

Ministry of Education and Science of Ukraine
H. S. Skovoroda Kharkiv National Pedagogical University

THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL

Monograph

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Prague, 2020

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The monograph is dedicated to substantiation of future teacher’s training for work in New Ukrainian school, which is an important problem of reforms in modern education in Ukraine. The study of the authors presents the theory, methods and generalized experience in teacher’s training on a new basis. The authors have generalized the new approaches to teacher’s training, ways, conditions and methods of introduction of them into practice of higher pedagogical education. They have revealed the new concepts, which are important for updating the content and methods of future teacher’s training, the new and improved methods of organizing the educational process on a new basis. The new experience in teacher’s training, which was experimentally verified and tested in the process of future teachers’ training, has been broadly generalized. The monograph is based on the Concept of the New Ukrainian School, current legislation on education, higher and general secondary education in Ukraine. It can be recommended for training teachers, students and applicants for bachelor’s and master’s degrees, post-graduate students, research and teaching staff of institutions of higher pedagogical education and for a wide range of scholars and teachers.

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2.23. CONDITIONS OF SELF-AWARENESS IN THE PROCESS OF FORMING THE PROFESSIONAL COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS OF PRIMARY SCHOOL

***Abstract.** The role of self-awareness in forming a future physical education teacher has been discussed in the article. This process is of particular importance to physical education teachers working with junior. After all, work with them requires the teacher to own the following qualities: psychologically-pedagogical training, knowledge of pupils' psychology, the ability to determine their inclination and ability to go in for particular sport, the magnitude of the physical characteristics, because it will enable regulating the process in the view of psychological and pedagogical bases of forming a future specialist's personal qualities. The thoroughly conducted research of the process of future physical education teachers' self-awareness is based on such methodological approaches: anthropological, axiological, person-centered, activity, acmeological.*

Self-awareness is formed in the process of physical training, so the following definition has been chosen: physical training is a qualitative, systematic, dynamic process, characterized by a certain level of special knowledge, physical perfection, motivational values and socio-spiritual values. The organizationally-pedagogical conditions which contribute to the process of forming self-awareness have been distinguished. These conditions include: students' orientation in the process of cognition through conversations, debates focused on improving each personality, self-affirmation. The second organizationally-pedagogical condition is providing the formation of subject-subject relations between the teacher and the student. The

implementation of this condition occurs in the academic year while conducting joint sports games, competitions. The inclusion of students in the system of trusting relationships, common purpose, personal relationships with the teacher activates their cognitive activity. The third organizationally-pedagogical condition is the gradual formation of self-awareness – the gradual formation of students' readiness for self-awareness. At each stage, specific tasks, that stimulated this process, have been performed.

Key words: *future physical education teachers, self-awareness, pedagogical conditions, educational process, methodological approaches.*

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Problem statement. At the present stage of educational development, much attention is paid to the physical health of the population. The bases of health are founded at primary school institutions and then at elementary school. In these circumstances it is advisable to realize the humanitarian potential of the future physical education teachers' physical culture. For this purpose it is necessary to promote orientation of the training content at forming students' cognitive activity, a versatile personality of the future physical education teacher, in the development of motivation, motivational-value consciousness, and in this process an important role is played by self-cognition.

Coverage of the problem in the works of scientists. Many scientists have paid much attention to the issue of self-awareness. M. Alembets, Y. Antoshkiv, Yu. Borodin, S. Humeniuk, V. Dobrovolsky, S. Romanchuk have devoted their works to the methodological aspects of physical training of the personality of teachers and cadets. The issues of forming the components of physical training of future physical education teachers, their physical self-education, self-development and self-improvement have been considered in the works of I. Bykhovskaia, A. Holovchenko, V. Samoshkin, O. Poddubnyi and others. As humanitarian education is aimed at developing healthy lifestyle skills, it requires self-awareness. Concerning this problem there is lack of researches. Therefore, the aim of the article is to select pedagogical conditions of forming self-awareness of future physical education teachers.

Main material of the article. A humanitarian-oriented education aims to educate the students as subjects of their own physical fitness, capable of self-awareness. In this case, the individual perceives the activity in the field of physical training as a component of their own lifestyle, which contributes to the goals of personal growth. In the process of self-awareness, projects and programmes for forming the healthy lifestyles and living environment are developed. The physical training of future physical education teachers is based on the organic unity of physical excellence, motivational-value orientations and physical-sports activities, where self-awareness is one of the significant factors. Self-awareness of the personality is a dynamic, purposeful and multifaceted process, caused by a set of numerous social and psychological factors [6]. It has been proved that in the process

of self-awareness, projects and programmes of forming the healthy lifestyle and living environment are developed, self-concept is formed, oriented on the value of physical training. In the works of scientists [1; 3; 8], it has been stated that the problem of physical training is similar to the problem of human physicality. The body is in self-movement, developing, and through this it acquires the capacity for self-determination, becomes a subject for itself, interacts with other subjects, another body.

