

РОЗДІЛ II. ПРОБЛЕМИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ

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SPECIFIC PRINCIPLES OF PREPARATION OF FUTURE SPECIALISTS OF PHYSICAL CULTURE AND SPORTS FOR THE USE OF INNOVATIVE TYPES OF MOTOR ACTIVITY IN PROFESSIONAL ACTIVITY

The article develops and substantiates specific principles of professional training of specialists in physical culture and sports for the use of innovative types of motor activity in professional activities. The content of such principles of professional education is revealed. They include general didactic principles; principles of physical education and physical training; special principles of using innovative types of motor activity; also the article analyzed the most important principles of systemicity, interdisciplinarity, professional specificity, motor polyfunctionality, early professionalization, unity of tradition and innovation, differentiation and individualization, heuristic interactivity, semantic and perceptual independence in the process. It is proved that improvement of the system of training future specialists of physical culture in the use of innovative types of motor activity in professional activities is based on the relationship of principles that take into account the specifics of training, individual characteristics, trends in higher education development in Ukraine on the basis of a modern education paradigm.

Key words: *specialists in physical culture and sports, professional training, specific principles.*

Introduction. The content of the existing system of professional training of future specialists is focused on the formation of a system of professional knowledge that meets the demands of practice and challenges of globalization, informatization and multiculturalism of a modern society, and thus – on the formation of worldview culture of a modern teacher. The modern market of educational services requires mobile, competitive specialists of a new formation with a high level of professional competence, which combine reflection, responsibility, leadership, teamwork, ability to creatively and efficiently solve production problems.

Therefore, in order to achieve the goals of professional training, it is necessary to turn to the principles as a strategic basis for the formation of professional competence of future professionals, taking into account the specifics of professional activity.

Thus, the issue of studying the specific principles of training future professionals in physical culture and sports to use innovative types of physical activity in professional activities is relevant.

Analysis of current research. Conceptual, theoretical and methodological bases of activity of experts in the field of physical culture and sports are revealed in scientific works. In some studies V. Afonin, G. Balakhnicheva, L. Zarembo, T. Krutsevych, B. Kurdiukov, V. Magin, L. Matvieiev, V. Naumchuk, O. Radionova, These are the pedagogical principles of training a modern physical education teacher. We'd like to note, however, that most scholars, with the exception of B. Kurdiukov and V. Magin, trying to improve specialists training, focus on the peculiarities of the influence of general didactic and professional education principles.

At the same time, the analysis of scientific works shows the lack of systematic theoretical and practical research on the use of innovative technologies in the professional activities of specialists in physical culture and sports. This problem needs further research.

The aim of the article is to consider specific principles of training future specialists in physical culture and sports for the use of innovative types of motor activity in professional activity.

Research methods. Theoretical methods: systematic analysis of scientific, psychological and pedagogical, methodological literature; generalization and systematization of theoretical information on the professional activity of specialists in physical culture and sports. Empirical methods: questionnaires to study the real state of professional activity of specialists in physical culture and sports.

Research results. The methodological provisions for training specialists in the field of physical culture and sports are based on general pedagogical laws, which "are considered as connections between specially created and objectively available conditions and achieved results" (Ягупов, 2002). The system of principles is one of the defining elements of scientific and pedagogical research.

The principles of teaching are considered in modern didactics as recommendations that guide pedagogical activities and the educational process in general, as ways to achieve pedagogical goals, taking into account the laws and conditions of the educational process in the HEI. They reflect the patterns of the educational process, its content, regulate the activities of teachers and students, retain their common importance in the teaching of all disciplines and at all stages.

In the theory of physical education, the analysis of the system of principles and their unification is one of the leading places, because it is closely related to the optimization of the pedagogical process during exercise. The pedagogical process of physical education is very specific, which generates its own features of implementing principles, which determine formation of motor skills and physical qualities development.

