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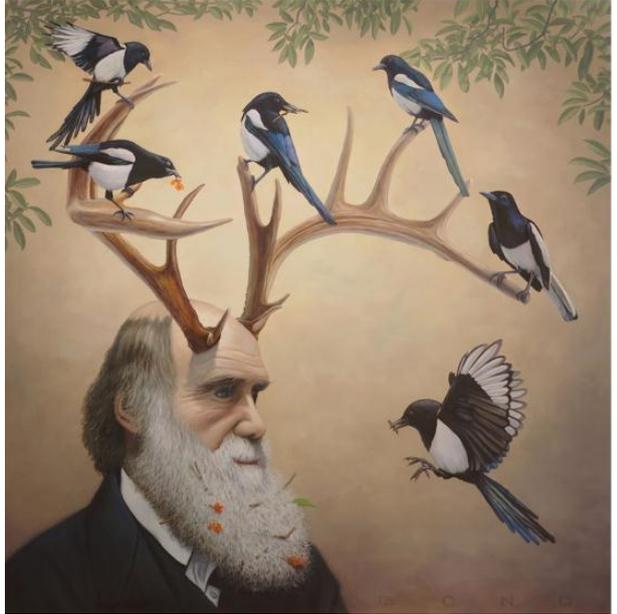
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Organization of training of future specialists in sports and physical culture

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Abstract

The aim of the study is to theoretically substantiate and experimentally test the organizational and methodological support of physical culture and sports training of future specialists via theoretical, empirical and statistical methods. In result, in the experimental groups, the high level of readiness of future specialists of physical culture and sports for physical culture and sports activities increased by 16.5 % compared to the ascertaining stage; medium-level – by 24.3 %. In conclusion, there is a change in the levels of readiness of future

specialists from the experimental group for physical culture and sports activities from low to high.

Keywords: Sports, Culture, Training, Specialists, Physical.

Organización de la formación de futuros especialistas en deporte y cultura física

Resumen

El objetivo del estudio es fundamentar teóricamente y probar experimentalmente el apoyo organizativo y metodológico de la cultura física y el entrenamiento deportivo de futuros especialistas a través de métodos teóricos, empíricos y estadísticos. En consecuencia, en los grupos experimentales, el alto nivel de preparación de los futuros especialistas en cultura física y deportes para la cultura física y las actividades deportivas aumentó en un 16,5% en comparación con la etapa de investigación; Nivel medio - en un 24,3%. En conclusión, hay un cambio en los niveles de preparación de los futuros especialistas del grupo experimental para la cultura física y las actividades deportivas de bajo a alto.

Palabras clave: Deporte, Cultura, Formación, Especialistas, Físicos.

1. INTRODUCTION

A characteristic feature of the modern times is complex political, socio-economic, environmental and other problems. One of the important avenues of the state socio-economic policy of Ukraine is the effective development of physical culture and sports. The main objective of the state policy in the field of physical culture and sports is the improvement of the nation's health, the formation of a healthy lifestyle, harmonious cultivation of

physically strong, healthy generation, as well as the establishment of necessary conditions for dignified performance of Ukrainian athletes at the international level.

Pedagogical researches conducted in recent years provided a certain theoretical basis for the further development of issues of physical education and sports pedagogy. Particularly, the studies focused on the issues such as: individualization and differentiation in the sphere of physical education of personality, diagnostics in the field of physical culture and sports, the integration of physical education with other aspects of personal development, such as aesthetic, moral and labor aspects; organization of mass sports activities aimed at engagement of the population (DENYSENKO, 2009; ERMAKOV, 2006; KOROTKEVYCH, 2003). Researchers share the opinion that, under current conditions, serious transformations in the field of physical education and sports training of future specialists are top-priority (HANIMOGLU, 2018; MACHADO, SOUZA & CATAPAN, 2019; MATANDARE, 2018).

The disclosure of the theory of physical education and sport, medical and biological bases of physical education is the central idea of the works of such authors: KOROTKEVYCH (2003), CHUB (2006), etc. Researchers note that the system of physical education largely does not meet modern requirements due to a number of objective factors: on the one hand, the increase in

people' hyperdynamic rates due to the further intensification of their intellectual work, and, on the other hand, a decrease in physical activity, which causes such alarming problems as cardiovascular disease, obesity, postural disorders, etc.; insufficient physical training, a mass drop of people's interest in physical culture due to other, more intensive interests; weak material base.

