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## THEORETICAL GROUNDS OF FUTURE SPECIALISTS IN PHYSICAL EDUCATION AND SPORTS READINESS FORMATION FOR PROFESSIONAL ACTIVITIES

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### Abstracts

**Topicality.** The need for a clear understanding and differentiation of key concepts and terms for the successful activities of future specialists in physical education and sports has caused the **topicality** of the paper. The **purpose** of the article was to determine the theoretical grounds for the training of future specialists in physical education and sport for professional activities. During the study, the following **tasks** were to be solved: to analyze scientific and methodological literature on the research problem; select and describe an array of basic terms related to the training of future specialists in physical education and sport for their professional activities. To achieve this purpose and to solve the research tasks, a set of research **methods** was used, in particular: theoretical analysis, synthesis, comparison, systematization and generalization. **Results.** Based on theoretical analysis and generalization of the data of encyclopedic, reference and psychological and pedagogical literature, the main concepts of the educational component of the training of future specialists in physical education and sport for professional activity have been described. In particular, the essence of the concepts of «higher education institution», «training», «professional training», «professional training of future specialists in physical education and sports», «professional readiness», «readiness for activity», «readiness of future specialists in physical education and sports to professional activity». We rely on the definition of key concepts integrated or suggested by other scholars. «Higher Physical Education» is a purposeful formation of knowledge, skills and abilities for the acquisition of social experience in achieving physical perfection. «Preparation» is a process that results in readiness. «Readiness» is considered as integrated quality of personality, characterizing its emotional, cognitive and volitional selective predictive mobilization at the moment of inclusion in the activity of a certain orientation. Under the notion «readiness of future specialists of physical education and sports for professional activity» we understood the complex of necessary knowledge and abilities formed as a result of general education and professional education, whose structural components are psychological, physical, theoretical and practical readiness.

**Key words:** physical culture, concept, readiness, professional training, professional activity.

**Ольга Романчук, Мирослава Данилевич. Теоретичні основи формування готовності майбутніх фахівців із фізичного виховання та спорту до професійної діяльності. Актуальність** роботи зумовлена потребою чіткого розуміння та диференціації ключових понять і термінів для успішної практичної діяльності майбутніх фахівців із фізичного виховання й спорту. **Мета** статті – визначити теоретичні основи підготовки майбутніх фахівців із фізичного виховання та спорту до професійної діяльності. У ході дослідження передбачено виконання таких **завдань**: проаналізувати науково-методичну літературу з проблеми дослідження; вибрати та описати масив базових термінів, пов'язаних із підготовкою майбутніх фахівців із фізичного виховання й спорту до професійної діяльності. Для досягнення поставленої мети та виконання завдань дослідження використано комплекс **методів дослідження**, зокрема теоретичний аналіз, синтез, порівняння, систематизацію й узагальнення. **Результати.** На основі теоретичного аналізу та узагальнення даних енциклопедичної, довідкової й психолого-педагогічної літератури схарактеризовано основні поняття освітянської складової частини підготовки майбутніх фахівців із фізичного виховання та спорту до професійної діяльності. Зокрема, визначено сутність понять «заклад вищої освіти», «підготовка», «професійна підготовка», «професійна підготовка майбутніх фахівців із фізичного виховання й спорту», «професійна готовність», «готовність до діяльності», «готовність майбутніх фахівців фізичного виховання та спорту до професійної діяльності». У роботі опираємося на інтегровані чи запропоновані іншими науковцями визначення ключових понять. «Вища фізкультурна освіта» – це цілеспрямоване формування знань, умінь і навичок для засвоєння соціального досвіду досягнення фізичної досконалості. «Підготовка» – це процес, результатом якого є готовність. «Готовність» розглядаємо як «цілісну інтегровану якість особистості, що

характеризує її емоційно-когнітивну та волюву вибіркову прогноуючу мобілізаційність у момент уключення в діяльність певної спрямованості. Під поняттям «готовність майбутніх фахівців фізичного виховання та спорту до професійної діяльності» розуміємо комплекс необхідних знань, умінь і здібностей, сформованих у результаті виховання та професійної освіти, структурними компонентами якої виступає психологічна, фізична, теоретична та практична готовність.

