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## PROFESSIONAL PREPARATION FOR INDIVIDUALS IN PHYSICAL CULTURE AND SPORT: FOREIGN EXPERIENCE

*It is determined that the essence of training of future specialists in physical culture and sports in higher educational institutions is to form their readiness to perform professional tasks and duties and implement physical culture and health services.*

*The author analyzed some researches on the issue of training future specialists in physical culture and sports in the USA, Poland, Germany and France. It is established that the feature of such training in European countries is the study of the cycle of natural sciences, social and humanitarian, pedagogical, special and sports disciplines.*

*According to scientists in Poland within the twentieth century was conducted the theoretical, methodological and practical training of a universal specialist in order to master a number of professional competences. Currently, the training of future specialists is carried out in three directions: general physical education, valeological and special physical training. In Germany, the main focus of the training of future trainer specialists is the formation of a multi-stage education system, preparation for competitive activities and sports selection in the context of preparation for the Olympic Games. In France, the training of future specialists is being implemented by both private and public higher education institutions as well as private training centers. In the United States, the training of future professionals in physical education and sport in higher education institutions and professional associations is based on the application of professional bachelor and master's degree programs. Students are invited to study compulsory, special, compulsory, specialized and discipline of their choice.*

**Key words:** professional training, specialist in physical culture and sports, higher educational institution, professional competence, professional activity, physical culture and fitness activities, professional readiness, normative and material support.

**Берест О. О., Довгополова Н. О., Індик П. М. Професійна підготовка фахівців з фізичної культури та спорту: закордонний досвід.** Визначено, що сутність підготовки майбутніх фахівців з фізичної культури та спорту у ВНЗ полягає у формуванні їх готовності до виконання професійних завдань та обов'язків та реалізації фізкультурно-оздоровчих послуг. Проаналізовано наукові дослідження, присвячені проблемі професійної підготовки майбутніх спеціалістів з фізичної культури та спорту в США, Польщі, Німеччині та Франції. Встановлено, що особливістю є вивчення циклу природничо-наукових, соціально-гуманітарних, педагогічних, спеціальних та спортивних дисциплін. У Німеччині основним напрямком підготовки майбутніх фахівців-тренерів є формування багатовступінчастої системи освіти, підготовка до змагальної діяльності та спортивного відбору у контексті підготовки до Олімпійських ігор. У Франції підготовка майбутніх фахівців реалізується як приватними, так і державними вищими навчальними закладами, а також приватними навчальними центрами. У США підготовка майбутніх фахівців з фізичної культури та спорту у вищих навчальних закладах та професійних асоціаціях базується на застосуванні фахових бакалаврських та магістерських навчальних програм.

**Ключові слова:** професійна підготовка, фахівець з фізичної культури та спорту, вищий навчальний заклад, професійна діяльність, фізкультурно-оздоровча діяльність, професійна готовність.

**Берест О. А., Долгополова Н. А., Индык П. Н. Профессиональная подготовка специалистов по физической культуре и спорту: зарубежный опыт.** Определено, что суть подготовки будущих специалистов по физической культуре и спорту заключена в формировании их готовности к исполнению профессиональных заданий и обязанностей, реализации физкультурно-оздоровительных услуг. Проанализировано научные исследования, посвященные проблеме подготовки будущих специалистов по физической культуре и спорту США, Германии и Франции. Определено, что их особенностью есть изучение цикла естественно-научных, социально-гуманитарных, педагогических, специальных и спортивных дисциплин. В Германии основным направлением подготовки будущих специалистов-тренеров есть формирование многоступенчатой системы образования, подготовка к спортивной деятельности и спортивного отбора в контексте Олимпийских игр. Во Франции подготовка реализуется как частными, так и государственными ВУЗами, а также частными центрами. В США подготовка базируется на использовании специализированных бакалаврских и магистерских учебных программ.

**Ключевые слова:** профессиональная подготовка, специалист по физической культуре и спорту, профессиональная деятельность, физкультурно-оздоровительная деятельность, профессиональная готовность.