2. MATERIALS AND METHODS

The purpose of the study is to theoretically substantiate and experimentally test the organizational and methodological support of physical culture and sports training of future specialists. To solve the identified objectives, the following set of methods is used in this study: theoretical methods – analysis of academic sources in the field of the research problem, which allowed us to determine the purpose of the study; empirical – conversation, observation, survey, questioning, pedagogical experiment; statistical – methods of mathematical statistics for quantitative and qualitative analysis of experimental data, determining the reliability of the results.

3. RESULTS AND DISCUSSION

For the theoretical substantiation and experimental verification of organizational and methodological support of

physical culture and sports training of future specialists, it became necessary to conduct the research based on the criteria of professional readiness. In accordance with the required condition, we have identified three criteria: motivational-value, intellectual-cognitive, activity-practical.

The motivational-value criterion of readiness of future specialists for physical culture and sports activity is defined as a complex of interrelated work motives of the future specialist, which is presented in specialist's relationships, interests in sports activities, professional orientation towards physical culture and sports activities (motives, interests, value orientations, reflection).

The intellectual-cognitive criterion is characterized by the quantity and quality of acquired knowledge on a complex of academic disciplines (pedagogics, psychology, set of sports disciplines, etc.).

The activity-practical criterion of readiness of future specialists for physical culture and sports activity is characterized by the formed system of pedagogical skills.

The logic of the study was provided by the sequence of its stages: ascertaining, forming, controlling.

The program of the experiment, its stages, tasks, content, and methods of experimental research are presented in detail in Table 1.

Table 1. The program of the experiment

Stages	Tasks	Content	Study methods
I ascertaining stage	to define the central avenues of scientific search; to study the psychologically-pedagogical sources and assess the situation; to study the training materials and legal normative documents of educational system.	preliminary familiarity with current problems of physical education of young generation; study of the physical education and education programs; study of the initial level of readiness of future specialists for the physical and sports activity.	study of the literature on the physical education of students and young people, analysis of state plans, programs, and other normative documentation; questioning and testing of secondary school teachers and students.
II forming stage	to formulate recommendations for future specialists in order to enhance the effectiveness of their training through organization and conduct of physical culture and sports activity.	testing and implementation of the revised content of disciplines of basic physical culture and sports exercises; implementation of organizational and methodological support.	direct pedagogical observation; forming experiment; mathematical statistics.
III	to analytically	practical test of	analysis of the

controlling stage	process the data obtained in the course of experimental research.	the effectiveness of organizational and methodological support.	results obtained in the course of experimental research.
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The first stage of experimental research provided for ascertaining the experiment conducted in order to identify the initial level of readiness of future specialists of physical culture and sports for the physical and sports activity.

To obtain the results on formation of motivational-value, intellectual-cognitive, activity-practical criteria of readiness of future specialists of physical culture and sports, a system of diagnostic techniques was used, which is constructed in such a way that the techniques used created conditions for mutual verification of the data obtained, complementarity, which increased the validity of the study (observation, questioning, diagnostic interviews, diagnostic tasks, self-assessment and expert assessment of psychological and pedagogical, medical-biological and technological blocks of knowledge, physical readiness testing, special tasks for checking reflection).

The study, which aimed at assessment of the level of readiness of future specialists for physical culture and sports

activities according to the criteria using the above methods, allowed to generalize the data, which are presented in Table 2.

Table 2: Generalized indicators of the initial level of readiness of future specialists for physical culture and sports activities according to the defined criteria (ascertaining experiment)

Groups	Criteria					
	motivational-value		intellectual-cognitive		activity-practical	
	points	%	points	%	points	%
Control group	2.39	47.8	2.54	50.8	2.49	49.8
Experimental group	2.45	49.0	2.52	50.4	2.55	51.0

Analysis of the data presented in Table 2 proves that the arithmetic mean of motivational-value criterion of students' readiness for physical culture and sports activities in the control group is 2.39 points, which is 47.8 %, by intellectual-cognitive criterion it is 2.54 (50.8 %), by activity-practical criterion is 2.49 (49.8 %), in the experimental group: by motivational-value criterion – 2.45 (49.0 %), by intellectual-cognitive criterion – 2.52 (50.4 %), by activity-practical criterion – 2.55 (51.0 %).