The principles of physical education, according to which the laws, rules and requirements of the teacher, determine his activities for the formation of a harmoniously developed and socially active personality with high physical, mental and spiritual potential. Implementation of these principles ensures achievement of full corporate agreement in the management of the educational complex of a modern higher education institution, promotes formation of professionally mature professionals of the new generation.

Building a system of professional training is based on the interrelated principles of vocational education: professional orientation of training, fundamentalization and humanization, advanced nature of training, manufacturability, integration, individualization and differentiation, continuity, informatization, optimization, integrity and self-education, etc. Their system provides a link between general and vocational education. The principles of vocational education are relevant and apply both in the system of vocational education and training (training of skilled workers and lower-level specialists) in higher education.

We agree with researchers who argue that pedagogical principles should be clearly distinguished by scope, in particular for our study: 1) general didactic principles; 2) principles of physical education and physical training; 3) special principles of using innovative types of motor activity.

It is known that the system of general didactic principles consists of the following (Гуревич, 2008; Подласый, 1999):

1. The principle of scientificity. Implementation of this principle involves the study of a system of important scientific provisions in the field of physical culture and sports. The educational process of a higher education institution is dynamic, so it takes into account not only the state of development of science and technology, but also all the features and trends of physical education in modern society.

2. The principle of system and sequence. It is, first of all, about the constant work of the future specialist in physical culture and sports on himself, on his own professional growth. Depending on the content of the work, its goals, the teacher applies a certain system of teaching methods, leading students from simple reproduction to independent creative action.

3. The principle of accessibility. Implementation of this principle involves compliance with the rules: from simple to complex, from known to unknown, taking into account the level of development of students and their individual characteristics. It also requires determination of norms of time and labor, the level of stress and culture of students' physical labor. Both overloading and underloading of students are inadmissible in the educational process, which is

provided by educational standards and levels of education, i.e. it is a question of differentiation of the educational process.

4. The principle of connection of learning with life. The implementation of this principle is ensured by the use of students' life experience in classes, application of acquired knowledge in practical activities, disclosure of the practical significance of knowledge, etc. This principle is especially relevant today due to the high level of availability of information, videos, which illustrate the achievements of athletes in modern physical culture and sports.

5. The principle of consciousness and activity. This principle determines the direction of students' cognitive activity and its management. Conscious assimilation of knowledge is promoted by explanation of the purpose and tasks of a subject, its value for overcoming vital problems and for prospects of the student; positive emotions and learning motives; proper control and self-control. Cognitive activity is stimulated by a positive attitude to learning, interest in educational material, a close connection between learning and life, the use of learned material in practice, a differentiated approach, the use of ICT.

6. The principle of clarity. Adherence to this principle promotes conscious, active perception, comprehension and assimilation of material, cultivates observation, forms a new social experience, improves the potential psychophysical capabilities of students to perform future innovative professional activities. Implementation of this principle is provided by systems of exercises in modern types of physical culture and sports in the form of videos, demonstration by teachers, etc.

7. The principle of strength in the acquisition of knowledge, skills and abilities. Implementation of this principle involves: repetition of educational material by sections and structural parts, memorization of new material in combination with the studied, separation in repetition of basic ideas, use in the process of repetition of various methods, forms and approaches, exercises, independent work on creative application of knowledge. The growing amount of information, the development of scientific fields requires a careful selection of information that is subject to strong memorization, and a special focus of teachers on such memorization. The principle of strength is closely related to an important requirement for higher education – ensuring the reliability of education as the probability that the specialist after graduation will creatively, proactively perform their professional functions and continue to study.

8. The principle of individual approach. It allows each student to master the study material in their own way, taking into account the level of

development, knowledge and skills, cognitive and practical independence, interests, will, ability to work, physical fitness.