**Introduction.** Expanding the range of physical culture and health services, intensifying the development of innovative, recreational and rehabilitation programs in physical culture and sports, the active use of information technologies in the field of physical education lead to the need to improve the training of future specialists in this direction. The field of professional activity of a specialist in physical culture and sports includes children's and youth sports, mass sports and higher achievements, motor recreation and rehabilitation, sports and health tourism, activities for the preservation and strengthening of health of people of all ages and sex.

The quality of the professional training of future specialists depends on the number of factors: the compliance of teaching and methodological support to the social order on a specialist in physical culture and sports, taking into account the leading tendencies of professional development of the future specialist in accordance with the dynamics of socio-economic development of society. In this context, comparative-pedagogical studies, which highlight the problem of training specialists in physical culture and sports, are gaining importance.

**The aim of the study.** The purpose of the article is to outline the peculiarities of the training of future specialists in physical culture and sports in higher educational establishments of foreign countries.

**Theoretical basis and methods of the study.** To achieve this goal, we have applied the following research methods: comparative-analytical, analysis, synthesis, generalization and systematization of data, theoretical analysis and forecasting.

The problem of training future specialists in physical culture and sports is the subject of scientific research of many domestic and foreign scientists. In modern national science, the following aspects of the problem under study are revealed: formation and development of pedagogical skills, professional competence and qualities of future trainers (J. Berezhna, M. Burenko, D. Drozdov, Yu. Dubrevsky, I. Lapichak, E. Pavlyuk, V. Ponomariov, A. Svatiev, N. Sudareva), the preparation of future specialists for recreation and recreation activities (M. Danilevich, E. Zhukovsky, S. Svirschuk), the training of sports and recreational tourism specialists (A. Konoh), the preparation of future teachers of physical culture to coaching activity (O. Sopotnitskaya, O. Fedik) and others.

Foreign experience in training future specialists in physical culture and sports is highlighted in studies by such domestic and foreign scholars as I. Grinchenko, B. Pangelev, S. Pangelov (European experience), M. Vasilenko (US experience), N. Dolgova, D. Airy, V. Pasichnyk (experience in Poland), E. Pavliuk (analysis of world and domestic experience), V. Platonov, A. Shynkaruk (German's experience), J. Glace, A. Marcellini (French's experience).

**Results.** In higher education institutions in European countries, curricula include the following cycle of disciplines: natural sciences, social and humanitarian, pedagogical, special, sports. In the unified "European model" of the curricula of higher educational institutions of physical culture in the cycle of natural sciences disciplines it includes: physiology, anatomy, human health, biomechanics, statistics, biochemistry, biometrics, biology, histology, physics, and chemistry. Socio-humanitarian cycle of disciplines contains: sociology, philosophy, foreign languages, law; cycle of pedagogical disciplines – didactics, pedagogy, psychology, theory and method of physical education. Organization and theory of sports movement, sports management is included in the cycle of special disciplines. The cycle of sports disciplines includes swimming, athletics, gymnastics, rhythm, sports games, dancing, recreation, skiing, sports items of choice, etc. (Grinchenko, 2014).

For our studying in the context of considering the foreign experience of preparing future trainers, scientific interest is made by V. Dolgova and V. Pasichnyk. Thus, V. Pasichnyk, (2005) examines the training of teachers of physical education in Poland in the 40–50's of the 20th century and emphasizes that during this period there was also the concept of a universal specialist which is able to work not only in secondary schools, but also in other branches of the system of physical culture and sports (sports schools, societies, clubs, enterprises, etc.). In the contents of the educational process, the main advantage was given to the theoretical, methodological and practical training of students taking into account the wide range of competencies necessary for their future work in various fields of physical culture and sports. The main task of state in the activity of higher educational institutions of physical education at that time was considered to be the provision of Polish schools by highly skilled teachers. V. Dolgova (2015) examines the issues of modern training of specialists in the field of physical culture and sports in Poland. The researcher notes that attention to the health of student's youth is fixed in Poland at the legislative level. In the Law of the Republic of Poland "On Higher Education" of 25.07.2005 among the main tasks of the highest important place to take care of health, physical and spiritual development of personality. The researcher points out three main areas of physical education and health care for student's youth in Poland: general physical education (within the limits of compulsory discipline for all); valeological training, carried out by the latest structural subdivisions dealing with health problems from the standpoint of pedagogy, psychology, biology, ecology and medicine; special physical training of athletes, trainers and teachers of physical culture at the academies of physical culture and sports.