**Ключові слова:** фізична культура, поняття, готовність, професійна підготовка, професійна діяльність.

**Ольга Романчук, Мирослава Данилевич. Теоретические основы формирования готовности будущих специалистов по физическому воспитанию и спорту к профессиональной деятельности.** *Актуальность* работы обусловлена необходимостью четкого понимания и дифференциации ключевых понятий и терминов для успешной практической деятельности будущих специалистов по физическому воспитанию и спорту. *Цель* статьи – определить теоретические основы подготовки будущих специалистов по физическому воспитанию и спорту к профессиональной деятельности. В ходе исследования предусматривалось решение следующих *задач*: проанализировать научно-методическую литературу по проблеме исследования; выбрать и описать массив базовых терминов, связанных с подготовкой будущих специалистов по физическому воспитанию и спорту к профессиональной деятельности. Для выполнения поставленной цели и решения задач исследования использовался комплекс *методов исследования*, в частности теоретический анализ, синтез, сравнение, систематизация и обобщение. *Результаты.* На основе теоретического анализа и обобщения данных энциклопедической, справочной и психолого-педагогической литературы дается характеристика основных понятий образовательной составляющей подготовки будущих специалистов по физическому воспитанию и спорту к профессиональной деятельности. В частности, определяется сущность понятий «учреждение высшего образования», «подготовка», «профессиональная подготовка», «профессиональная подготовка будущих специалистов по физической культуре и спорту», «профессиональная готовность», «готовность к деятельности», «готовность будущих специалистов физического воспитания и спорта к профессиональной деятельности». В работе используем интегрированные или предложенные другими учеными определения ключевых понятий. «Высшее физкультурное образование» – это целенаправленное формирование знаний, умений и навыков для усвоения социального опыта достижения физического совершенства. «Подготовка» – это процесс, результатом которого является готовность. «Готовность» рассматриваем как «целостное интегрированное качество личности, характеризующее ее эмоционально-когнитивную и волевою выборочную прогнозирующую мобилизационность в момент включения в деятельность определенной направленности». Под понятием «готовность будущих специалистов по физическому воспитанию и спорту к профессиональной деятельности» понимаем комплекс необходимых знаний, умений и способностей, сформированных в результате воспитания и профессионального образования, структурными компонентами которой является психологическая, физическая, теоретическая и практическая готовность.

**Ключевые слова:** физическая культура, понятие, готовность, профессиональная подготовка, профессиональная деятельность.

**Introduction.** Education is a strategic resource of socio-economic, cultural and spiritual development of society. In accordance with the laws of Ukraine «On Education» (2017), «On Higher Education» (2014) and the National Strategy of the Development of Education in Ukraine for the period up to 2021 (2013), education is intended to improve the well-being of people, to protect national interests, to form a positive image of our country and create conditions for each person's self-realization.

Changes that are taking place in modern Ukrainian society require higher education institutions graduates to have a high level of readiness to carry out their professional activities in accordance with European standards of quality [5].

According to V. Martynenko, in present socio-economic situation, the role of higher physical education is increasing, which leads to actualization of not only traditional but also professional functions of the teacher (organization of the content and professional aspects of education and socio-cultural environment) [16, p. 56].

The professional activity of specialists in physical education and sport was explored in the works by many Ukrainian (M. V. Dutchak, L. I. Ivanova, R. P. Karpyuk, A. P. Konoh, E. N. Prystupa, N. I. Stepanchenko, L. P. Sushchenko, O. V. Tymoshenko, B. M. Shyian) and foreign scientists (A. Craft, A. J. Cropley, G. J. Hwang, H. F. Chang, K. Maršíková, G. Moodie and others).

In the system of physical education, according to G. Shamardina, the transition from the traditional experience (in the form of development of motor physical abilities, skills and qualities) to the realization, mastery and creation of man of various spiritual values of physical culture (culture of thinking, imagination, the feeling of artistic image, etc.) in relation to the development of the experience of physicality as the foundation of their own personality culture, which is characterized by conscious activity [26, p. 102].

The need for awareness of the integral process of professional training of specialists in physical education and sport, its main contradictions and their causes requires understanding the accumulated experience in the context of its progressive tendencies, national peculiarities and essential laws [27].

According to N. I. Stepanchenko, «the successful solution of the new tasks facing the higher education of the physical education profile depends on the readiness and ability of teachers to make the transition to the new pedagogical thinking, the essence of which is to perceive learning as the process of professional development of the student's personality» [25, p. 443].

