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Ensuring the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports

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Abstract. The aim of the work is to highlight the methods of ensuring the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports. The practice of students involves continuity and consistency of its implementation while obtaining the required sufficient amount of practical knowledge and skills in accordance with different and qualification levels. In order to ensure the acquisition of professional skills and experience of professional activity during the practical training of professional junior bachelors in physical culture and sports, the creation of a single methodological and organizational focus of all types of practice of students majoring in "Physical Culture and Sports". The practice occupies an important place, because the formation of the competencies of a specialist in physical culture and sports is carried out comprehensively and systematically throughout the period of study in a higher pedagogical education institution. The purpose of practical training is to create appropriate conditions for accelerating the process of initial professional adaptation, personal self-determination and self-realization of a specialist in physical culture and sports. The main tasks of pedagogical training are the deepening of psychological, pedagogical and methodological knowledge, the development of the ability to objectively understand the need to make decisions in accordance with the educational situation; consolidation of sports and pedagogical skills and abilities; formation of stable positive motivation for future professional activity. The main tasks of practical training are: deepening of sports-pedagogical, psychological-pedagogical knowledge, acquaintance with types and ways of activity of teachers of modern general educational institutions and coaches in a kind of sport; consolidation of skills acquired in practical classes in sports and pedagogical disciplines, pedagogy, psychology, anatomy, physiology; specific techniques that preceded the practice; formation of a stable positive motivation for further mastery of professional and pedagogical skills and abilities. At the end of each type of internship, students report on the implementation of the internship program and individual tasks. The general and characteristic form of student reporting for the internship is the submission of a written report, signed and evaluated directly by the head of a certain type of internship to the commission for its defense.

Key words: practical training, professional junior bachelor, physical culture and sports, professional experience, practical training of students.

Забезпечення набуття професійних вмінь та досвіду професійної діяльності під час практичної підготовки фахових молодших бакалаврів з фізичної культури і спорту

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Анотація. Метою роботи є висвітлення методики забезпечення набуття професійних вмінь та досвіду професійної діяльності під час практичної підготовки фахових молодших бакалаврів з фізичної культури і спорту. Практика студентів передбачає безперервність та послідовність її проведення при одержанні потрібного достатнього обсягу практичних знань і умінь відповідно до різних та кваліфікаційних рівнів. З метою забезпечення набуття професійних вмінь та досвіду професійної діяльності під час практичної підготовки фахових молодших бакалаврів з фізичної культури і спорту, створення єдиної методичної та організаційної спрямованості усіх видів практики студентів спеціальності «Фізична культура і спорт». Практика займає чинне

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місце, оскільки формування компетентностей фахівця з фізичної культури і спорту здійснюється комплексно та системно впродовж всього періоду навчання у закладі вищої педагогічної освіти. Метою практичної підготовки є створення належних умов для прискорення процесу первинної професійної адаптації, особистісного самовизначення та самореалізації фахівця з фізичної культури та спорту. Основним завданнями педагогічної підготовки є поглиблення психолого-педагогічних та методичних знань, розвиток здатності об'єктивно усвідомлювати необхідність прийняття рішення відповідно навчальної (виховної) ситуації; закріплення спортивно-педагогічних умінь і навичок; формування стійкої позитивної мотивації до майбутньої професійної діяльності. Основними завданнями практичної підготовки є: поглиблення спортивно-педагогічних, психолого-педагогічних знань, ознайомлення з видами та способами діяльності вчителів сучасних загальноосвітніх навчальних закладів та тренерів з виду спорту; закріплення умінь набутих на практичних заняттях з спортивно-педагогічних дисциплін, педагогіки, психології, анатомії, фізіології; конкретних методик, що передували проведенню практики; формування стійкої позитивної мотивації подальшого оволодіння професійно-педагогічними уміньми і навичками. Після закінчення терміну проведення кожного виду виробничої практики студенти звітують про виконання програми практики та індивідуального завдання. Загальна і характерна форма звітності студента за практику – подання письмового звіту, підписаного та оціненого безпосередньо керівником певного виду практики у комісію для його захисту.