The combination of these two problems has not been thoroughly developed and the possibilities of self-awareness in the process of physical training have been revealed [9]. Studying the problem of forming of self-awareness, the contradictions of this process identified:

- wide possibilities of the process of physical training for self-awareness of the personality and limited use of it in practical activity;
- actualization of self-awareness of future physical education teachers in the process of physical training and lack of substantiation of pedagogical conditions of the process [10].

Self-awareness is included in the self-consciousness as one of the main processes which provide its content and dynamics. It is determined by the dynamic side of self-consciousness and serves as the basis of its functional manifestations. The effectiveness of the unity of self-education, self-development and self-improvement influences the formation of self-awareness. While organizing their own activities, future teachers should strive to test themselves, to evaluate realistically their abilities (intellectual, communicative, operational, creative, psychophysical). But it is necessary to motivate them for this kind of activity. The formation of needs for self-cognition occurs under the influence of external and internal factors. Internal factors include the level of development of self-awareness, the presence of motives for self-education, the level of physical development and readiness, work experience; external – professional orientation of training, psychologically-pedagogical and practical training for self-education, its stimulation [4, p. 75; 7, p. 340].

Our research has shown that methodological approaches have a significant influence on forming the self-awareness: anthropological, axiological, person-centered, activity. This provides a comprehensive consideration of the research problem.

Anthropological approach. The choice of this approach has been made due to the fact that self-awareness is a characteristic of a person's individual quality. According to the anthropological approach to the physical development, the man's functioning is inextricably linked to the mind and sociality of the person. The use of means and methods of physical training influences the intellectual, emotional, spiritual realm of the individual-personality [1].

Axiological approach. The presence of spiritual, intellectual, social, creative, experiences led to the separation of the fundamental value of the individual-physical training. The personal level of mastering the values of physical training is determined by the students' awareness of physical perfection, the ability to self-realization, orientation to self-awareness in the course of physical training.

Person-centered approach. The use of this approach is explained by the fact that in the physical training personal achievements of the student are of great importance, and they depend largely on the degree of development of self-awareness. In the training of a physical education teacher, self-awareness creates the conditions for professional identity, which promotes confidence in their willingness to work in the specialty [10].

Activity approach. As it is known, activity itself shapes a person as a subject. The activity approach provides a holistic view of the process of self-awareness in which the acquired knowledge is used to shape further activity [4]. The process of self-awareness is characterized by: awareness of the personality, its features; study of individual psychophysical, functional and somatic capabilities of the body.

The motive is not only an object which serves for certain needs, but also an object with its importance for a particular person – the subject is subjectively significant. Formation of a motive (grounds for an act or action) goes through a number of stages: the formation of the individual's need, the choice of means and ways to satisfy the need, making a decision and forming the intention to perform an action or act. By intentions and motives self-awareness allows us to see those fundamental needs which determine the activity of human behaviour [6].

A significant role is played by the power of motives, which is governed by the degree of the need. With poor motivation, it is difficult to predict the results of one's behavior. Therefore, self-awareness of the individual in the process of physical training involves first of all determination of the motives that correspond to their own characteristics. The guiding force of motives gives greater perspectives in self-awareness, self-development and self-improvement [10]. Self-initiation is the initial stage of the action aimed at achieving the goal by a volitional impulse, that is, a command which a person gives himself or herself through an internal language (words spoken either aloud or by whispering).

The study of the mechanisms of self-knowledge is aimed at helping every future specialist to master their internal reserves, to fully realize themselves, to determine oneself. The process of self-awareness is characterized by: awareness of the personality, its features; study of individual psychophysical, functional and somatic capabilities of his body; continuous self-education, self-improvement. The content of self-awareness determines the relevance of forming the professional competence of future specialists in the process of studying at a higher education institution. Self-awareness is a personal characteristic, which is a reflection of students' certain peculiarities. Such features include: professional orientation, emotional-volitional qualities, state of psychophysical development and so on. Our research has shown that the formation of self-awareness of the individual is the identification of the needs which stimulate the emergence of interests. We have identified the following needs: biological, species and psychophysical development of the man; social, ideal, which characterize the awareness of the world, the place in it and purpose. But the process of self-awareness does not get through without the difficulties, among which we distinguish: inertia, overestimation of self-esteem, adaptation to events and facts. But, as a person improves himself-herself, he/she needs help, certain conditions for self-

improvement. Considerable assistance is provided for students during their studies at a higher education institution.

Self-awareness contributes to forming professionally significant qualities, which ensures the formation of professional competence of a specialist. It is therefore important to develop self-awareness. Providing motivation for self-awareness is facilitated by implementing certain pedagogical conditions. Self-awareness is characterized by the structure which manifests itself in the presence of components: the motivational component involves the orientation of the person at self-awareness in the process of vocational training, the formation of sustainable interests in the future activity; the cognitive component directs the awareness of the future specialist on the current knowledge of the chosen profession, ways of its development, the theory of life support, critically analyzes them, contains the entire amount of knowledge about yourself as a future specialist; result-analytic component provides determination of the process efficiency. One of the factors which positively influences the development of self-knowledge – pedagogical conditions – has been identified. Under pedagogical conditions, we understand the circumstances that influence the course of the educational process, improve it and make it effective. Under certain pedagogical conditions, components were taken into account. From the types of pedagogical conditions we chose organizational and pedagogical. Our choice is explained by the fact that students need to constantly organize, manage their actions, encourage them to be ready to be professionals in their future activities.