**The purpose of the study** is to determine the theoretical basis for the training of future specialists in physical education and sport for professional activities.

Achieving the goal involves solving the following tasks:

1. To analyze the scientific and methodological literature on the research problem.
2. To select and describe an array of basic terms related to the training of future specialists in physical education and sports for professional activities.

**Material and methods.** To accomplish this goal and to solve the research tasks, a whole range of research methods was used, in particular: theoretical analysis, synthesis, comparison, systematization and generalization.

**Results of the research and their discussion.** To find out the theoretical foundations for the training of future specialists in physical education and sports in professional activity, we have analyzed the interpretation of key notions of research, which include «institution of higher education», «higher physical education», «training», «vocational training», «readiness», «professional readiness», «readiness for activity», «readiness for professional activity», «readiness of future specialists in physical education and sports for professional activity».

In Article 1 of the Law of Ukraine «On Higher Education» (2014) the term «institution of higher education» is interpreted as «a separate type of institution that is a legal entity of private or public law, acts in accordance with a license issued for conducting educational activities at certain levels of higher education, conducts scientific, scientific and technical, innovative and/or methodical activities, provides the organization of the educational process and education of postgraduate higher education taking into account their vocations, interests and abilities.»

N. V. Makovetska interprets the term «higher physical education» as «the purposeful formation of knowledge, skills and abilities for the acquisition of social experience to achieve physical perfection» [15, p. 119].

Let's explain the essence of the notions of «training» and «professional training».

In the «Great Explanatory Dictionary of Contemporary Ukrainian Language» the notion «preparation» is interpreted as «the stock of knowledge, skills, experience gained in the process of learning and practical activity» [1].

V. A. Semichenko in his works draws attention to the fact that the essence of the notion of «preparation» is revealed in its two meanings: 1) as learning, i.e. some specially organized process of formation of readiness to perform future tasks; 2) as readiness, i.e. the presence of the competence, knowledge, skills and abilities necessary for the successful implementation of a set of tasks [22].

In the study, we will use the notion of «preparation» in the interpretation provided by Yu. O. Lyannyoy. The scientist points out that «the preparation is a process that results in readiness» [14, p. 38].

In the «Encyclopedia of Education», the term «professional training» is interpreted as a set of special knowledge, skills and abilities, qualities, work experience and norms of behaviour that ensure the possibility of successful work in the chosen profession [9, p. 390].

We have analyzed the encyclopedic and reference literature in order to determine the essence of the definition of «readiness».

For the correct interpretation of the notion of «readiness» we consider it necessary to consult, first of all, reference sources. Thus, in the «Great Explanatory Dictionary of Contemporary Ukrainian Language», edited by V. T. Busel, readiness is interpreted as «the state of the finished; a desire to do something» [1, p. 194]; in the «Modern Dictionary of the Ukrainian Language», edited by V. V. Dubichynsky, readiness is interpreted as «the desire to do something» [6, c. 210]; in the «Dictionary of Psychological-Pedagogical Notions and Terms», readiness is interpreted as a person's state, which allows to enter the professional environment successfully, develop rapidly in a professional manner [24, p. 20].

The further analysis of scientific psychological and pedagogical literature has shown that researchers interpret this notion ambiguously. For example, in native psychology, the term is used predominantly to refer to a conscious person's readiness to evaluate situations and behavior that are conditioned by previous experience. According to T. Zhvaniya, at the present stage of development of science the researchers formulated a number of stable definitions of «readiness», revealed its content, structure, main parameters and conditions influencing the dynamics, duration and stability of its manifestations [8].

There are many different interpretations of the notion. In particular, T. Gershkovych interprets «readiness» as an integrative subjective characteristic of adaptation, which includes individual characteristics of personality and peculiarities of constructing individual adaptation strategies [4]; M. I. Dyachenko and L. A. Kandybovych understand it as a purposeful manifestation of the personality, which includes beliefs, views, motives, feelings, volitional and intellectual qualities, knowledge, skills, skills, readiness for certain behaviour [7]; N. Paperna interprets it as a complex integral combination of the individual, which involves a positive direction of the individual to the activity ..., as well as the formation of communicative skills [20, p. 63–64].