Ключові слова: практична підготовка, фаховий молодший бакалавр, фізична культура і спорт, досвід професійної діяльності, практична підготовка студентів.

Обеспечение приобретения профессиональных умений и опыта профессиональной деятельности в ходе практической подготовки профессиональных младших бакалавров физической культуры и спорта

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Аннотация. Целью работы является освещение методики обеспечения приобретения профессиональных умений и опыта профессиональной деятельности в ходе практической подготовки профессиональных младших бакалавров физической культуры и спорта. Практика студентов предполагает непрерывность и последовательность ее проведения при получении нужного достаточного объема практических знаний и умений в соответствии с различными и квалификационных уровней. С целью обеспечения приобретения профессиональных умений и опыта профессиональной деятельности в ходе практической подготовки профессиональных младших бакалавров физической культуры и спорта, создание единой методической и организационной направленности всех видов практики студентов специальности «Физическая культура и спорт». Практика занимает действующее место, поскольку формирование компетентностей специалиста по физической культуре и спорту осуществляется комплексно и системно на протяжении всего периода обучения в заведении высшего педагогического образования. Целью практической подготовки является создание условий для ускорения процесса первичной профессиональной адаптации, личностного самоопределения и самореализации специалиста по физической культуре и спорту. Основным задачами педагогической подготовки является углубление психолого-педагогических и методических знаний, развитие способности объективно осознавать необходимость принятия решения в соответствии учебной (воспитательной) ситуации; закрепление спортивно-педагогических умений и навыков; формирование устойчивой положительной мотивации к будущей профессиональной деятельности. Основными задачами практической подготовки являются: углубление спортивно-педагогических, психолого-педагогических знаний, ознакомление с видами и способами деятельности учителей современных общеобразовательных учебных заведений и тренеров по видам спорта; закрепление умений приобретенных на практических занятиях по спортивно-педагогических дисциплин, педагогике, психологии, анатомии, физиологии; конкретных методик, предшествовавших проведению практики; формирование устойчивой положительной мотивации дальнейшего овладения профессионально-педагогическими умениями и навыками. После окончания срока проведения каждого вида производственной практики студенты отчитываются о выполнении программы практики и индивидуального задания. Общая и характерная форма отчетности студента за практику - представление письменного отчета, подписанного и оцененного непосредственно руководителем определенного вида практики в комиссию для его защиты.

Ключевые слова: практическая подготовка, профессиональный младший бакалавр, физическая культура и спорт, опыт профессиональной деятельности, практическая подготовка студентов.

I Introduction

The practice of obtaining professional skills and experience of professional activity is an important link in the educational process in the system of organizing the practices of future professional junior bachelors of physical culture in higher education, as it has a number of specific features [9, 13].

The practice of obtaining professional skills and experience of professional activity is of great importance for the formation of students' abilities and skills to work in a pedagogical team, it allows you to correlate group and individual methods of work, to apply them; to establish pedagogically expedient relations, to make a choice of means, methods and techniques of organizing physical education; organize physical culture and sports activities for children and adolescents [8, 14, 20].

The orientation of practice in obtaining professional skills and experience of professional activity is aimed at enriching, deepening, improving psychological, pedagogical and special knowledge, transforming them into professional skills and competencies in organizing and conducting pedagogical work with students in the process of physical education.

Students' practice involves continuity and consistency of its conduct while obtaining the required sufficient amount of practical knowledge and skills in accordance with different and qualification levels: junior specialist, bachelor and specialist. Depending on the specific specialty of students, the practice can be of the following types - introductory, pedagogical, coaching [10, 12].

The aim of this paper is to coverage of methods of ensuring the acquisition of professional skills and experience of professional activity during the practical training of professional junior bachelors in physical culture and sports.

II Materials and Methods

The organization of research work took into account such conditions for the effectiveness of its implementation as: analysis of the problem in pedagogical theory and practice of higher education to ensure the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports; concretization of the hypothesis based on the study of the problem in the theory and methodology of vocational education; the need to exchange information between the subjects of the pedagogical process. Analysis and generalization of scientific literature on issues related to ensuring the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports; the categorical apparatus of the research is formulated and the object, subject, concept and general hypothesis of the research are defined.