The first organizationally-pedagogical condition is to provide students with motivation for self-awareness. The educational process was directed at the analysis of personal “self-concept”, own professional identity. With this purpose, students were tasked with developing and preparing a portfolio. It should describe one’s own experience of increasing readiness for professional activity, and of enhancing sports achievements. Moreover, since teachers would also work at primary school, it was necessary to develop a series of sports games to develop the physical qualities of primary pupils.

The second organizationally-pedagogical condition is *the creation of an information environment for independent work*. Today the use of information-communication technologies in the educational process is one of the requirements. Information-communication technologies provide increase of information literacy of students, enable to use multimedia during training sessions, to develop presentations, to improve methods of carrying out classes at school, to work individually according to individual plan. That is, independent work is purely individual. The teachers have developed a special course “Information Technologies in the Educational Process of Higher Education Institution”. Such special course contains: methodical recommendations for the study of discipline (electronic version), lectures, practical and laboratory work, tests, catalogs of manuals.

Third organizationally-pedagogical condition is *organization of independent work of students under the guidance of the teacher*. Under this condition, students are given the right to choose methods and tools of teaching, topics for scientific reports, coursework and diploma papers, it provides the opportunity to choose a teacher for

consultations and time of their conduct, training in the group, and they are involved in the development of training tasks. The consultations contributed to developing students' self-organization skills and the selection of information technology tools that would facilitate a better organization of independent work.

An experimental study of the effectiveness of organizationally-pedagogical conditions was conducted on the basis of Uzhhorod National University, Khmelnytskyi Humanitarian-Pedagogical Academy, Ternopil Volodymyr Hnatiuk National Pedagogical University. Mathematical verification of the results of the experiment was performed using Student's t-test. The results of the analysis (Fig. 1) of the obtained results made it possible to conclude that practically no changes occurred in the control group during the experiment period. While the students of the experimental group are significant. The amount of students with the low level decreased by 70,0%, at the medium and high levels their number increased accordingly – by 13,1% and 56,9%. Such changes have been explained by the fact that the chosen organizational and pedagogical conditions influence more the change of intrinsic motivation, which supports the desire to be successful in the future professional activity.

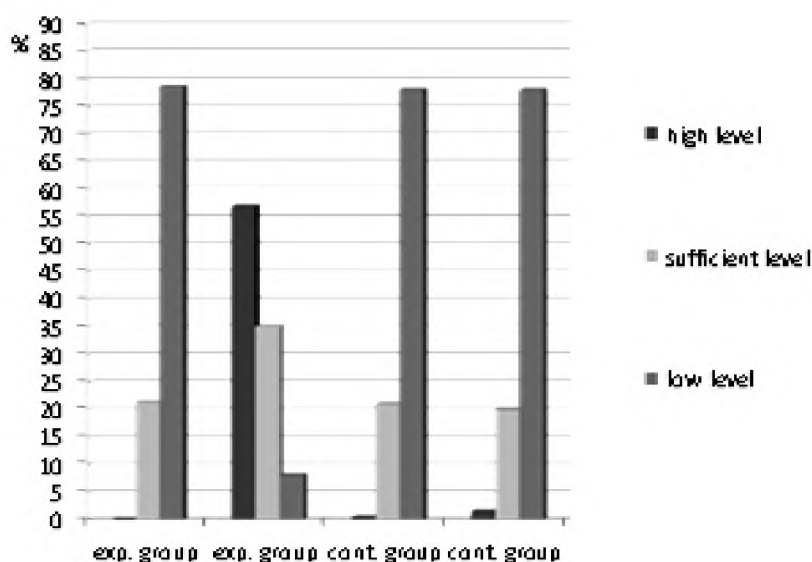


Figure 1. Distribution of students by levels of self-awareness in the process of pedagogical experiment

Thus, the selected organizationally-pedagogical conditions contribute to the development of students' self-awareness.

Conclusions. The results of the study have showed that implementation of additional factors' influence on the educational process of training future physical education teachers promotes the ability to self-identity through self-awareness. The further research will focus on exploring the effectiveness of the enhanced information environment using MOODLE.

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CONCLUSIONS TO 2 CHAPTER

On the basis of conducted research it is revealed that:

1. Today the training of the future teacher for work in the New Ukrainian School is carried out in difficult political, social and economic conditions, due to the military conflict in the East of Ukraine the economic crisis in the country, the pandemic of the coronavirus, the mass internal movement of families with children, the spread of the war culture in society and confrontation to it. Reforming of the higher pedagogical education is taking place simultaneously with the reform of general secondary education – instead of being advanced. These require a rapid response of higher education institutions in the organization and content of the educational process, taking into account the new requirements and challenges of today. The authors have highlighted, proved and showed the ways of solving the main issues that nowadays must be solved in the methodic aspect of a future teacher training to work in these conditions:

– forming of ICT and intellectual skills, starting with elementary school child. These skills are important for distance learning, content integration, and intensification

Scientific publication

THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL

Monograph

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