According to D. Voronin, readiness is a selective prognostic activity of the person at the stage of his preparation for activity, which begins from the moment of determination of the goal on the basis of awareness of needs and motives and develops in accordance with the person-defined plan, settings, general patterns of further actions embodied in substantive actions and correspond to precisely defined means and methods of activity [3, p. 24].

I. O. Mashuk defines readiness as a «special mental condition, conditioned by a complex of objective and subjective factors, which is characterized by optimal mobilization of all body resources and is formed as a result of the combination of personality traits and due to the purposeful training of the individual» [18]. Under the combination of personal qualities, the scientist understands primarily professional qualities of the personality, including intellectual and volitional abilities; the presence of professional orientation, ambitions, motives, needs; awareness of goals; availability of professional knowledge, skills and abilities [18].

L. O. Matsuk interprets readiness as «the result of the activity of the higher pedagogical school of Ukraine as a kind of professional combination characterizing a new type of teacher's personality in a state of lawful country with the priorities of humanism and democracy» [17, p. 10–11].

The problem of readiness, according to M. Safina, researchers study from different points and, in this regard, emphasize certain characteristics due to the peculiarities of the aspect in the context of which this phenomenon is considered [21, p. 44]. In her opinion, most researchers define readiness as a quality or personality formation, which has a multicomponent structure [21, p. 44].

Summing up pedagogic and psychological research, N. Ye. Moiseyuk emphasizes that readiness is used in such meanings as: learning, readiness to perform future tasks; the presence of the competence, knowledge and skills necessary for the accomplishment of tasks [19, p. 367].

We are impressed with the notion of «readiness» in the interpretation by Z. N. Kurland. The scientist treats the notion of «readiness» as «an integrative quality of the personality that characterizes his emotional-cognitive and volitional selective predictive mobilization at the moment of inclusion in the activity of certain direction» [12, p. 225].

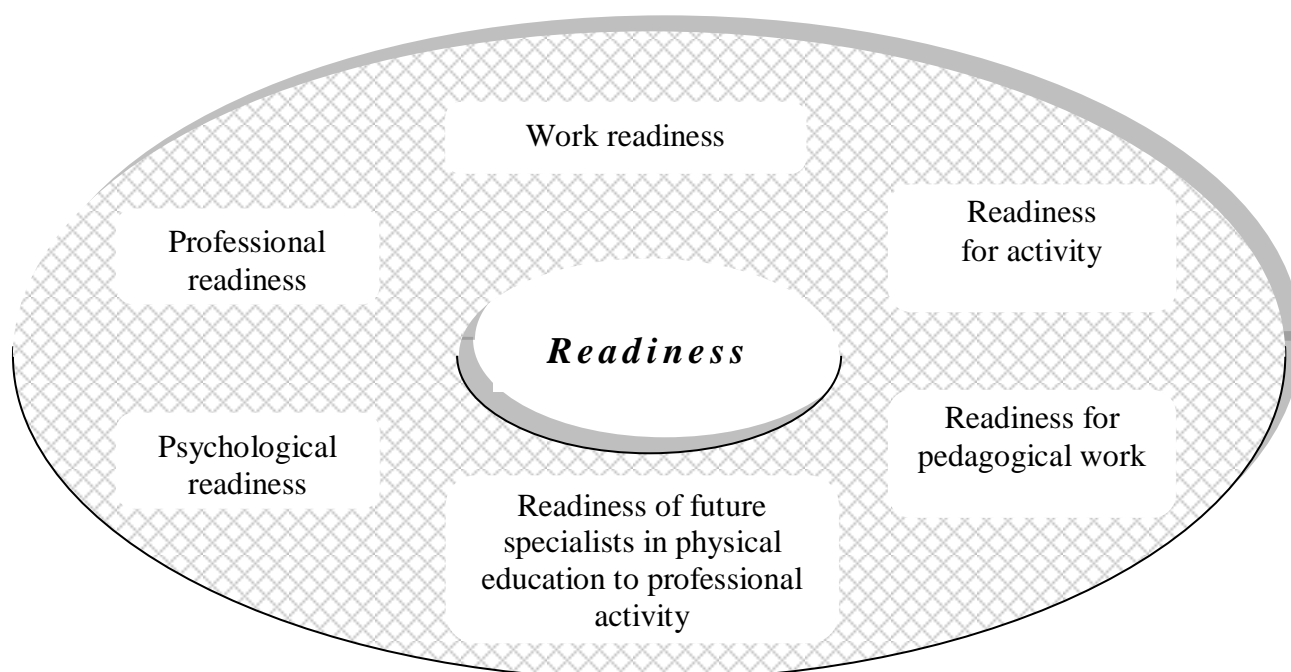
Scientists are considering different types of readiness (Fig. 1).