P. Platonov and O. Shynkaruk (2006) consider the preparation of a sports reserve in the German Democratic Republic. In the context of our research, we consider the actual conclusions of the researchers regarding the separation of the main directions, which ensures the high efficiency of training of athletes through active coaching activities:

- formation of a multi-stage system of organizational and logistical support for the preparation for the Olympic Games;
- creation and implementation of a multi-stage sports selection system, which ensures the involvement of athletes who are capable of achieving higher achievement at the world level;
- construction and implementation of the system of annual training (training and competitive activities);
- planning of the maximum allowable volumes and intensity of training and competitive activities during the year;
- the organic relationship of the focus of the training process, the dynamics of loads with means of recovery and special diets;
- development of high-performance sports equipment, etc.

In France, as emphasized by I. Grinchenko (2014), the professional training of specialists in physical education and sports is carried out in state and private higher educational institutions in the directions of the Ministry of Education (schools, higher educational establishments) and the Ministry of Youth, Health and Sports (mass sports, sports of higher achievements). There were also many forms and types of physical culture and recreation activities that were not part of the traditional programs. The external features of this social phenomenon were the increase in the number of gymnastics and gymnastics, and other health and sports facilities in many countries of the world (the USA, Canada, France, Germany, Sweden, etc.).

As noted by B. Pangelev and S. Pangelov (2014), public and private educational institutions are realizing the specialists in

physical education and sport in France: the National Institute of Physical Education and Sports, which trains trainers and heads of extracurricular physical education and sports work; private training centers organized by federations of sports and provide training for trainers for working with highly qualified athletes.

In the United States, the profession of "fitness trainer" is interpreted as a personal trainer, who uses an individual approach to assess, motivate, train, and train clients based on their health or physical fitness. After analyzing the structure of training fitness trainers in the US, M. Vasilenko notes that most institutions that prepare and certify future professionals for fitness are non-governmental commercial and non-profit organizations. Such organizations provide education at a junior specialist level. There is a lack of common standards for the list of professional competencies of the fitness trainer. In recent years, the Bachelor's and Master's study programs in higher education institutions have appeared on the market of educational services. Specific is that such programs are not developed by universities, but by professional associations that track the trends and demands of the fitness market. A promising area for training fitness trainers are medical fitness programs that are offered at the bachelor's or master's level (Vasilenko, 2012).

It is so interesting the scientific conclusions by E. Pavliuk, who notes that in the United States, the James Madison University, Virginia is the model of a typical institution where the future trainees will be trained. As the scientist notes, within the framework of preparation of the bachelor of sciences in the field of health in the direction "Physical Education" (Physical Health Education) 120 semester credit hours and the following groups of disciplines are provided:

1) compulsory university program (42 semester credit hours): "Technology of Writing Scientific Works", "World Literature", "History of the USA", "Higher Mathematics"; "Introduction to Biology"; "Foreign Language";

2) other compulsory disciplines (11-17 credit hours): "Social Sciences", "Physics", "World Culture", "Ethics and Leadership";

3) special compulsory disciplines, where "Kinesiology and Health unit" (18 credit hours) includes the following disciplines: "Physiological basics of conditional training", "Physical activity and sports programs management", "Motor skills development", "Health of children, adolescents and adults", "Historical and ethical problems in physical culture and sports"; block "Sciences of motor activity" (18 credits-hours) - "Applied Human Anatomy", "Biomechanical Analysis of Movements", "Neuromuscular Regulation". Each item is required to score "C" and higher;

4) specialization (the number of semester credit hours is not regulated): NTR 306N "Fundamentals of nutrition", KIN 322 "Development of motor skills", KIN 332 "Diagnostics and evaluation in physical education", KIN 327L "Research activities";

5) the discipline to choose from (the number of semester credit hours is not regulated) (Pavliuk, 2017, p. 137).