The object of research is the practical training of professional junior bachelors in physical culture and sports. The subject of the research is to ensure the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports.

The concept of the study is based on interrelated theoretical and methodological concepts.

The main idea of the study is that the process of providing professional skills and experience in the practical training of professional junior bachelors in physical culture and sports is based on the organization and perfection during the practice of physical education lessons, various activities of physical culture and health and competitions.

The implementation of this leading idea of the study requires taking into account the positive achievements of domestic and foreign experience in ensuring the acquisition of professional skills and professional experience in the practical training of professional junior bachelors in physical culture and sports.

The methodological concept of the research reflects the relationship of methodological approaches at the philosophical, general scientific, specific scientific and methodological levels.

At the philosophical level of the methodology, the principles of cognition are analyzed and a categorical apparatus of research of the problem of ensuring the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports is developed.

The general scientific level of the methodology allows to study the scientific concepts that characterize the process of ensuring the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports.

The specific scientific level of the methodology allows to describe the methods and principles of research of the problem of ensuring the acquisition of professional skills and professional experience during the practical training of professional bachelors in physical culture and sports [5, 6].

The main provisions of the system, activity, axiological, culturological, competence, personality-oriented and modular methodological approaches are methodological guidelines.

The application of a systematic approach allows us to consider the practical training of professional bachelors in physical culture and sports as a system of integrated and multifactor education, covering the educational activities of teachers and students.

The activity approach allows to consider the basic components of activity of teachers and students from uniform methodical positions and to open character of their interaction; to study the peculiarities of the activities of all participants in the pedagogical process through the projection of the general conceptual provisions of the theory of activity; to establish the main factors of personality development of the future specialist in physical culture and sports; to define the process of training future specialists as a continuous change of different types of educational and upbringing work; to build the pedagogical process in accordance with the mastery of the structural components of coaching (purpose, motives, actions, analysis of the achieved results).

The implementation of the axiological approach is aimed at determining the procedural features of ensuring the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports, the choice of forms, methods and means of pedagogical interaction for the educational process.

From the point of view of the culturological approach, consideration is given to the support of higher education in cultural and social experience and achievements in the field of physical culture and sports.

The introduction of a competency approach in the higher education system involves a gradual reorientation from the translation of the necessary set of knowledge to the formation of professional competence, which will allow the graduate to effectively train modern multifactorial social, political, market, economic, information and communication space [5, 6].

The personal approach in the context of higher education allows to direct the educational process on the development of the personality of the future specialist in physical culture and sports; to direct the efforts of teachers to become a future specialist in physical culture and sports as a person in the process of attracting a sports coach; emphasize the subjective role of the student in the learning process; to create conditions for self-realization and self-development of the personality of the future specialist in physical culture and sports.

A modular approach to learning provides an opportunity to gradually develop students' abilities to coach; take into account the cognitive and personal characteristics of future specialists in physical culture and sports and implement them in solving certain didactic tasks; to lay in students an approximate basis and algorithm for professional actions.

The theoretical concept of the study involves determining the main definitions of the educational component of ensuring the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports; clarification of pedagogical conditions for effective provision of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports.

The methodical concept of research provides methodical support of practical training of professional junior bachelors in physical culture and sports

The general hypothesis of the study is based on the statement that the issue of ensuring the acquisition of professional skills and experience during the practical training of professional junior bachelors in physical culture and sports will be qualitatively and successfully solved if in the process of training to implement developed and theoretically sound methods, bachelors in physical culture and sports.

III Results

In order to ensure the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports, the creation of a single methodological and organizational focus of all types of practice of students majoring in "Physical Culture and Sports" cycle committee on physical education and natural sciences program of all types of practical training.

