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Competences of a physical education teacher (on the basis of selected aspects from the experience of school education in Ukraine – pedagogical aspects)

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Kompetencje nauczyciela wychowania fizycznego (na podstawie wybranych aspektów z doświadczenia edukacji szkolnej Ukrainy – aspekt pedagogiczny)

Streszczenie

Artykuł został poświęcony problematyce kompetencji nauczycieli wychowania fizycznego w Ukrainie. Przeprowadzono analizę wybranych zagadnień ukraińskich naukowców z zakresu teorii i praktyki kompetencji nauczyciela wychowania fizycznego prowadzącego swoją działalność zawodową w szkołach podstawowych i ponadpodstawowych Ukrainy. W większości tych prac pro-

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fesjonalna kompetencja nauczyciela definiowana jest jako system składający się z następujących komponentów: teoretycznej wiedzy zawodowej, umiejętności praktycznych, postaw etyczno-moralnych, zdolności i predyspozycji zawodowych oraz doświadczenia zawodowego. W pracy zaprezentowano także, na podstawie wieloletnich badań, wyniki własnej analizy poziomu i zakresu kompetencji nauczyciela wychowania fizycznego, co pozwoliło na wyłonienie podstawowych grup kompetencji niezbędnych do wykonywania tego zawodu: kompetencje prakseologiczne, komunikacyjne, kreatywne, informatyczne oraz etyczno-moralne. Operując tymi kompetencjami, nauczyciel wychowania fizycznego jest gotów do efektywnej działalności dydaktyczno-wychowawczej w szkole. Poziom kompetencji nauczyciela wychowania fizycznego jest istotnie uwarunkowany zakresem doświadczenia zawodowego (ważne miejsce w tym kontekście zajmuje okres adaptacji zawodowej, istotnie przesądzający o efektywności pracy nauczyciela oraz identyfikacji zawodowej), polityką reformowania systemu edukacji szkolnej (stanowisko nauczyciela wobec działań reformujących bezpośrednio wpływa na jego indywidualną sytuację zawodową) oraz miejscem lokalizacji szkoły. Kompetencje poddawane są ciągłej weryfikacji, ich poziom zaś jest sprawdzany w konkretnych sytuacjach nauczania i wychowania.

Słowa kluczowe: kompetencje, umiejętności, nauczyciel, szkoła, wychowanie fizyczne.

Abstract

The article is devoted to the issues of competences of physical education teachers in Ukraine. An analysis of selected issues of Ukrainian scientists in the field of theory and practice of the competence of a physical education teacher conducting their professional activity in primary and secondary schools of Ukraine was carried out. In most of these works, the professional competence of a teacher is defined as a system of the following components: theoretical professional knowledge, practical skills, ethical and moral attitudes, professional abilities and predispositions as well as professional experience. The work also presents, on the basis of many years of research, the results of the author's own analysis of the level and scope of competences of a physical education teacher, which allowed for the selection of basic groups of competences necessary to practise this profession: praxeological, communication, creative, IT and ethical/moral competences. By using these competences, a physical education teacher is ready for effective didactic and educational activities at school. The level of competence of a physical education teacher is significantly conditioned by: the scope of professional experience (an important place in this context is occupied by the period of professional adaptation, which significantly determines the effectiveness of the teacher's work and professional identification), the policy of reforming the school education system (the teacher's attitude towards reform measures directly affects their individual professional situation) and the location of the school. Competences are constantly verified, and their level is checked in specific teaching and upbringing situations.

Key words: competences, skills, teacher, school, physical education.

Introduction

Reforming school education in many countries causes the necessity of problem solution which concerns moderation of teacher's training systems. School programs in specific pedagogical studies should absolutely concern key teacher's competences. Without them, effective sculpting of comprehensively

developed personality is not possible. In this article, work of Ukrainian scientists who specialize in the theory and practice of physical education of children and youth is discussed along with our long experience in this matter. Despite a significant need for addressing this issue regarding professional training of future physical education teachers, the aspect of teachers' competences is still not fully discussed in the scientific literature concerning the theory and method of physical education.