The obtained data indicate that the readiness of future specialists of physical culture and sports for sports activities by the motivational-value criterion in the control group is 47.8 %, experimental – 49.0 %, which corresponds to the low level of readiness; by intellectual-cognitive criterion (control group – 50.8

%, experimental group – 50.4 %), the students' readiness corresponds to medium level, by activity-practical criterion, the control group has a low level of readiness – 49.8 %, experimental group is at medium level – 51.0 %.

The comparative analysis of initial levels of readiness of future specialists to physical culture and sports activity by the defined criteria proves that there is a slight difference between them. To make a validity check, we applied the Pearson criterion. The calculation showed that by motivational-value criterion it is 4.28, by intellectual-cognitive criterion – 1.36, by activity-practical criterion – 7.81. The obtained data prove that the results of the formed readiness of future specialists of physical culture and sports for sports activities were influenced by random factors in the process of ascertaining the stage of the experiment. The results are demonstrated in Fig. 1.

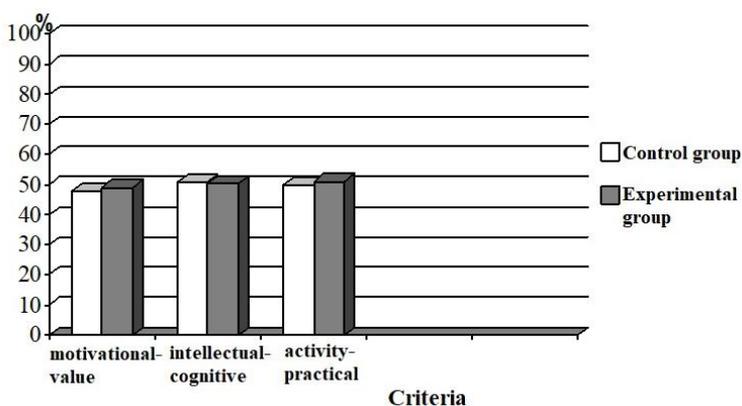


Fig. 1: Initial readiness level of the future specialists for physical culture and sports activities according to the defined criteria

Figure 1 clearly shows the medium readiness level of future specialists in control and experimental groups by intellectual-cognitive and activity-practical criteria, and low level by motivational-value criterion, with the minor difference between them. The difference in the control group between motivational-value and intellectual-cognitive criteria is 3.0 %, between motivational-value and activity-practical criteria is 2.0 %; in the experimental group – 1.4 % and 2.0 %, respectively. From the above, it follows that there is no significant difference between readiness level of future specialists of physical culture and sports by motivational-value, intellectual-cognitive and activity-practical criteria.

According to the results of ascertaining experiment, the indicators of the initial readiness level of future specialists were generalized and distributed by levels, as presented in Table 3.

Table 3. Initial readiness level of future specialists for physical culture and sports activities (ascertaining experiment)

Levels	Control group	Experimental group	Difference, %
Law	102 (56.7 %)	99 (52.4 %)	4.3
Medium	76 (42.2 %)	85 (45.0 %)	-2.8
High	2 (1.11 %)	5 (2.6 %)	-1.5

The ascertaining stage of the experiment showed the prevalence of low level of readiness of future specialists for

physical culture and sports activity by motivational-value, intellectual-cognitive and activity-practical criteria in experimental and control groups.

The first stage (basic) envisages the acquirement of theoretical basic knowledge, initial professional skills and the positive attitude to professional activity are formed, the level of physical development and physical readiness of students increases. The first stage corresponds to the first course, which LUBYSHEVA (2013) defines as a stage of physical culture and sports orientation.

The results of the study of the identification of the readiness level of future specialists for physical culture and sports activities by the criteria allowed to summarize the data, which are presented in Table 4.

Table 4. Generalized indicators of readiness of future specialists for physical culture and sports activities according to the defined criteria (forming experiment)

Groups	Criteria					
	motivational-value		intellectual-cognitive		activity-practical	
	points	%	points	%	points	%
Control group	2.9	58.0	3.1	62.0	3.08	61.6
Experimental group	3.8	76.0	3.91	78.2	3.94	78.8

Analysis of the data from Table 4 shows that the arithmetic mean of motivational-value readiness criterion of future specialists of physical culture and sports for sports activities in the control group is 2.9 points, which is 58.0 %, by intellectual-cognitive it is 3.1 (62.0 %), by activity-practical criterion – 3.08 (61.6 %); in the experimental group: by motivational-value criterion – 3.8 (76.0 %), by intellectual-cognitive criterion – 3.91 (78.2 %), by activity-practical criterion – 3.94 (78.8 %).