The place of practice in professional training. The practice occupies an important place, because the formation of the competencies of a specialist in physical culture and sports is carried out comprehensively and systematically throughout the period of study in a higher pedagogical education institution. Interdisciplinary connections of practical training with professional disciplines: "Introduction to the specialty", "Theory and methods of physical education", "Theory and methods of gymnastics", "Theory and methods of sports and moving games", "Theory and methods of athletics", "Pedagogy", "Fundamentals of biomechanics and biomechanical analysis", "Hygiene and hygiene of physical exercises".

The purpose of practical training is to create appropriate conditions for accelerating the process of initial professional adaptation, personal self-determination and self-realization of a specialist in physical culture and sports.

The main tasks of pedagogical training are the deepening of psychological, pedagogical and methodological knowledge, the development of the ability to objectively understand the need to make decisions in accordance with the educational situation; consolidation of sports and pedagogical skills and abilities; formation of stable positive motivation for future professional activity.

The main tasks of practical training are: deepening of sports-pedagogical, psychological-pedagogical knowledge, acquaintance with types and ways of activity of teachers of modern general educational institutions and coaches in a kind of sport; consolidation of skills acquired in practical classes in sports and pedagogical disciplines, pedagogy, psychology, anatomy, physiology; specific techniques that preceded the practice; formation of a stable positive motivation for further mastery of professional and pedagogical skills and abilities.

1. Introductory practice.

The purpose of practice: acquaintance with the basic subjects of sphere of physical culture and sports.

Tasks of practice:

1. To acquaint students with the main subjects of physical culture and sports.
2. To acquaint students with the basics of professional activity of specialists in the field of physical culture and sports.
3. To promote the formation of students' system of special knowledge of a specialist in the field of physical culture and sports.

The general management of practice is carried out by the cycle commission on physical training and natural disciplines. The responsibility for the organization of practice and control rests with the head of the Department of Physical Therapy. Educational and methodical guidance and implementation of the internship program is carried out by the Department of Physical Therapy.

Teachers of the Department of Physical Culture and Sports are involved in the management of the introductory practice. The head of practice ensures all organizational activities, instructs on the organization and practice, recommends the necessary documents to trainees, the list of which is established by the cycle commission on physical education and natural sciences, informs trainees about the reporting system based on practice, ensures the quality of documentation in accordance with the program, carrying out obligatory briefings on observance of safety rules.

Content of the trainee's work:

1. Organizational and methodical meeting: acquaintance with the requirements of the program of practice, organizational issues.
2. Writing and drawing up a practice report
3. Protection of practice
2. Pedagogical practice.

The purpose of pedagogical practice - the formation of organizational and methodological skills and abilities of pedagogical activities for physical education of students; mastering by students of professional activity of the teacher of physical education of the organization and carrying out of various sections of work of the teacher at school; mastering a differential approach to students. Also consolidation by students of professional skills and abilities of pedagogical activity of the teacher of physical culture.

Tasks of pedagogical practice:

1. To promote the formation of professional and pedagogical knowledge, skills and abilities necessary for the future work of a physical education teacher.

2. Acquisition by students of skills on the organization, planning and carrying out of educational work with pupils, conducting the accounting and reporting documentation on physical education.

3. Mastering the skills of students to organize and conduct basic research in physical education.

According to the requirements of the educational and professional program, students must know:

- conceptual apparatus of the theory and methods of physical education;
- principles of the state system of physical education;
- methods and principles of teaching;
- basics of methods of development of physical qualities;
- anatomical, physiological and psychological features of the development of adolescents;
- Features of physical education of adolescents;
- theoretical and methodical bases of improving physical culture;
- technology of development of the basic documents of planning and the reporting on physical training;
- methodological features of teaching physical culture at school with students of junior, middle and senior classes;
- terminology of the specifics of physical education at school;
- characteristics of fixed assets used in the general school;
- means of injury prevention in physical education class;
- planning the process of teaching physical culture;
- organization and conduct of various forms of physical education classes at school and extracurricular activities;
- place of classes and their equipment.

According to the requirements of the educational professional program, students must be able to:

- conduct physical education lessons;
- take into account the age and contingent of students;
- organize and conduct mass health events;
- to determine the effectiveness of a physical education lesson.

