V.A. Sukhomlinsky emphasize the role of the teacher as an organizer and inspirer of the educational process. Modern teachers focus on a humanistic and personality-oriented approach, which requires the teacher to understand the inner world of the child and build relationships based on trust and respect.

The psychology of upbringing considers the patterns of personality formation and socialization of the child. The studies of Vygotsky L.S., Leontiev A.N., Elkonin D.B. indicate the importance of the social context, interaction and the activity component of education. Psychological approaches are especially important in the formation of future teachers' skills of empathy, observation, the ability to recognize the individual characteristics of children and take them into account in educational practice.

In the context of physical education, as a branch of pedagogical science, the emphasis is on the purposeful formation of personality through physical activity. Scientists Balsevich V.K., Lyakh V.I. emphasize that physical culture is not only a means of health improvement, but also a powerful tool for moral, patriotic and volitional education. It follows that the training of a future physical education teacher should be based on the integration of knowledge from all three areas: pedagogy, psychology and physical education theory.

Thus, the theoretical basis for the preparation of a future physical education teacher for educational activities should be interdisciplinary, value-oriented and competency-oriented. Only in

this case it is possible to achieve the formation of teachers who are able to effectively implement educational goals in the modern educational environment.

In the context of modernization of education in the Kyrgyz Republic, special attention is paid to the training of teachers who are able not only to transfer knowledge, but also to form stable moral guidelines, citizenship and readiness for a healthy lifestyle in students. The State Educational Standards of Higher Professional Education (GOST HPE), approved by the Ministry of Education and Science of the Kyrgyz Republic, as well as professional standards, determine the general framework for the competence training of a future teacher, including educational activities [2].

Thus, the State Educational Standard in the direction of "Physical Culture and Sports" (2021) emphasizes the importance of forming the ability of graduates to implement the educational function in the educational environment, including in the context of interethnic and multinational interaction, which is especially important for Kyrgyzstan. The list of professional competencies focuses on the development of students' qualities such as citizenship, tolerance, communication, the ability to work with communities and involve students in an active social and sports life.

In addition, the State Standard for Teachers, which specifies the qualification requirements for teachers, provides for the possession of methods of educational work, the ability to use physical education as a tool for moral and patriotic education, the formation of healthy habits in schoolchildren, as well as the ability to prevent deviant behavior by means of sports and games [9].

Thus, the regulatory documents of Kyrgyzstan actualize the educational functions of a physical education teacher, requiring the higher education system to create conditions for their full development by students.

Professional training of a future physical education teacher in Kyrgyzstan is gradually moving from a subject-centric model to a competency-based one. This means the need to form in the student not only knowledge and skills, but also a system of values, readiness for interaction and independent pedagogical activity.

In the context of the educational function, the following competencies are of particular importance:

- Ethical and value-based – readiness to implement the principles of humanism, respect for the child's personality, education on the basis of national traditions and cultural heritage;
- Communicative – the ability to effectively interact with students, parents and teaching staff, especially in conditions of ethno-cultural diversity;
- Organizational and practical – the ability to organize extracurricular and sports events aimed at the comprehensive development of the personality;
- Psychological and pedagogical – knowledge of developmental psychology and the ability to apply educational methods in various educational situations.

Researchers in Kyrgyzstan emphasize the importance of integrating the national component into the educational work of the teacher, which is manifested in the need to take into account the local socio-cultural context, the language of instruction, and the peculiarities of the school environment in the regions and mountainous zones.

The key aspects of the educational training of future physical education teachers in Kyrgyz universities remain:

1. Motivational readiness: often students enter pedagogical faculties unconsciously, according to the residual principle. Therefore, an important task of universities is the formation of

internal motivation for pedagogical and educational work through the examples of successful teachers, reflective tasks, inclusion in social and sports activities.

2. Communicative training: in the conditions of a multilingual and multinational society in Kyrgyzstan, a physical education teacher must have a high level of intercultural communication, tolerance, and the ability to form a respectful and inclusive space. For this purpose, special courses are introduced into the educational process: "Psychology of Communication", "Ethics and Culture of the Teacher", "Pedagogy of Cooperation".

3. Value self-determination: is formed through participation in national and regional sports events, volunteer projects, as well as through the study of the course "History of Kyrgyz Physical Education", aimed at understanding the patriotic and educational values of traditional culture.