Summarizing methodological and theoretical approaches to the educational process V. Yahupov offers a holistic system of principles of education (Педагогика, 1983): purposefulness; social orientation, connection with life; education at work; education in the team and through the team; subject-subject nature of educational relationships; humanism and democracy in combination with high demands and respect for the personality of the pupil; reliance on positive qualities in the individual; consciousness, initiative and activity of pupils; combination of complex, differentiated and individual approaches in educational activity; unity, coherence and continuity of educational influences, efforts and actions of higher education institutions and the public; optimization of the educational process (Ягупов, 2002, p. 256). These principles also play an important role in the system of training future specialists in physical culture and sports for innovative professional activities.

N. I. Stepanchenko emphasizes that the training of future specialists in physical education should be based on such specific principles (Степанченко, 2017, p. 358):

1) the principle of priority of the personality development of the future specialist (aimed at meeting the requests and needs of students, humanization of pedagogical interaction, actualization of personal and professional-pedagogical potential of students in the process of professional training);

2) the principle of conformity of the content of training to features of professional pedagogical activity of the teacher of physical education (provides not only updating and integration of the maintenance of professional training, and its coherence with internal (orientation, satisfaction with professional activity, self-estimation, dynamic characteristics of motivation of students) and external criteria for the effectiveness of professional development;

3) the principle of productivity of the educational process (contributes to improving the methodological and design competence of research and teaching staff, the integrity of the educational process of professional training of physical education teachers, optimality, continuity and continuity of training);

4) the principle of intensification of the educational process (provides innovative orientation of the educational process, application of effective technologies, optimization of pedagogical interaction, purposeful organization and management of professional training, increasing educational and cognitive activity and independence of students and learning productivity);

5) the principle of taking into account the specifics of physical education in sports (provides the relationship and interaction of goals and objectives of vocational education, forms, content, training conditions for future specialists in physical education; promotes an innovative educational environment to form a set of competences needed by physical education teachers).

M. M. Vasylenko emphasizes that the process of professional training of future fitness trainers in higher education institutions is determined by the laws of higher school didactics and laws of physical education, reflects the specific relationship between the content of professional activity of a fitness coach and the content of professional training (Василенко, 2018). The author attributed to the general didactic regularities those that reflect the conditionality of the content of professional training of future fitness trainers in higher education institutions by the regularities of the integral pedagogical process; identify the relationship between the purpose, results, content, methods and forms of learning; dependence of learning outcomes on the conditions in which the learning process takes place; the dependence of the level of formation of professional competences of future fitness trainers on their physical condition, development of intellectual, emotional and volitional spheres, formation of motivation to learn; determinism of the effectiveness of teaching the pedagogical skills of the teacher; conditionality of the choice of forms and methods of professional training of future fitness trainers in higher education institutions by actual and potential opportunities of students to implement educational strategies; directly proportional dependence of learning efficiency on the frequency and amount of feedback in the learning process; the dependence of the effectiveness of learning on the independent mastery of educational material by students. In accordance with these patterns of professional training of future fitness trainers in higher education institutions, the following specific principles are characterized:

1) the principle of systematization encourages to consider training of future fitness trainers from the standpoint of the logic of synthesis, mutual transitions and mutual inclusions of all its components, which ensures the integrity of the pedagogical system at all levels;

2) the principle of interdisciplinarity provides for the orientation of all disciplines of the educational program of the future fitness trainer on professional activity and determines the competence-integrative nature of the design and teaching of all curricula. Under this condition, the curriculum is designed in such a way that the successful study of each module involves the student's mastery of competences, which together are formed into a certain professional competence

of a fitness trainer. Application of an interdisciplinary integration requires development of a single pedagogical “strategy”, mandatory unification of concepts, forms and methods of teaching; development of integrated complex control tasks and tests to identify the level of formation of a certain competence;

3) the principle of professional specificity provides an orientation of tasks, content, forms and methods of professional training of future fitness trainers on the formation of special professional competences and personal qualities that are not decisive for representatives of other specialties of specialty 017 “Physical Culture and Sports”, although based on them. The author attributed the didactic-motor, design, control-analytical, organizational-regulatory, motivational-communicative and marketing-commercial subcompetences to the professional competences of the future fitness trainer;