The concept of competence is one of the key elements of the effectiveness of activities not only of the teacher, but also of the entire physical education system. Competence means the teacher's readiness to act effectively and efficiently in any professional situation, both in teaching and upbringing. Acquired competences are not a fixed value, but require constant work on oneself, a critical attitude and improvement. Research on the competences of physical education teachers in Ukraine has been carried out for many years. This issue is dealt with in the works of V.I. Volkov (2011), E.S. Vilchkovski (2012), L.I. Ivanova (2007), O.Y. Yemets (2002), L.O. Demińska (2010), T.Y. Krutsevych (2017), B.M. Shyian (2006), L.P. Sushchenko (2003), O.V. Timoschenko (2008). The presented research of Ukrainian scientists shows various aspects of competences: developing the competences of future physical education teachers during their studies; teacher's workshop and social activity; professional development and training; cooperation with the school environment, parents and external stakeholders; ethical attitudes. There is an ongoing discussion about teachers' competences, their modification and compliance with the current state of school education.

Research methods and problems

The aim of the article is to present and analyse the position of Ukrainian researchers on the competences of a modern physical education teacher in primary and secondary education in this country. In the research work, the methods of induction, deduction and synthesis were used. The following research problems were raised: What is the position of Ukrainian researchers on the competences of a physical education teacher in school education in Ukraine? Which components in this respect play a key role in the professional activity of a physical education teacher?

Results and discussion

The activity of a physical education teacher, as noted by Y. Zaitseva, has its specificity compared to other teaching specialties. First of all, the teacher's work

does not take place in the classroom, but in a gym or in the open air (playground, stadium) and with the use of specialized sports equipment and accessories. An important element of the activity of a physical education teacher is the need to demonstrate exercises, perform movement sequences together with students, and to secure students during the exercise (ensuring their safety). An important component of the work is also the culture of verbal communication. Skilful verbal communication (soft, ductile, convincing) allows the teacher to properly regulate the level of students' physical effort [16]. This particular specificity of performing didactic and educational tasks creates the area of shaping and developing professional competences of a physical education teacher.

The concept of competence in pedagogical Ukrainian literature is defined in various ways. According to L.I. Lutsenko, competence is not only a reflection of the potential that a person has and the ability to use this potential, but it also means a new quality of life and professional activity, which allows the employee to be effective and efficient [6]. The concept of professional competences is also understood as professional readiness and a teacher's ability to perform didactic and educational tasks. The structure of this concept consists of: the scope of professional theoretical knowledge, practical skills, ethical/moral attitudes, professional abilities and predispositions as well as professional experience. Ukrainian researchers S. Sysoieva and L.P. Sushchenko divide the teacher's professional competences into: operational and technological (knowledge, skills) and motivational ones. Professional competence is distinguished by the awareness of the role and importance of motivation in the context of performing professional activities and the ability to correctly assess one's own professional potential [12, 14].

As G.V. Beleńka points out, professionalism in pedagogical literature is defined as a high level of culture and self-awareness, which allows a teacher to carry out professional tasks creatively. According to the author, the components of professional culture are: a high level of praxeological and information preparation, expertise, communicativeness, competence, innovative thinking, where professional competence consists of: a system of psychological, didactic and specialist knowledge, specialist skills system, abilities and personality traits [1]. So, according to G.V. Bieleńka, the foundation of professional competences is professional knowledge, on the basis of which skills develop, while the interpretation and individualization of knowledge creates the foundations for the development of professional skills [1].

According to V.I. Volkov, the quality of professional activities of a physical education teacher is determined by: effective and efficient teaching and educational activities, research activity, ability to observe students, and high level of communication culture [15]. However, as pointed out by N.T. Danylko, the readiness for the professional activity of a physical education teacher consists of the

following components: motivation, professional versatility (universalism) and the ability to carry out didactic and educational tasks while working with students. An important role is played by the level of theoretical and methodological knowledge (in the context of students' anatomical, physiological and psychophysical criteria, their health condition and the level of motor fitness) [3].

According to V.P. Tsaruk, the pedagogical competence of a physical education teacher creates the unity of their theoretical and practical readiness to conduct teaching and educational activities at school, while the readiness to perform professional activities is expressed by the knowledge of the basics of anatomy and physiology of the development of school children and youth, the basics of development methodology and psychology as well as teaching and upbringing technologies [14].