However, there are still challenges in the practice of training: a limited number of motivational-oriented programs, a formal approach to pedagogical practice, and a lack of training on educational interaction with children from vulnerable families.

One of the most effective ways to form the educational competence of a future physical education teacher is the introduction of practice-oriented forms of training in the educational process. It is through practice that the student learns not only to apply knowledge, but also to master the ways of interacting with students, which is especially important in educational work. In pedagogical universities of Kyrgyzstan, such as KSPU named after I. Arabaev, Osh State University, ZHAMU, practical training is carried out through educational and industrial practices, participation in sports and educational events, conducting master classes and trainings.

However, as the observations of teachers and students themselves show, the educational function during practice often turns out to be secondary in comparison with educational activity. Often, educational tasks are not formulated specifically, there is no support from mentors in this part, and reflection on the results of the practice is limited to reporting documentation.

To increase the effectiveness of practice-oriented training, it is proposed to introduce the following forms:

- Scenario workshops on the development and re-enactment of educational situations (for example, the organization of a class hour on the topic of a healthy lifestyle);
- Training sessions on the development of empathy, listening, intercultural communication;
- Project modules, in which students develop and implement mini-programs of an educational orientation in schools (for example, "Week of Sports and Health");
- Internships in schools with an inclusive and ethnocultural component, allowing students to practice skills in parenting in a diverse environment.

A significant role in the formation of educational readiness is played by the student community and mentoring. In recent years, forms of horizontal education have been actively developing in the universities of Kyrgyzstan: clubs of young teachers, volunteer movements, student sports leagues. These associations become platforms for the development of leadership and educational qualities in students. The formation of educational competence through student participation is informal, but very effective. It is in the process of social activity that the awareness of the social mission of the teacher is formed, the ability to participate, reflection and self-organization develops - the key qualities of the educator.

One of the promising areas is the introduction of dual education, in which training is combined with direct work at school. This approach is gradually being introduced in pilot programmes, for example, in teacher training colleges at universities. In the conditions of the dual model, the student not only conducts lessons, but is also involved in educational activities: he works with classes, conducts sports sections, accompanies events.

In addition, modular courses are used to integrate educational components into professional disciplines. For example, when studying the discipline "Theory and Methods of Physical Education", the following topics are included in the training module: "The role of physical education in the moral education of schoolchildren", "Organization of sports events as a means of forming team spirit and civic activity".

It should be noted that the modular organization allows students to master the educational aspects consistently and purposefully, embedding them in the general pedagogical logic of learning.

Despite the positive trends, certain problems remain in the practice of training future physical education teachers in Kyrgyzstan:

- Insufficient integration of educational goals into academic disciplines;
- A limited number of mentors who are able to accompany students in terms of educational activities;
- Formal nature of pedagogical practice, lack of feedback;
- Lack of stable methodological recommendations for educational work in the Kyrgyz school.

To overcome these challenges, systemic measures are needed:

1. Development of unified methodological complexes for the educational training of a physical education teacher, taking into account the cultural context of the Kyrgyz Republic;
2. Advanced training of university teachers on educational activities;
3. Introduction into the curriculum of disciplines aimed at understanding and designing educational processes (for example, "Pedagogy of Education", "Organization and Analysis of Educational Work");
4. Strengthening the interaction of universities with schools in terms of dual training and practice;
5. Motivation of students through inclusion in real educational projects, participation in grants, recognition of merits in the graduate's portfolio.

Findings. The educational function of a physical education teacher goes far beyond the organization of physical education classes: it includes the formation of stable value attitudes, the development of volitional qualities, communication skills, the ability to self-organization and collective activity in students. The theoretical analysis has shown that the educational activity of the future teacher should be considered as an integral and structured system that includes goals, objectives, content, methods and means of education. The peculiarity of this activity in the context of physical education lies in a high degree of practice-orientation, emotional saturation of interaction and a great educational potential of motor activity. Thus, physical culture becomes not only a means of strengthening health, but also a powerful resource for socialization, moral and patriotic education.

A promising area for further research is the development and implementation of adapted educational models that contribute to the formation of a holistic educational position of the future

physical education teacher in the context of the transformation of modern society and the challenges of the time.

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