4) the principle of motor multifunctionality is related to the principle of professional specificity and provides for the formation of future fitness trainers a significant amount of technical skills in various areas of fitness, which requires a wide arsenal of principles of learning motor actions, including the principle of repeating motor skills, planning and gradual formation, strength and progression, etc.;

5) the principle of early professionalization involves introduction into the curriculum of disciplines of professional and applied orientation from the first year, internship in the field of future work from the first to the fourth year of study, involving students from the first year of volunteer participation in fitness conventions, festivals fitness, thematic events and holidays, etc. Introduction of the principle of early professionalization, in our opinion, will not only increase the professional competence of future professionals and formation of their readiness to perform functional duties immediately after graduation, but also formation of sustainable cognitive and professional motivation;

6) the principle of unity of tradition and innovation provides a dialectical balance between the use of traditional for pedagogy, theory and methods of physical education and sports tools, methods, forms of education and search and creative assimilation of innovative ideas of modern science and practice in fitness, cognitive psychology, including foreign technologies;

7) the principle of differentiation and individualization involves diagnostics, grouping and training of future fitness trainers taking into account their cognitive style, psychophysiological and individual-typological characteristics of students, level of basic knowledge and skills, professional experience, type of motivation, personality orientation, aptitudes, their worldview and national values, social and cognitive characteristics of the younger generation;

8) the principle of heuristic interactivity determines the leading role of productive creative interaction between the activities of students and teachers, under the coordinating role of the latter. Provides for the development of future fitness trainers flexibility, originality, intuitive thinking, eidetic abilities (ease of association), artistic abilities, the ability to self-presentation, empathy, to generate new ideas and non-standard solutions. The principle is realized on the basis of formation of the emotionally saturated didactic environment, provides orientation of professional training of future fitness trainers on training process, instead of only result;

9) the principle of semantic and perceptual clarity is applied in the process of learning motor actions and emphasizes the importance of forming in future fitness trainers not only visual image of movement, but also the whole conceptual image, which includes both semantic and sensorimotor information about movement;

10) the principle of independence in the process of professional training involves effective implementation of independent learning activities of students. For this purpose, it is considered necessary to form the ability to independently search, process, assimilate information; independent acquisition and improvement of professional skills; learning methods of independent acquisition of knowledge, skills and abilities. For the successful implementation of the principle it is necessary to fulfill the following requirements: providing the opportunity to choose the topic of independent tasks both in content and level of complexity; clear regulation of the algorithm, scope, execution time and evaluation criteria for all types of independent tasks without overloading students; optimal ratio of independent work with other types of educational activities; full methodological and didactic support of independent work; use of interactive teaching aids, methods and technologies; systematic control, etc. (Василенко, 2018).

Physical culture as part of the general human culture significantly affects not only the physical development of the personality, health, achieving a high level of strength, speed, endurance, coordination, functional readiness, as well as understanding the content of physical education, aesthetics of exercise, sports ethics, the importance of good physical condition for each person, the development of stable habits for regular exercise, compliance with hygiene standards (Степанченко, 2017).

The unified group of principles that reflect the specific patterns of construction of physical exercises (in the field of physical education, sports training and physical recreation), includes the principles of: continuity; progression of training actions; cyclicity; age adequacy of influence;

emotionality (Матвеев, 1976; Козленко та ін., 1984; *Теорія і методика фізичного виховання*, 2008; Тер-Ованесьян, 1978; Шиян, 2004).

The principle of continuity implies the inadmissibility of discreteness of the pedagogical process, which leads to a decrease in the achieved level of physical fitness. The integrity of the educational process is ensured by determining an adequate measure of physical activity and rest, which would contribute to the implementation of the laws of integration interaction of urgent and delayed training effect in the cumulative process. Implementing this principle, it is necessary that the effect of each subsequent lesson “layered” in some way on the “traces” of the previous one, consolidating and deepening them. The basis of the management of the process of alternation of load and rest are the laws of adaptation of the organism to physical activity, as well as the dynamics of recovery after work. The implementation of the principle of continuity involves the implementation of certain rules. It is necessary to ensure the regularity of tasks, avoiding unjustified breaks. When planning exercises in the classroom, you should take into account the continuity and the degree of relationship between them. It is important to establish in advance the sequence of exercises in one lesson and in the system of lessons.