The basic criteria for the evaluation of didactic and educational activities of Ukrainian physical education teachers are: 1) high organizational and methodological level of conducting compulsory and optional physical education classes at school; 2) achieving a high level of physical fitness by students. The assumption is that a physical education teacher is obliged to carry out the following activities: submitting an annual didactic and educational work plan including the field of school sports, conducting evaluation of students' achievements by assessing the level of their physical fitness, participating in campaigns popularizing health education among students, diagnosing their own actions and actively improving their qualifications and professional competences [4]. L.P. Sushchenko notes that in their professional activity, a physical education teacher performs the following functions: worldview, instrumental, cultural, communicative, motivational, and the function of setting and implementing didactic and educational goals. They all play an important role in the context of shaping and developing teachers' professional competences [12].

According to B.M. Shyian, the task set by a modern physical education teacher should ensure that physical education at school has the character of an uninterrupted (permanent) process, which means that the teacher of this subject cannot limit their activities only to episodic activities or occasional cooperation with other partners in the didactic and educational process (schoolteachers, parents, external stakeholders). The organization of physical education at school becomes a key element, which would be compulsory, systemic and comprehensive teaching and shaping health and hygienic attitudes in students. Planning the teacher's activity understood in this way must in detail take into account the following didactic and educational components: organization of work with students who are less physically fit and have health defects; motivating students to self-improvement, deepening cooperation with parents, designing optional classes in physical education in such a way that they become the continuation of compulsory classes and at the same time prepare them for the next

lessons, creating an appropriate infrastructure for conducting physical education classes and organizing school sports (gym with equipment, school playground with a running track, sports equipment and accessories) [9].

On the basis of many years of research on the work of physical education teachers, B.M. Shyian stated that the effectiveness of their work depends on the flexible combination of verbal methods with the strict imitative and strict task-oriented method. According to the researcher, important elements of the effectiveness of teachers' actions are: while teaching elementary movements, combining a brief description by the teacher of the correct execution of movements, with simultaneous execution by students, analysing the techniques of performing exercises on the basis of watching dedicated short training videos devoted to a given lesson, being aware that demonstrating an exercise without discussion is only effective for a more complex movement sequence, before the demonstration of the coordination exercises, discussing all aspects of the exercise that the student should pay special attention to. As the scientist observed, a teacher during the demonstration should take into account the following rules: from the very beginning, students should know not only the sequence of individual movements, but also their intensity, rhythm and amplitude, the presentation of the exercise should be slow, which enables students to better understand the structure of the exercise, during the show, it is worth focusing students' attention on specific parts of the exercise, speed of performance and movement parameters, it is recommended to shorten the intervals between the show and the performance as much as possible (no more than 1 minute), all or part of a movement sequence may be demonstrated, when presenting the exercise (especially when working with students from younger classes), it is worth relying on the species of birds and animals known to students, because such reference is conducive to shaping positive emotions [8].

According to V.F. Novoselski, it is the duty of a physical education teacher to act for the comprehensive development of students, strengthening their health and shaping a positive mood. Empathy towards students and the teacher's ethical and moral attitudes should occupy an important place in the competence of a physical education teacher, according to V.F. Novoselski. The researcher is of an opinion that a physical education teacher should know not only about the students' physical fitness, their health condition, but also about students' attitudes to classes and what emotional states accompany them during lessons, training in selected sports sections in a given school (if students during their time free from other activities train a selected sport discipline). The author claims that one of the main reasons for students' negative attitude towards physical education and physical recreation is their low level of mobility. A teacher who wants to be a role model for students should systematically enrich their knowledge about their charges' character traits (including temperament, interests, abilities) [7].

According to I. R. Bondar, a teacher must create an appropriate positive atmosphere during physical education classes, which will allow students to strengthen their psycho-emotional resilience, because participation in the classes should be pleasant. The organizational order, cleanliness and properly selected colours of the gymnasium (playing fields), including the quality of sports equipment and accessories, the external appearance of the students, optimal lighting and the positive mood of the students and the teacher themselves play an important role in creating a positive atmosphere. It is recommended to use elements of music and dance, which will allow students to relax emotionally [2].