According to the requirements of the educational professional program, students must have skills in:

- organization of the educational process, using an individual approach to each student;
- solving problems of the educational process;
- conducting classes with children with disabilities;
- to model syllabi of lessons on physical culture;
- determine the load on an individual student during a physical education lesson;
- assess the levels of physical fitness of students.

The general management of practice is carried out by the cycle commission on physical training and natural disciplines. The responsibility for the organization of practice and control rests with the head of the Department of Physical Therapy. Educational methodical guidance and implementation of the internship program is carried out by the department.

Teachers of the department are involved in the management of the introductory practice. The head of the college practice ensures all organizational activities, instructs the organization and practice, recommends the necessary documents to the trainees, the list of which is established by the cyclic commission on physical education and natural sciences, informs the trainees about the reporting system based on the practice. program, conducting mandatory briefings on compliance with safety rules.

The content of the trainee's work

The internship program provides practical activities for students in the following main sections: I. Organizational work. II. Educational and methodical work.

I. Organizational work includes:

1. Collective forms of work:

- Participation in the constituent conference, the topics of which include the purpose and objectives of pedagogical practice, the main issues of content and organization of pedagogical practice of 3rd year students.

- Interview with school staff: school principal, physical education teacher, class teacher.

- Acquaintance with the school: working conditions and material and technical base; location of administrative and auxiliary premises, classrooms; organization of teachers and students in the implementation of various forms of educational work; performance by teachers and students of elements of the school day regime.

- Acquaintance with conditions of the organization of physical culture at school: material and technical maintenance for carrying out lessons on physical culture on sections of the program and extracurricular work; the condition of sports equipment and equipment, their number and storage conditions; availability and equipment of a methodical office on physical culture.

- Production of the simplest measuring devices for carrying out research work. Repair of sports equipment and equipment.

- Work on sports and sports grounds, in the gym, on their reconstruction.

- Participation in meetings, meetings of the team with the head of pedagogical practice and methodologists, discussion of lessons in physical culture.

- Participation in the final conference and defense of pedagogical practice by students.

2. Individual forms of work:

- Drawing up an individual work plan for the period of practice.

- Registration of individual credit documentation and submission to the methodologist of the specialty immediately after the end of pedagogical practice.

II. Educational and methodical work includes:

1. Collective forms of work:

- General acquaintance with the school work plan for the school year on the basis of a brief description of the principal or his deputy (headmaster, organizer).

- Acquaintance with the form and structure of documents of extracurricular work on physical culture, studying of their maintenance: the calendar plan of mass physical culture improving actions and sports competitions, provisions about sports games and competitions on separate kinds of sports, scenarios of sports holidays.

- Participation in methodical meetings conducted by the head of practice and discussion of specific tasks performed by students-interns.

- Study of the content of planning documents for physical culture (work plans, syllabi, etc.).

- Review of physical education lessons conducted by teachers in junior, middle and senior classes, followed by their discussion in the presence of a teacher and a methodologist in the specialty.

- Participate in the discussion of lessons conducted by other student interns.

2. Individual forms of work:

- Development of syllabi for physical education for attached classes.

- Conducting physical education lessons in attached classes independently.

- List of documents submitted for the defense of practice.

3. Coaching practice

The purpose of practice: mastering by students of modern means, methods and forms of the organization of work of the trainer-teacher on the chosen sport, formation on the basis of the received knowledge, abilities and skills necessary for realization of professional activity, acceptance of independent decisions, education of constant need of systematic updating of the knowledge, as well as its implementation in practice.

This goal is achieved by:

- acquaintance of students with the structure and content of work in sports organizations: children's sports youth sports schools, children's youth sports schools, schools of higher sportsmanship, sports clubs, which are the bases of practice;

- creating a holistic view of the content and nature of coaching activities (organizational, educational, training, research, administrative and economic, judicial and representative);

- formation of stable skills in the organization and practical application of modern scientific and methodological arsenal, including means of training, education, rehabilitation, as well as special physical and technical and tactical training;

- teaching students the leading technologies of planning, modeling, programming, correction of educational influences, as well as control and evaluation of the effectiveness of their own coaching activities.