The principle of progression of training actions provides purposeful increase of requirements to motor activity (on parameters of volume and intensity) in the course of adaptation of the individual to physical activity. Implementation of this principle provides a smooth transition of the object of pedagogical action from one qualitative level to a higher one, which is practically expressed by the growth of fitness, increased functionality of the body and physical abilities. It expresses the need to steadily increase the requirements for those involved, the essence of which is to constantly update and complicate the exercises used, methods, training conditions, as well as the amount of physical activity, its volume and intensity.

The principle of cyclicity determines the structural order of the educational process. Its essence is revealed in the compositional repetition of individual classes and their series. The principle of cyclicity in practice is fully implemented in compliance with such rules. The process of physical education and sports training should be built using structural units that are relatively complete and cyclically repeated (micro-, meso- and macrocycles). A series of classes should provide the optimal ratio of load and rest while achieving a cumulative effect.

The principle of age adequacy of pedagogical influence provides purposeful regulation of the degree of educational influence at different stages of

ontogenesis. Since the age dynamics of physical abilities, improvement of autonomic and motor functions of the body largely determine the content of the educational process, the implementation of this principle involves setting long-term goals, selection of optimal means and methods of physical education and sports training at different ages. The most relevant are the definition of age periods favorable for the beginning of sports activities and for sports specialization; clarification of the content and predominant focus of basic training.

The principle of emotionality. In the process of cognitive activity, students have a certain emotional state, feelings that can stimulate the successful acquisition of knowledge or prevent it. Therefore, the teacher, implementing this principle, should influence formation of emotions that activate educational and cognitive activities, and prevent emergence of those that negatively affect it. High emotional background of exercise, especially in the form of emotionally colored competitions, promotes the development of empathy, mutual assistance and joint action, mutual responsibility for achieving goals, as well as such personal manifestations as dignity, courage, nobility, etc. (*Загальні теоретичні положення керівництва процесом фізичного виховання*).

The specific principles of physical education also include (*Принципи фізичного виховання*):

a) focus on the formation of basic physical training, high efficiency and human health (the principle is based on the laws:

– high social significance of human health, ability to work and physical fitness;

– systematic increase of requirements to physical fitness and working capacity of the person (modern flow of information));

b) adequacy (the principle is based on patterns):

– genetic nature;

– unity of the human body in its structure, functioning and development;

– antiphase (mismatch) of periods of intensive growth of elements of movement systems with periods of growth of body structures);

c) regularity (the principle is based on patterns):

– continuity of human life;

– heterochrony (non-simultaneous) activation, fatigue and recovery of the body);

d) waveforms (the principle is based on patterns):

– the presence of biorhythmic manifestations (heart rate, temperature, pressure, stomach function, etc.);

– phase operation of systems and organs).

Analysis of psychological and pedagogical literature and dissertation research shows that the problem of principles of innovative pedagogical activity was studied by both Ukrainian and foreign scientists, in particular: principles of innovative education (I. Bekh, V. Delia, V. Kremen and others), principles of innovative pedagogical activity (I. Dychkivska, V. Slaktionin and others), principles of preparation of educators for innovative professional activity (I. Havrysh, L. Danylenko, N. Vasylenko, O. Kozlova and others).

Thus, I. Dychkivska notes that in modern conditions the innovative activity of a teacher must meet such basic principles (Дичківська, 2004, p. 247):

- integration of education, which provides increased attention to the personality of each child as the highest social value of society, focus on the formation of a citizen with high intellectual, moral, physical qualities;
- differentiation and individualization of education, adjusts to provide conditions for the full manifestation and development of the abilities of each pupil;
- democratization of education, observance of it obliges to create preconditions for development of activity, initiative, creativity of pupils and teachers, their interested interaction, wide participation of the public in management of education.