One of the key components in the work of a physical education teacher is the ability to assess students' achievements. According to M.V. Stefanyshyn, the modern system of student evaluation in Ukrainian schools has many shortcomings. There are contradictions between the learning objectives and the system of achievement assessment, between part of the curriculum and the level of students' physical fitness, between the predominance of traditional assessment methods and the clear need to introduce innovative solutions in this field [11]. Errors in grading can destroy all efforts of the teacher, so a very honest approach to it also proves the competence of the teacher, their ability to react flexibly, giving students the opportunity to improve their grades, which motivates them to higher achievement.

Based on the results of the authors' own research in the field of didactic and educational activities of a physical education teacher in Ukraine, it can be concluded that the basic competences necessary to practice this profession are: *praxeological, communication, creative, IT and ethical/moral*. *Praxeological competences* comprise the following skills: rational planning of one's own work, using didactic and educational methods, demonstrating proper exercise performance, evaluating students' achievements by taking into account the predispositions of students and their health (in order to determine changes in the level of physical fitness of students, a teacher should not only conduct periodic testing of students, but also continuous monitoring), evaluating one's own didactic and educational activities and making necessary adjustments to the work, efficient use of time in the course of conducting classes. In terms of *communication competences* these skills are: adjusting the style of work to the age criteria of students, developing students' abilities and interests in the field of physical education, sport and physical recreation, adequately motivating students during the classes, using professional terminology, and solving conflict situations in the classroom, empathy and understanding. As for *creative competences* these skills include: a creative attitude to carry out one's professional tasks, stimulating the independence of students; openness to innovative activities. On the other hand, *IT skills* mean: efficient use of computer technology and other audio-visual equipment (films, slides, CD library). When it comes to *ethical and moral com-*

petences, the teacher should know and follow the ethical/moral foundations of the teaching profession, be morally responsible for the health and physical fitness of students, teachers' professional and non-professional behaviour should be an example for students to follow, they should be honest and objective in relations with students, and prefer democratic principles of cooperation (Fig. 1).

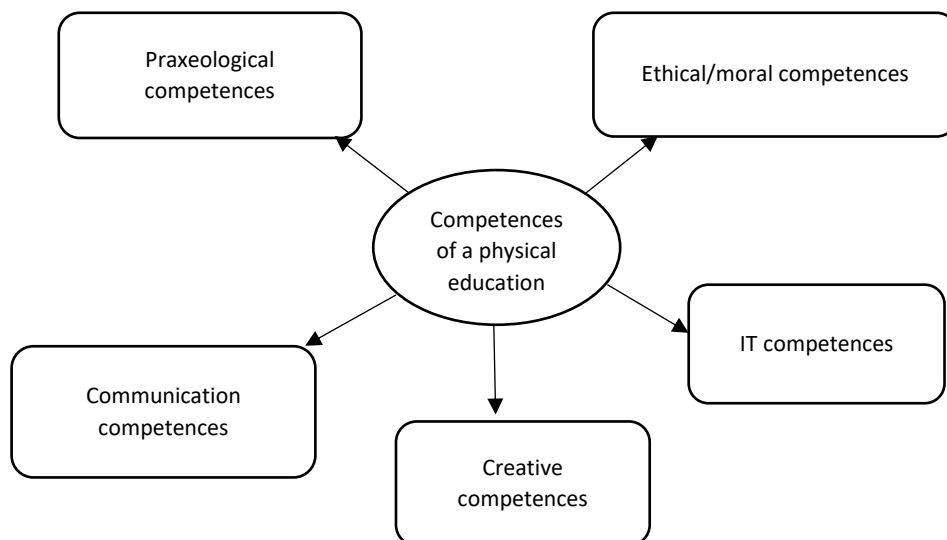


Figure 1. Physical education teacher competences

Source: own study.

Having the above competences, a physical education teacher is ready for effective didactic and educational activities at school. They are prepared to conduct compulsory and optional classes in the field of physical education and physical recreation at school effectively in terms of content and teaching, they know the core curriculum in a given area of study and are able to develop an original teaching programme, effectively cooperate with students' parents and with external (environmental) stakeholders. In their work, they certainly take into account the needs, interests and predispositions of students, promote the development of positive motivational attitudes of students and their activity in the field of physical education and school sports, objectively evaluate students' achievements, conduct an effective analysis of their own work and self-critically assess the scope of their own knowledge and skills for further professional development.

