



PROFESSIONAL TRAINING OF SPECIALISTS OF PHYSICAL TRAINING ON THE COMPETENCE BASE

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Abstract. The implementation of student centered training as a new European Higher Education Area paradigm of learning is analyzed in the article. The competence approach to development and implementing educational programs is put as a basis of the training. The structure of the European Qualifications Framework is used as a basis for the National Qualifications Framework development and adoption and as a tool for qualifications comparison, verification and recognition. The article determined that 8 stepwise model of the National Qualifications Framework is fixed by the law in Ukraine (Zakon Ukrajinu, 2014). The author examines the two types of competencies: academic (professional) competences and general competences. Also she investigates the content of the physical education specialists' professional competence (both invariant and variable).

Key words: European Qualification Framework, National Framework of Qualifications, professional standards, student centered approach, competence.

Introduction

As a result of joining the Bologna process in 2003 Ukraine officially declared intentions to reform its higher education according to the standards and recommendations of the European Higher Education Area (EHEA). It was duly reflected in a new Ukrainian law "On the Higher Education" which totally corresponds with modern European and world standards and makes our university community confronted with challenges coming from the implementation of educational innovations (Zakon Ukrajinu, 2014). One of such innovations is the implementation of a new EHEA teaching paradigm of student-centered teaching at the base of which there is a competence approach to the creation and realization of education programmes, total integration of National qualification frameworks, a new higher education structure, principally new standards, curricula and discipline programmes (Rashkevych, 2014).

The problem of the professional training of specialists in physical education has been analyzed by L. P. Sushchenko, O. V. Tymoshenko, T. Y. Krutsevych, L. O. Deminska, B. M. Shyian, O. T. Demynskyi, V. I. Zavatskyi. A. P. Konokh; the notion of "professional competence" was considered in the works of the following scholars: S. O. Sysoyeva, I. V. Sokolova, Y. M. Rashkevych, V. H. Kremen, I. A. Zyazyun etc.

Competence (from lat. *competens (competentis)* – suitable, competent) from the point of an activity approach could be described as a system of knowledge, skills and instruments of performing the activity at the high level of qualification in accordance with particular conditions with the aim of the satisfaction of particular needs (Rashkevych, 2014).

The National Qualification Framework, as seen by Y. M. Rashkevych, is one of the most systematic and powerful instruments that ensure the transparency and comprehension of educational systems of individual countries. According to the resolution of the Bergen conference such frameworks were supposed to be accomplished in all countries by 2010, also the analysis of national frameworks on the subject of their compliance with European meta-frameworks was conducted, namely, with the *Qualification framework for EHEA* (Bologna Qualification Framework) and the *European Qualification Framework for the Lifelong Education* (Rashkevych, 2014).

Method. The structure of the European Qualification Framework serves as a model for the development and adoption of the National Qualification Framework as an instrument for comparison, confirmation and acknowledgement of qualifications. It enables to compare the knowledge and skills acquired in education establishments of various countries. The National system of qualifications includes: the National Qualification

Framework, qualification levels and requirements; professional standards, the mechanisms of evaluation and confirmation of qualifications and *competencies*; the system of bodies authorized to conduct the confirmation of qualifications; the mechanism of financing the National system of qualifications.

The important direction of such a strategy is a development of branch professional standards – the normative document which includes the detailed characteristics of requirements for the results and quality of workers performance of their functions within a specific kind of their professional activity (profession) which is represented in the *competencies*.

In our opinion, in our country there is an urgent need for the transparent procedure of the development and adoption of branch professional standards whilst the definition of a professional standard is based on such notions as “the meaning of working activity” and “the conditions for the realization of working activity”.

Results

As pointed out in the works of Y. M. Rashkevych, S. K. Andreichuk, professional standards form the basis for the development of: standards of professional education and module programmes of teaching which are based on *competencies*; the mechanism of *competencies* evaluation of the graduates from professional education establishments and qualifications which are acquired informally; branch/corporate standards; job descriptions (Rashkevych, 2014). N. M. Bibik, L. S. Vashchenko, O. I. Lokshina, O. V. Ovcharuk and others point out that European scholars observe that the process of gaining knowledge and skills by the youth is directed at the enhancement of their *competence*, encourages the intellectual and cultural personality development, the formation of the ability to keep up with the imperatives of our age. That is why the significant factor is the awareness of the notion of *competence* itself, the understanding which part of *competence* are necessary to form and how to do it, what should be the results of teaching (Ovcharuk, 2004).