The principles of preparing educators for innovative professional activities, domestic researchers include the following: statehood; democratization; humanization; scientific, fundamental and problematic; system approach; differentiation and individualization, personification of education; interconnection and interaction; optimal ratio of theory and practice; modularity; preventive professional training; creation of free space; development; main link; expediency; continuing education, andragogy, innovation, acmeology, synergetics, creative pedagogy; science, innovation, democratization, humanization, individualization, informatization, intensification, technologization, independence, respect for personality, electiveness, motivation, creative development, anticipatory orientation, continuity, interactivity, variability and practical orientation.

Given the specifics of the professional activity of a physical education teacher and based on the research of L. Kozak, we believe that the innovative professional activity of a specialist in physical culture and sports should be based on the principles of: motivation; “innovative” knowledge; unity of traditions and innovation; forecasting and modeling; creativity (Козак).

The principle of motivation. Motivation is the core around which the main qualities of a specialist are built, because the nature of his participation in innovative processes and the results achieved in physical education depend on

what motivates a physical culture and sports specialist to be ready to use innovative types of motor activity. Motivational and value orientation of the physical culture and sports specialist finds its expression in creative initiative, desire to search for innovative knowledge, innovative ways of solving practical problems, obtaining a qualitatively new result through the use of innovative types of motor activity.

The principle of “innovative” knowledge. The principle is to master the experience in the field of innovation: knowledge of innovations in the field of physical culture and sports, patterns, principles and conditions of efficiency of innovation processes, the essence, structure and features of innovative professional activities in the field of physical culture and sports, the specifics of modern sports technologies, the ability to purposefully apply training process of innovation, to create creative sports activities.

The principle of unity of traditions and innovation involves the use of the best national traditions in the development of physical culture and sports and pedagogy as a foundation in the formation of new, as well as the search and creative assimilation of innovative ideas of modern sports and physical education. This means a mandatory acquaintance with the achievements of Olympic athletes of the native land and Ukraine in general, as well as with the history of the development of innovative sports. Accordingly, it is important to include relevant issues in the curricula and work programs for the training of future professionals in physical culture and sports.

The principle of forecasting and modeling. The ability to predict and model the learning process is a necessary and integral component of the use of innovative types of physical activity. The principle is the ability to predict the results of physical education, to identify ways to implement innovations, to work out the necessary model of innovative technologies.

The principle of creativity. Creativity is seen as a potential, an internal human resource, the ability to abandon stereotypical ways of working and discover new ways to solve professional and other problems. The principle of creativity in the innovative professional activity of specialists in physical culture and sports is a creative approach to solving their goals and objectives. It is realized through the generation, creative formulation and development of ideas, plans in the educational and training process.

Theoretical analysis and generalization of scientific and pedagogical activity of leading scientists in our study, allowed to identify a number of specific principles of using innovative types of motor activity: high humanistic potential; ideas of ecological education; shifting the emphasis to identifying

team winners; complex nature of the impact on the personality (preservation and strengthening of health, physical improvement, development of creative (musical, choreographic, aesthetic) abilities).

The problem of realization of the principle of high humanistic potential requires taking into account the social essence of the young person and provides an integral link of education with the cultural heritage of mankind: knowledge of universal wealth in the field of culture, features of development and formation of national culture and its relationship with its people, its culture; ensuring the spiritual unity and continuity of generations.

According to this principle, it is important for students to develop tolerance, conscious civic position and responsibility, the ability to objectively assess social life, professional and personal self-determination, self-development and self-realization in the global world. Adherence to the principle requires treatment of the young person as self-worth, respect for his uniqueness and originality, protection of his dignity and rights.