Tasks of practice:

1. Formation of professional skills and abilities in relation to the practical orientation of the educational training process.

2. Study of the structure and content of the coach's work in various levels of training of athletes in Ukraine, namely: sports section; children's and youth sports school; specialized children's and youth sports school; Olympic reserve training schools; schools of higher sportsmanship; Olympic training centers and national teams; other sports organizations.

3. Preparing students for independent work as a coach-teacher in the chosen sport.

4. Getting a complete picture of the content and nature of coaching and teaching activities at different stages of training athletes.

5. Formation of skills in organizing, planning, conducting the training process, monitoring it and organizing the competitive activities of athletes.

6. Acquaintance with the structure, forms, methods and content of sports organizations (objects of practice) on the basis of studying the normative organizational-methodical, financial documentation and conducting interviews with the management of organizations.

The head of the coaching practice is responsible for the general organization of the practice and control over its implementation. The teacher-supervisor of the practice receives and evaluates the reports of students on the internship. Based on this, he makes assessments.

The head of the coaching practice controls the readiness of the practice base before its implementation, ensures the necessary organizational measures: instructing teachers on the procedure of the practice, providing students-interns with the necessary documentation, etc. Educational and methodical support of coaching practice is provided by subject commissions of professional departments.

Experienced teachers of departments and leading specialists from practice bases are involved in the methodical management of students' coaching practice: trainers-teachers, methodologists of practice bases. The teacher of the department - the head of practice together with the trainer-master from the base of practice provide high quality of performance by each student of the program of practice. They control the provision of normal working and living conditions for students, conduct mandatory training on occupational safety and health, conduct training sessions, monitor the implementation of student internship rules, keep a journal of coaching practice.

The content of the trainee's work.

Content of students-interns' activities and forms of reporting on practice:

1. Make an individual work plan.

2. Make an annual plan of the training process (macrocycle).

3. Make a plan of the training process for the period of practice (mesocycle).

4. Keep a journal of the work of the training group.

5. Make ten plans-summaries of training sessions, three of which are complete.

6. Conduct 10 training sessions on sports.

7. Make a report on the coaching practice.

During the coaching practice, student trainees are required to complete all sections of the program in accordance with their individual plan. The calculation of hours for individual educational tasks is adjusted taking into account the personal experience of the student, his acquired skills, abilities and knowledge.

In the educational and training process with attached groups, students-interns focus on the work plans of trainers-teachers of practice bases.

At the same time, each trainee must show personal initiative and creativity, avoid the template and formalism in the content, organization and methodology of training sessions and other physical culture and sports activities held outside school hours.

To this end, the trainee is obliged to: diversify the content of classes; apply various methods of organizing classes and teaching methods, more widely use competitive, group, individual and other methods of training sessions; conduct classes of various types and forms; take part in advocacy work with children,

coaching and teaching staff, in the design of information and educational stands, etc.; introduce advanced scientific and scientific-information technologies into the educational and training process.

At the end of each type of internship, students report on the implementation of the internship program and individual tasks. The general and characteristic form of student reporting for the internship is the submission of a written report, signed and evaluated directly by the head of a certain type of internship to the commission for its defense. The report should contain information on the implementation by students of all sections of the internship program and individual tasks, have a section on health and safety, conclusions and suggestions, a list of references, and so on. The written report is prepared according to the requirements established by the program of a certain type of practice. The report on practice is defended by the student on the commission appointed by the head of department which carried out a certain type of practice. The commission includes the head of the practice, as well as teachers of the department, who taught special disciplines to interns. The grade for the internship is entered in the test report and in the student's record book signed by the members of the commission. A student who has not completed the program of a certain type of internship without good reason may be granted the right to internship under the conditions specified by the college. The results of each type of internship are discussed at a meeting of the department responsible for practice, and the general results of the practice are summed up at meetings of the department.

