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**PROFESSIONAL TRAINING OF STUDENTS OF EDUCATIONAL QUALIFICATION BACHELOR OF PHYSICAL CULTURE AND SPORTS**

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**Abstract:** The peculiarities of preparation of students of educational qualification of the bachelor of physical culture and sports are revealed. The specialized competences of the specialty 017 "Physical Culture and Sports" are characterized. The system of study results of students of the first (bachelor) higher education level of specialty 017 "Physical Culture and Sport" is presented.

**Keywords:** professional competences, future specialists of physical culture and sports, results of training.

The integration of national education into the European space involves the modernization of national education and, accordingly, its content and its key components - educational and vocational programs and relevant qualifications. The key to this is the implementation of a competent approach to learning, which will ensure the objectivity of learning outcomes, competences and qualifications, degrees, and thus create a sound basis for European and world integration.

The introduction of a competent approach in the professional training of future specialists in physical education and sports determines the student-centered direction in teaching, which is the exact opposite of the subject-centric and narrow-disciplinary training.

Formation of the content of higher education on the basis of the competence approach is the subject of a number of scientific researches of domestic and foreign scientists. Many scientists (V. Zakharchenko, S. Kalashnikova, V. Lugovy, Y. Rashkevich, J. Talanova) have a competence approach associated with the approval of student-centered learning, which is based on clearly defined learning outcomes and relevant competences [1; 2; 4].

Learning based on a competency-based approach is student-oriented (output-oriented), which is based on the competency model of the specialist (profile), created with the most active participation, along with teachers, employers, graduates, professional organizations, etc.

The concept of student-centered learning has been established in US educational institutions since the second half of the twentieth century. The concept of student-centered learning has reached its present scale since 2000 in connection with the development of the Bologna Process. An important contribution to its implementation was the materials of the international project "Harmonization of educational structures in Europe", Tuning (Tuning educational structures in Europe, TUNING), initiated by European universities (the project coordinator is the University of Deusto, Spain) with the active support of the European Commission in order to combine political the objectives of the Bologna process and the Lisbon strategy for reforming the European educational space [4]. A number of Bologna seminars, monographs and articles are devoted to the competence approach to building educational and professional programs and determining learning outcomes.

Learning through a competency-based approach involves promoting student-centered learning and teaching based on transparency of qualifications and objectivity of learning outcomes.

The main strategic directions of such training are the following [2]:

1. Definition of the list of basic general competences, which characterize the universal skills and abilities of students, whose form of representation are abilities.

2. Development of lists of basic professional competences within the selected subject areas.

3. Recognition of the role of the European Credit Transfer System and its transformation into a European Credit Transfer and Accumulation System.

4. Introducing innovative approaches to learning, teaching and assessment.

5. Ensuring the quality of education in the educational process.

The main categories of competency based learning are competencies and learning outcomes, which are currently key in the European Higher Education Area.

Competencies are considered as a dynamic combination of knowledge, skills, abilities and abilities [3, p. 27]. The formation of competencies in the minds of students is the goal of professional education programs.

Competences are formed from different disciplines and evaluated at different stages. Their peculiarity is that they are acquired gradually, formed by a whole series of disciplines or modules at different stages of this program, and may even begin to be formed within the program of one higher education level, and end up forming at another, higher level [3, p. 56].

Learning outcomes mean an integral indicator of what a student should know and understand, be able to demonstrate skills after graduation. The learning outcomes can be attributed to a single module or also to a study period (first, second or third cycle education program). After all, they determine the requirements for credit [1, p. 59].

Thus, the basis of student-centered education is based on the idea of ​​maximizing students' chances of getting a first job in the labor market, increasing their "value" from employers (employability), thereby meeting the current needs of the latter. That is why there can be no juxtaposition of learning outcomes with competencies, as there is a deep dialectical unity between them: integrating learning outcomes in their dynamic combination leads to the acquisition of appropriate competencies by the learners; while mastering a certain competence requires the acquisition of specific knowledge, skills, ie learning outcomes.

It is generally accepted to divide competencies into two groups: subject specific competences and generic competences, transferable skills. According to the Tuning Educational Structures in Europe (TUNING) international project, the former depend on the subject area and determine the profile of the educational program and the qualification of the graduate (they make each educational program individual) [4, p. 15]. General competences are mastered by the student in the course of implementation of this educational program, but they are universal, non-subject-related character.

Examples of general competencies for the specialty 017 "Physical Culture and Sports" of the first (bachelor) higher education level are:

- the ability to learn and master modern knowledge;

- the ability to realize their rights and responsibilities as a member of society, to be aware of the values of civil (democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of man and citizen in Ukraine;

- the ability to preserve and enhance moral, cultural, scientific values ​​and to multiply the achievements of society on the basis of understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology;

- ability to work in a team;

- the ability to plan and manage time;

- ability to communicate in the state language both verbally and in writing;

- ability to speak a foreign language;

- skills of using information and communication technologies;

- interpersonal skills;

- the ability to be critical and self-critical;

- the ability to act on the basis of ethical considerations (motives);

- the ability to apply knowledge in practical situations.