The principle proves the need to conduct the pedagogical process in accordance with the culture of the society, country, production, activities in which the young person is involved, and direct this process to the development and improvement of spiritual, moral, physical, intellectual forces through the use of innovative motor activities.

Through the interaction of the coach and the ward in the latest sports, a set of cultural knowledge is transmitted; skills and abilities to reproduce the socio-cultural layer of existence; mastery of ways to create new cultural values; experience of emotional and value relations to culture and its components. The task of the principle is to attract the new generation to different strata of the culture of the ethnos, society, the world as a whole, i.e. to the national physical, sexual, spiritual, intellectual, material, economic, political, moral culture, and to help orient in those changes that are constantly occur in the young person and the environment. Physical education, in our opinion, is, first of all, observance of culture of a healthy way of life of student youth as an integral element of the general culture of the person, and the basis of physical education is full physical development of the person, formation of his physical abilities, strengthening of health, the harmony of body and spirit of a young man.

Thus, it is planned to update physical education in accordance with modern cultural values of the whole process of education, which includes developing of a system of worldview categories, value orientations for physical self-improvement, healthy lifestyle, social activity of young people.

The principle of using the idea of environmental education in the most general sense means the attitude to man as part of nature, which involves his training in unity and harmony with nature and reliance on the education of its natural strength, gifts and natural stages of development of young people, maintaining health of student youth, which takes into account in the process of learning innovative physical exercises, gender and age characteristics of the contingent, optimal physical and mental loads, their individuality, creating accessible conditions for physical self-improvement.

Education of a healthy personality largely depends on the organization of the pedagogical process and the personality of the teacher, therefore, education of a healthy lifestyle of a specialist in physical culture and sports begins with formation of appropriate qualities of the teacher, which is largely provided by his training in the higher education institution and methodological support. Scientifically based, innovative professional activity of a teacher contributes to the formation of a conscious attitude to health as a basic value. That is why as an important aspect of professional self-awareness of the teacher it is necessary to take into account valeological self-awareness, which should be focused on the value-semantic foundations of a healthy lifestyle, forming an internal valeological position in preserving and strengthening their own and students' health. In this case, in classes on innovative sports, future specialists in physical culture and sports most fully develop their abilities, learn their own uniqueness, unmistakably self-determined in life, and in the process of self-actualization it involuntarily formed the main components of professional skills.

The principle of shifting the emphasis to identifying team winners implies that innovative sports mainly involve team rather than individual sports competitions.

The principle of the complex nature of the impact on the individual (preservation and strengthening of health, physical improvement, development of creative (musical, choreographic, aesthetic) abilities is that physical culture in human life should take place proportionally, on the one hand, to the needs of society, and on the other – to the interests of the individual. The process of learning in a higher education institution in connection with this principle should be built in such a way that it is not limited to the improvement of only the physical sphere but extends widely to the spiritual essence of student youth. Innovative creative sports activities aimed at learning something new, to meet spiritual needs (a complex dynamic system of internal motivations) educate a creative person who is able to constantly learn, self-improve and thus maintain his spiritual energy. It is recommended to plan the content of training to ensure the

coordinated and appropriate development of all physical abilities, versatile formation of motor skills and obtaining special knowledge. Mostly it is manifested in the organic unity of general and special physical training.

Conclusions and prospects for further scientific research. The defined principles allow to characterize the educational system as a controlled process of purposeful implementation of the pedagogical project, as a system of achieving the goals of training and education of future specialists in physical culture and sports in terms of their professional development. Given the complexity of the structure of a unified system of principles, it can be argued that none of them can be fully implemented in isolation from their totality.

The educational process of professional training of specialists in physical culture and sports is complex and multifaceted, as evidenced by various factors of influence, the need to combine them, the uniqueness of the mechanisms for solving current educational and cultural problems. Therefore, compliance with the proposed principles is necessary for the optimal functioning of the educational system of higher education institutions in the field of physical culture and sports, effective training of future specialists in physical culture and sports to use innovative types of physical activity in professional activities.