As noted by European scholars, presently some amendments to the education programmes have been entered which are directed at the creation of a basis for the referring the basic results of teaching to the achievement of necessary *competences*. The majority of scholars are unanimous that it is necessary to define, to select and thoroughly identify the restricted number of *competences* which will be the most important, integrated and essential. According to O. V. Ovcharuk such an approach enabled foreign scholars to come to a conclusion that the most essential (most significant and highly integrated) *competences* (Rashkevych, 2014): serve the purpose of achieving success in life; promote the increase in the quality of social institutions; lie in agreement with multidimensional spheres of life.

At the base of a new higher education paradigm of student-centered education is the idea of a maximal provision of students with opportunities for them to win top positions in the labor market, the raise of their value for the employers, and eventually the satisfaction of the actual needs of the latter. Thus, under conditions of a highly dynamic labor market caused by a technological outburst at the end of the 20th century the cooperation between the educationalists and employers in the sphere of making and implementation of teaching curricula and education programmes becomes especially important (Bajdenko, 2002).

A student-centered approach means widening the circle of the rights and opportunities for the students, the development of new approaches to teaching and learning, teaching curricula and programmes which reflect the practical side of realization of a competence approach in higher education.

Y. M. Rashkevych points out that within analytical and research project of Bologna process “Tuning” which defines the nature and scientific-methodological foundation of a new approach to the process of creation and realization of education programmes and curricula, a student-centered approach, two types of *competences* were considered: academic ones (subject specific competences) and general competences (generic competences, transferable skills). As a result of the research conducted within the Tuning project, they questioned the employers, graduates and teachers and out of the 85 competences which were offered in the questionnaire they selected the most critical competences in the order of significance: 1) the ability to perform analytical and synthetic operations; 2) the ability to study; 3) the ability to apply new knowledge to practice; 4) the ability to adapt to new situations 5) oral and written communication in the native language; 6) interpersonal skills; 7) the ability to generate new ideas (creativity); 8) elementary computer skills; 9) making decisions; 10) the ability to criticize and accept criticisms.

The researchers subdivided competences into three categories (Rashkevych, 2014) instrumental competences (cognitive, methodological, technological, linguistic abilities); interpersonal competences (communicative skills, social interaction and cooperation); system competences (the combination of

comprehension, perception and knowledge, the ability to plan changes for the improvement of systems, the development of new systems).

The European dictionary points out that key skills / key competencies make up a number of skills (basic and new basic skills) which are necessary for the life in a modern information society. The European Committee names 8 key competencies: the communication in the native language; the communication in foreign languages; competencies in mathematics, science and technology; digital competencies; the ability to learn; civil competencies, entrepreneurial skills; the skills of cultural self-expression.

According to N.Bibik, foreign and national researchers emphasize that key competences are variable, they have movable and flexible structure, depend on the society priorities, education aims, specifics and possibilities of personal self-definition in a society. This approach corresponds with fundamental education objectives defined by UNESCO: to teach how to acquire knowledge (to teach to learn); to work and earn (to learn to work); to live (teaching for the healthy, interesting and decent life); to live together (to teach for the communal life). V.Krayevskiy, A.Khutorskiy (2003) distinguish the terms *competence* and *competency* arguing that *competency* is a range of questions of which a person is well aware and has some experience in whilst *the competence* in a particular sphere of activity being a combination of relevant knowledge and skills which enables to make objective judgements about this sphere and thus to act effectively.

Discussion

The group of special (professional) *competences* is determined by the specifics of professional activities of a specialist of physical education. Due to a large number of duties a teacher of physical culture performs the functions of an educator, organizer, economist, methodologist, designer, specialist in health care and even specialist in rehabilitation (using the basics of physical rehabilitation in special medical groups). All *competences* that are determined by this list of *competencies* are combined into subgroups of variable and invariable *competences*. Invariable *competences* determine the awareness of a physical culture teacher of the questions of general pedagogical nature. Variable *competences* are the special requirements for teacher's awareness which are determined by the peculiarities of a professional activity of a physical culture teacher.