M. I. Dyachenko and L. A. Kandybovych use the term «professional readiness» to determine the long-term willingness of the individual to perform certain activities, the combination of which is socially typical for a certain group of society, united by belonging to a particular profession. The list of activities, the readiness for which determines professional readiness, is determined by the profile of the speciality [7, p. 16].

According to M. Ya. Vilensky and I. P. Obraztsov, professional readiness is a complex synthesis of closely interconnected components that characterize, first of all, motivational-value (personal) and executive (procedural) aspects of activity [2, p. 36].

In our study attention is paid as well to the definition of «readiness for a particular type of activity».

In the «Encyclopedia of Education», edited by V. G. Kremen, the notion of «readiness for activity» is considered as «the state of mobilization of psychological and psychophysiological systems of man, which ensure the performance of certain activities» [9, p. 137]. In psychology, there are several aspects of readiness for activity: operational, motivational, socio-psychological, psychophysiological. Each state of readiness for activity is determined by a combination of various factors that define different levels, aspects of readiness, depending on the content of the activity and the conditions for its implementation, the leading may become one of these aspects [9, p. 137].



**Fig. 1.** *Readiness types*

In accordance with the content of the tasks performed by the individual, M. I. Dyachenko and L. A. Kandibovych determine the readiness for a particular type of activity as a purposeful and predetermined manifestation of the individual [7, p. 156]. They view this phenomenon from two positions: the mental state (temporary, or situational readiness) and personality characteristics (long-term, or general). Temporary readiness is the actualization, adaptation of all forces, creation of psychological opportunities for successful actions at the time following the one in which readiness is observed. Long-term readiness is a collection of acquired attitudes, knowledge, skills, abilities, experience, qualities and motives of activity [7, p. 156].

V. O. Slastyonin defines the notion of «readiness for activity» as the ability of a person to confidently and effectively perform a professional activity, which includes a variety of guidelines for understanding the problem, the model of probable behavior, the definition of special means of action, the assessment of their

capabilities in their relationship with difficulty and the need to achieve a certain result [23, p. 78]. We share this definition of the notion of «readiness for activity».

I. A. Kucheryavenko claims that the state of readiness for activity should be understood as a complex, purposeful manifestation of a person having a dynamic structure, between the components of which there are functional dependences [13, p. 61]. Man in the practical activity, trying to satisfy their own needs, on the basis of internal activity (biological, physiological and mental) realizes the goal and reaches the result [13, p. 61].

According to T. V. Zhvaniya, the willingness to carry out certain activities is formed in the process of performing this activity at the educational stage and is included to the structure of activity at the stage of its professional implementation in the form of a specific personality formation [8].

O. E. Kurlygina is convinced that readiness for professional activity is formed and supported in the process of professional training through the implementation of exercises, special tasks solving and other means, which ensure the attraction of knowledge, skills and experience to accumulate professional experience [11].

The opinion of M. Kulakova is interesting, who investigates readiness for professional activity from the point of managerial approach and emphasizes that such readiness is manifested in the forms of activity and allows to perform the corresponding typical tasks, to forecast the ways to increase productivity in the professional direction [10, p. 20].

In our scientific work we mean the «readiness of future specialists in physical education and sports for professional activity» to understand the complex of necessary knowledge, skills and abilities formed as a result of education and professional education, which structural components are psychological, physical, theoretical and practical readiness.

**Conclusions.** On the basis of theoretical analysis and generalization of the data of encyclopedic, reference and psychological and pedagogical literature, the main notions of the educational component of the training of future specialists in physical education and sport for professional activity are described. In particular, the essence of the notions of «higher education institution», «training», «vocational training», "professional training of future specialists in physical education and sport", «professional readiness», «readiness for activity», «readiness of future specialists in physical education and sports to professional activity». The emphasis is placed on the fact that vocational training is a system of training or the process of obtaining by a future specialist special knowledge, skills and abilities, personal and professional qualities.

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