IV Discussion

The main guideline is the attitude to improve the quality of professional training of a future specialist in physical culture and sports, who must possess a set of competencies that ensure his readiness to work in a dynamically changing society, flexibility and critical thinking, allowing to meaningfully perceive and evaluate the main characteristics of the educational environment and its problems. , predict ways to solve them, create conditions most favorable for adaptation and development of the student's personality in accordance with his needs, interests and characteristics [3, 17, 23]. From the results of our study it follows that the formation of professional competence of future managers of physical culture and sports will be more effective if all pedagogical conditions are taken into account in the implementation of the methods. It can be argued that there are many methods that help reform the process of training future managers of physical culture and sports from the usual way of giving lectures and interviewing at a seminar into an interesting action which is close to the practical plane, during which future specialists will be able to learn practical skills [19].

Researchers have identified aspects that contribute to the achievement of high quality vocational education: 1) innovation policy in the field of higher education; 2) established and recognized by society and the state criteria, norms, standards of education quality; 3) a high level of training of teachers and students, the quality of curricula, didactic and methodological materials, the development of modern material, technical, social, household and information infrastructure of universities; 4) innovative technologies for organizing educational and educational processes, as well as methods for assessing the quality of education at various stages; 5) mechanisms and tools for management and self-government of universities from the standpoint of quality [1, 2, 4]. The analysis of theoretical works devoted to the problems of education of specialists in physical culture and sports, and regulatory documents showed that one of the important directions of high-quality training of a future teacher is the improvement of its practical component, which acts as a subsystem in the holistic concept of professional development of students. In this regard, it is of interest to comprehend the traditional and new ways of solving this problem [7, 11, 15].

Researchers made an attempt to formulate the basic principles of practical training: the relationship between theory and practice; consistent and systematic development of professional skills and abilities; functional connection with future professional activities; visibility of practical training of students; gradual strengthening of independence and responsibility of professional activity; developing nature of practical training of students. Based on this, the goal of practical training is understood as the unity of the following aspects: the formation of readiness for the practical application of the knowledge, skills and abilities obtained at the university in the professional activity of a specialist in physical culture and sports, the ability to perform functional duties in accordance with the requirements of the qualification characteristics of the profession, readiness to continue continuing professional education and self-education [18, 16, 22].

V Conclusion

Thus, in order to ensure the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports, creating a single methodological and organizational focus of all types of practice of students majoring in "Physical Culture and Sports" cycle commission on physical education and natural sciences. disciplines developed a comprehensive program of all types of practical training.

The place of practice in professional training. The practice occupies an important place, because the formation of the competencies of a specialist in physical culture and sports is carried out comprehensively and systematically throughout the period of study in a higher pedagogical education institution. Interdisciplinary connections of practical training with professional disciplines: "Introduction to the specialty", "Theory and methods of physical education", "Theory and methods of gymnastics", "Theory and methods of sports and moving games", "Theory and methods of athletics", "Pedagogy", "Fundamentals of biomechanics and biomechanical analysis", "Hygiene and hygiene of physical exercises".

The purpose of practical training is to create appropriate conditions for accelerating the process of initial professional adaptation, personal self-determination and self-realization of a specialist in physical culture and sports. The main tasks of pedagogical training are the deepening of psychological, pedagogical and methodological knowledge, the development of the ability to objectively understand the need to make decisions in accordance with the educational situation; consolidation of sports and pedagogical skills and abilities; formation of stable positive motivation for future professional activity. The main tasks of practical training are: deepening of sports-pedagogical, psychological-pedagogical knowledge, acquaintance with types and ways of activity of teachers of modern general educational institutions and coaches in a kind of sport; consolidation of skills acquired in practical classes in sports and pedagogical disciplines, pedagogy, psychology, anatomy, physiology; specific techniques that preceded the practice; formation of a stable positive motivation for further mastery of professional and pedagogical skills and abilities.

At the end of each type of internship, students report on the implementation of the internship program and individual tasks. The general and characteristic form of student reporting for the internship is the submission of a written report, signed and evaluated directly by the head of a certain type of internship to the commission for its defense. The study does not cover all issues related to the acquisition of professional skills and professional experience during the practical training of professional junior bachelors in physical culture and sports. Issues related to the practical training of professional junior bachelors in physical culture and sports need further study.

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