General competences correspond to professional competences. When developing educational and vocational programs, their development must be planned.

Consequently, learning outcomes are a set of competencies that determine the knowledge, understanding, ability, values, and other personal qualities that a student has acquired after completing an educational program.

Developing an educational program for the preparation of masters in physical education and sports, the teachers of higher educational establishments (physical education) formulated the results of training in such a way that it was possible to determine unequivocally the fact and quality of their achievement by students. After all, learning outcomes are closely linked to competencies.

The professional competences of future specialists in physical culture and sports are:

- the ability to ensure the formation of physical culture of the individual;

- the ability to train and support the participation of athletes in competitions;

- ability to organize health and recreational motor activity of different population groups;

- the ability to identify physical rehabilitation measures and forms of adaptive sports for those who need them;

- the ability to promote human health through the use of physical activity, nutrition and other factors of a healthy lifestyle;

- the ability to understand the retrospective of the formation of the sphere of physical culture and sports;

- the ability to apply knowledge of the structure and functioning of the human body;

- ability to perform biomechanical analysis of human motor actions;

- the ability to provide pre-hospital care during emergencies;

- ability to carry out training, education and socialization of a person in the field of physical culture and sports, using different pedagogical methods and techniques;

- the ability to analyze the manifestations of the human psyche during physical education and sports;

- the ability to use sports facilities, special equipment and equipment;

- ability to apply modern technologies of management of subjects of the field of physical culture and sports;

- the ability for continuous professional development.

When developing a list of learning outcomes, they use Bloom's taxonomy:

1. Knowledge - the ability to remember or reproduce facts (terms, specific facts, methods and procedures, basic concepts, rules and principles, etc.) without having to understand them.

2. Comprehension - the ability to understand and interpret what has been learned. It means the ability to explain facts, rules, principles; convert verbal material into, for example, mathematical expressions; predict future effects based on the knowledge gained.

3. Application - the ability to use the material learned in new situations, for example, to apply ideas and concepts to solve specific tasks.

4. Analysis - the ability to break down information into components, understand their relationships and organizational structure, see errors and flaws in reasoning logic, the difference between facts and consequences, to evaluate the significance of data.5. Synthesis - the ability to combine parts together to obtain a whole with a new system property.

6. Evaluation - the ability to evaluate the importance of material for a particular purpose.

Since learning outcomes are associated with what a student can do after graduation, these verbs can serve as a basis for formulating learning outcomes at each level. Thus, the results of training students in the specialty 017 «Physical Culture and Sports» of the first (bachelor) higher education level are: knowledge and understanding to analyze social processes in the field of physical culture and sports, to demonstrate their own vision of ways of solving existing problems; communicate in Ukrainian and foreign languages in a professional environment, have a professional terminology and professional discourse, adhere to the ethics of business communication; be able to process data using modern information and communication technologies; demonstrate self-work skills, demonstrate critical and self-critical thinking; acquire new professional information, evaluate and present their own experience, analyze and apply the experience of colleagues; have basic knowledge of conducting studies of physical culture and sports, preparation and design of scientific work; to carry out training in motor actions and development of motor qualities of a person in the conditions of various forms of organization of physical exercises; to carry out measures on preparation of sportsmen, the organization and carrying out of sports competitions; demonstrate a willingness to promote personal and public health through the use of motor activity and other factors of healthy lifestyles, and outreach to various populations; to evaluate the physical activity of the person and his physical condition, to prepare and implement programs of conditioning training, to organize and carry out physical and health measures; to justify the choice of measures for sports and rehabilitation and adaptive sports; to analyze the processes of formation and development of different directions of sports, Olympic movement and Olympic education at the international and national levels; to use the mastered skills of the popular types of motor activity of health orientation; apply knowledge of anatomical, physiological, biochemical, biomechanical and hygienic aspects of physical education and sports in professional activity; determine the functional state of the human body and substantiate the choice of means of prevention of overstrain of the body systems of persons engaged in physical culture and sports; to provide pre-medical care in case of urgent conditions and pathological processes in the human body; to know and understand the nature, principles, methods, forms and organization of the process of human education and upbringing; to analyze the mental processes, conditions and properties of a person during physical education and sports; to reason management decisions to solve problems that arise in the work of subjects of physical culture and sports; have leadership skills; use normative and legal acts regulating professional activity; apply the acquired theoretical knowledge to solve practical problems and interpret the results in a meaningful way.

**Conclusions**. Learning through a competency-based approach involves affirming student-centered learning and teaching based on transparency of qualifications and objectivity of learning outcomes. The main categories of competency based learning are competencies and learning outcomes, which are currently key in the European Higher Education Area. Competencies are seen as a dynamic combination of knowledge, skills, abilities and abilities. Forming competencies in the minds of students is the goal of educational programs. Learning outcomes mean an integral indicator of what a student should know and understand, be able to demonstrate skills after graduation.

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