The professional competence of a teacher is not a permanent concept. The process of acquiring competences and their improvement continues until a teacher completes their didactic and educational activities. Competences are

constantly verified and their level is checked in specific teaching and upbringing situations.

The level of competence of a physical education teacher is also significantly conditioned by the scope of work experience. The most complex stage of professional development is the time when a teacher begins their professional career, i.e. the stage of social and professional adaptation. At that time, a young teacher still lacks the ability to flexibly react to the existing didactic and educational situations. The effectiveness of the adaptation process depends on a number of factors: the level of preparation to perform professional tasks, character traits, life experience, organization of work at school and the management style preferred by the school management. The duration of the adaptation period varies individually: in one case, adaptation may last 6 months to a year, in another, due to objective or subjective reasons, adaptation may even last 1.5 to 2 years. The end of the adaptation period means a period of professional stabilization, the time when a teacher is much more confident in their own didactic and educational skills, copes more effectively with various situations that may take place in the course of professional activities. It should be noted that stabilization is in turn conditioned by the effectiveness of the adaptation period.

The location of the school has a significant impact on the activity of a physical education teacher, and more precisely whether a teacher works in a metropolitan or rural school. As pointed out by T.Y. Krutsevych and O.Y. Marchenko, the positive factors in organizing physical education in rural schools are: the natural environment, which reduces the occurrence of stressful situations, a more relaxed and moderate rhythm of rural life, wider, compared to schools in large cities, teachers' possibilities to use nature assets in conducting physical education and physical recreation in the field as well as in the open air, increased physical activity of rural students compared to their peers living in large agglomerations. At the same time, physical education in schools in rural regions of Ukraine is struggling with serious problems: poorly equipped schools with sports equipment and accessories (and this makes it difficult or even impossible to organize school sports sections), outdated gyms or even lack of them; no access to indoor swimming pools [5].

Competence of a physical education teacher is also significantly dependent on the reforms introduced in the school education system. In physical education at school, a number of changes have been introduced in the organization of the teaching process, such as: replacing the grading of pupils with verbal assessment, introducing inclusive education (integrative physical education classes involving the participation of healthy students together with children with serious health problems, including convalescents), preference for the method of games in conducting physical education classes. Research by N.S. Sorokolit, O.V. Rymar and O.S. Bodnarchuk among almost 400 physical education teachers in seven

Ukrainian districts shows a differentiated attitude of teachers to these changes: the introduction of the verbal (oral) grading is assessed positively by only 19.7% of the respondents (concerns were expressed that students would be much less motivated to actively participate in classes). On the other hand, the extended use of the gaming method was supported by 78.6%. The introduction of a 12-year primary school did not receive an enthusiastic reception among the respondents, this solution was positively assessed by only 28.1% of them. There were considerable concerns about introducing compulsory, integrated classes with students with special educational needs into the curriculum (42% of the teachers assessed this change positively), because, according to the respondents, in order to work with groups of these students, teachers themselves need to be additionally trained and a position of a physical education teacher assistant who would help to conduct these specialized classes should be introduced [10]. It is worth emphasizing that the evaluation of activities reforming the education system is directly influenced by a given teacher's individual professional situation. On the whole, teachers often have some concerns that the introduced changes may significantly contribute to a certain destabilization in the work performance, especially in the case of teachers with considerable work experience and those in the pre-retirement period.

Conclusion

The analysis of the literature on the subject of the professional competences of a physical education teacher in Ukraine shows how important this issue is in the theory and practice of physical education in Ukrainian education. Comprehensive research in this area carried out by Ukrainian researchers is of a continuous and developmental nature. Also, the subject matter of the competences of a physical education teacher in Ukraine is presented on the basis of the authors' own research and observations, which made it possible to select the basic groups of competences necessary to perform this profession: praxeological, communication, creative, IT and ethical/moral competences. At the same time, it should be noted that the concept of competence is dynamic and conditioned by various factors: the level of theoretical knowledge and practical skills, the course of the professional adaptation period, the scope of work experience, the situation in education, opportunities for professional promotion. Thus, it is a dynamic concept that can undergo various changes and modifications.

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