As in the above case, we applied the Pearson criterion to make a validity check of the difference. The calculation showed that by the motivational-value criterion it is 75.8, by intellectual-cognitive – 89.4, by activity-practical – 107.2. The obtained results prove that the readiness of future specialists for physical culture and sports activities in the process of the forming stage was influenced by experimental factors (developed organizational and methodological support). The results are demonstrated in Fig. 2.

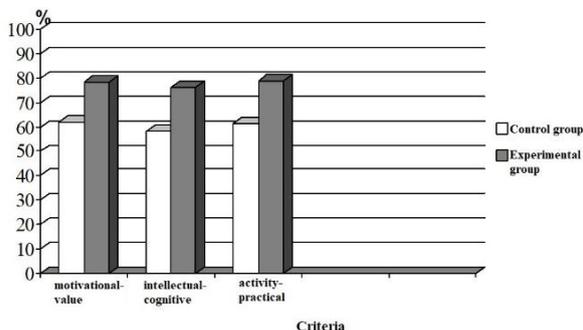


Fig. 2: Readiness level of the future specialists for physical culture and sports activities according to the results of forming experiment

Figure 2 clearly shows the high readiness level of future specialists for physical culture and sports activities by motivational-value, intellectual-cognitive and activity-practical criteria in the experimental group, and medium level in the control group, with a significant difference between them. The difference between the experimental and control groups by motivational-value criterion and intellectual-cognitive is 18.0, by intellectual-cognitive criterion – 16.2 %, by activity-practical criterion – 17.2 %. The results indicate the significant difference between the readiness level of future specialists of physical culture and sports by motivational-value, intellectual-cognitive and activity-practical criteria.

According to the results of the forming experiment, the indicators of the readiness level of future specialists were generalized and distributed by levels, as presented in Table 5.

Table 5. Readiness level of future specialists for physical culture and sports activities (forming experiment)

Levels	Control group	Experimental group	Difference, %
Law	71 (39.5 %)	22 (11.6 %)	27.9
Medium	101 (56.1 %)	131 (69.3 %)	13.2
High	8 (4.4 %)	36 (19.1 %)	14.7

The forming stage of the experiment showed the high level of readiness of future specialists for physical culture and sports activities according to motivational-value, intellectual-cognitive

and activity-practical criteria in the experimental group, and medium level in the control group. The results obtained indicate the efficiency of organizational and methodological support of training of future physical culture and sports specialists for sports activities, as well as the positive changes in their readiness level in the experimental group. The dynamics of their readiness level is shown in Table 6.

Table 6. The dynamics of the readiness level of future physical culture and sports specialists for sports activities

Levels	Ascertaining experiment	Forming experiment	Gain	Ascertaining experiment	Forming experiment	Gain
	Control group			Experimental group		
Low	102 (56.7%)	71 (39.5%)	- 17.2	99 (52.4%)	22 (11.6%)	- 40.8
Medium	76 (42.2%)	101 (56.1%)	13.9	85 (45.0%)	131 (69.3%)	24.3
High	2 (1.1%)	8 (4.4%)	3.3	5 (2.6%)	36 (19.1%)	16.5

The analysis of the data presented in Table 6 showed that as a result of experimental research, the students of the experimental group had higher levels of readiness for future physical culture and sports activities.

Thus, the results of the experimental verification of organizational and methodological support of the readiness of future specialists of physical culture and sports for physical culture and sports activities confirmed its effectiveness, which is expressed

in the positive dynamics of the formation of the readiness of future specialists for sports activities of experimental groups in comparison with the control group and in a higher level of formation of criteria of this readiness: motivational-value, intellectual-cognitive, activity-practical.

4. CONCLUSION

The conducted study assessed the importance of organizational and methodological support in the course of training the future physical culture specialists, by means of experiment comprised of ascertaining, forming, controlling stages. The efficiency of organizational and methodological support of training of future specialists in physical culture and sports activity was proven based on the results of comparative analysis of ascertaining and forming stages of experimental work. It is revealed that there is a change in the levels of readiness of future specialists from the experimental group for physical culture and sports activities from low to high. In the control group the level changed from low to medium. The results of the experiment indicate the effectiveness of positive changes in the levels of formation of their readiness in the experimental group.

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