According to N. Balovsyak, invariable and variable *competences* include *competences* in general subjects which are characteristic for each subject and which are formed throughout the whole term of its study. They could be distinguished by a high degree of generalization and complexity.

For example, general subject *competences* in physical education teaching methods in SMG (special medical groups) could be defined as an ability of a person: to speed up a curing effect for the schoolchildren with poor health by means of physical education; effectively use the technologies for the improvement of a physical condition of SMG schoolchildren; to integrate the knowledge of theory and methodology of physical education, physiology and other subjects with the content of a discipline "Methodology of physical education in SMG". Special subject *competences* are those which are acquired by a student in the process of his/her studying a certain discipline: sporting games (basketball, volleyball, handball, football), human physiology (general physiology, physiology of physical exercises) (Quennerstedt and Larsson, 2015).

Key *competences* are built up over basic ones – the general and professional. O. I. Omelyanenko argues that among the key *competences* of a physical culture teacher are his or her ability for self-development and self-education, adaption and mobility, creative activity, research, integration of various pedagogical competencies, the ability to build the complex of individual values on the base of social and state priorities and orientate their own conduct and professional activities at them (Omeljanenko, 2006). Each of the key *competences* is formed through teaching and learning in a particular education branch acquiring features of mastering education components which are related to education tasks and the content of this branch.

The teacher of physical education, as M. Vorobyov, T. Krutsevych maintain, is one of the most competent specialists who carry out and coordinate actions in this branch (Vorobjov and Krutsevych, 2014): planning – outline of a general programme and a school work plan as for physical education, sport, recreation and tourism; organization of student work at the lesson and extra-curricular activities; the interaction with a school administration and pedagogical staff intended for creation of optimal conditions for physical education and healthy student conduct; cooperation with parents, local community, self-governing authorities, sporting clubs, centers of recreation and tourism and other organizations which function in this area; maintaining facilities, sporting equipment and teaching materials.

Z. Tsendrovskiy points out that a teacher of physical education must propagate a healthy lifestyle and encourage others to keep to certain principles of a healthy lifestyle with his or her own conduct and actions

(Cendrowski, 1996). As noted by N. M. Bibik, L. S. Vashchenko, O. I. Lokshina, O. V. Ovcharuk and other scholars, by a *health keeping competence* we should imply characteristics of a person directed at the safeguarding of his or her physical, social, psychological and spiritual health and those surrounding him or her (Ovcharuk, 2004).

Looking at professional training of physical education specialists from the point of acmeology we share the view of A. O. Derkach who regards the professional competence in his acmeological studies as (Derkach, 2004): a systematic and structural multi-level integral formation based on the activity of a person which enables a specialist to set professional tasks and problems of various sort of complexity in typical and non-standard situations and solve them efficiently; the important feature and a necessary precondition of professionalism which determines the effectiveness of a person professional activity and guarantees his personal and professional development; the formation of a corresponding set of key, basic and special competences; the structural component of other competences, the content and structural relations being determined by the nature of professional activities; professional experience; the competence which develops within professional education and professional activity.

The structure and content of specialist professional competence, as viewed by A. O. Derkach, O. V. Seleznyova, includes acmeological competence as a multi-level integral quality which is based on the activity of a person and which allows to solve tasks and problems of various levels efficiently with a view of self-actualisation, self-improvement and self-realization in different spheres of a personal activity and, above all, in a professional one (Derkach, 2004).

An acmeological competence can characterize personal maturity of a professional and a subject of self-development and reflect his ability to plan his or her own progressive development in different spheres of life with the increasingly and constantly complicated nature of the tasks and growing levels of achievements which most entirely realize psychological and acmeological resources of a person (Dyba, 2015).

Conclusions

To sum up, professional education becomes a factor of social, economic, intellectual, spiritual and physical society renovation, the principal essential characteristics being continuity of gaining knowledge, professional competence and value-oriented attitude to one's own physical condition and the health of the nation in general.

The process of forming personal professional competence takes place throughout the whole person's life. At each stage it is filled with a new meaning, new organizational and pedagogical methods and forms, new needs and relevant approaches to the integration of individual, professional and social aspects of life activity.

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