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РЕЗЮМЕ

Атаманюк Светлана. Специфические принципы подготовки будущих специалистов физической культуры и спорта к использованию инновационных видов двигательной активности в профессиональной деятельности.

В статье разработаны и обоснованы специфические принципы профессиональной подготовки специалистов физической культуры и спорта к использованию инновационных видов двигательной активности в профессиональной деятельности. Раскрыто содержание таких принципов профессионального образования, как: общедидактические принципы, принципы физического воспитания и физической подготовки; специальные принципы использования инновационных видов двигательной активности; также проанализированы наиболее значимые принципы системности, междисциплинарности, профессиональной специфики, двигательной полифункциональности, ранней профессионализации, единства традиций и инноваций, дифференциации и индивидуализации, эвристической интерактивности, смысловой и перцептивной наглядности, самостоятельности в процессе профессиональной подготовки. Доказано, что совершенствование системы подготовки будущих специалистов физической культуры спорта к использованию инновационных видов двигательной активности в профессиональной деятельности базируется на взаимосвязи принципов, учитывающих специфику направления подготовки, индивидуальной особенности специалиста, тенденции развития высшей школы Украины в рамках современной парадигмы образования.

Ключевые слова: *специалисты физической культуры и спорта, профессиональная подготовка, специфические принципы.*

АНОТАЦІЯ

Атаманюк Світлана. Специфічні принципи підготовки майбутніх фахівців фізичної культури і спорту до використання інноваційних видів рухової активності у професійній діяльності.

У статті розроблено й обґрунтовано специфічні принципи професійної підготовки фахівців фізичної культури і спорту до використання інноваційних видів рухової активності у професійній діяльності. З урахуванням основоположних дидактичних закономірностей і загальних принципів навчання, а також провідних принципів професійної, зокрема вищої, освіти. Розкрито зміст таких принципів професійної освіти, як: загальнодидактичні принципи; принципи фізичного виховання та фізичної підготовки; спеціальні принципи використання інноваційних видів рухової активності, також проаналізовано найбільш вагомі принципи системності, міждисциплінарності, професійної специфічності, рухової поліфункціональності, ранньої професіоналізації, єдності традиції та інновацій, диференціації та індивідуалізації, евристичної інтерактивності, смислової і перцептивної наочності, самостійності в процесі професійної підготовки. Визначені принципи дозволяють охарактеризувати освітню систему як керований процес цілеспрямованої реалізації педагогічного проекту, як систему досягнення цілей підготовки та виховання майбутніх фахівців з фізичної культури та спорту з точки зору їх професійного розвитку. Ураховуючи складність структури єдиної системи принципів, можна стверджувати, що жоден із них не може бути повністю реалізований у відриві від їх сукупності. Освітній процес професійної підготовки фахівців із фізичної культури та спорту є складним і багатогранним, про що свідчать різні фактори впливу, необхідність їх поєднання, унікальність механізмів вирішення актуальних освітніх та культурних проблем. Тому дотримання запропонованих принципів є необхідним для оптимального функціонування системи закладів вищої освіти в галузі фізичної культури та спорту, ефективної підготовки майбутніх фахівців із фізичної культури та спорту до використання інноваційних видів фізичної активності у професійній діяльності. Доведено, що вдосконалення системи підготовки майбутніх фахівців фізичної культури та спорту до використання інноваційних видів рухової активності у професійній діяльності базується на взаємозв'язку принципів, які враховують специфіку напряду підготовки, індивідуальної особливості фахівця, тенденції розвитку вищої школи України на засадах сучасної парадигми освіти.

Ключові слова: *фахівці фізичної культури і спорту, професійна підготовка, специфічні принципи.*

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МОДЕЛЬ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ ЗАСОБАМИ ІНФОРМАЦІЙНО- КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

У статті обґрунтовано модель формування комунікативної компетентності майбутніх викладачів іноземних мов засобами інформаційно-комунікаційних