Thus, in all the countries under consideration, a comprehensive training of a future specialist in physical culture and sports capable of carrying out professional activities at a high level is carried out.

**Conclusions.** The studying of foreign experience in the training of future specialists in physical culture and sports for professional activity has made it possible to conclude that the main goal of the mentioned process is the formation of a competent specialist. Usually students in higher educational institutions study natural sciences, social-humanitarian, pedagogical, special, sports cycles of disciplines, as well as professionally oriented. The training program for future specialists in physical culture and sports abroad is designed to form a specialist capable of working in schools, higher education institutions, sports organizations and in the process of preparation for high level competitions. Typically, such specialists are trained by private and public higher education institutions, and sometimes by private training centers.

A promising direction for further research is the comparative analysis of training curricula for future specialists in physical culture and sports in Ukraine and European countries, in particular Poland and Germany.

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#### PHILOSOPHICAL LEVEL OF QUALITY ASSURANCE FOR PROFESSIONAL TRAINING OF FUTURE SECONDARY EDUCATION MASTERS IN PHYSICAL CULTURE.

*Quality assurance of professional training of future masters under current conditions is rather urgent. Philosophic level of methodology that envisages dialectic and existential approaches is reasonable for scientific study and research of the issue of professional training of future secondary education masters in physical culture. The basic postulate of dialectic paradigm is the fact that development is an eternal and infinite process of changing the old with the new on the basis of inner sources of self-development. Application of dialectic approach assures formation of masters' systematic, creative thinking via implementation of new cognitive areas, fundamentalization of knowledge and skills under conditions of their problematic, evolution and cyclic organization and inter-disciplinary integration. Application of existential approach is stipulated by special attention to personality of those who study, their experience, state of health, self-affirmation, self-development, and self-improvement.*

*Principles of existential pedagogy have been singled out. They include stimulation of self-development, moral self-regulation, overcoming psychological barriers, situation actualization, social hardening, execution of which promotes formation of masters' personal system of senses and motives, realization of moral choice importance and responsibility for it, as a result of which a need for master's self-analysis arises, personal qualities develop, and student's individuality develops.*

**Key words:** *philosophic level of methodology, professional training quality assurance, future secondary education masters in physical culture.*

**Дутчак Ю.В., Сущенко Л.П. Філософський рівень методології забезпечення якості професійної підготовки майбутніх магістрів середньої освіти з фізичної культури.** *Забезпечення якості професійної підготовки майбутніх магістрів в сучасних умовах має особливу актуальність. Для наукового пізнання та дослідження проблеми забезпечення якості професійної підготовки майбутніх магістрів середньої освіти з фізичної культури доцільно використати філософський рівень методології, що передбачає діалектичний та екзистенціальний підходи. Основним постулатом діалектичної парадигми є те, що розвиток вічний та нескінченний процес заміни старого новим на основі внутрішніх джерел саморозвитку. Використання діалектичного підходу забезпечить формування у магістрантів системного, творчого мислення шляхом впровадження нових когнітивних напрямів, фундаменталізації знань та навичок за умов їх проблемної, еволюційно-циклічної організації та міжпредметної інтеграції. Застосування екзистенціального підходу обумовлюється особливою увагою до особистості того хто навчається, її досвіду, самопочуття, самоствердження, саморозвитку і самовдосконалення. Виокремлено принципи екзистенціальної педагогіки, до яких віднесено принципи: стимулювання саморозвитку; морального саморегулювання; подолання психологічних бар'єрів; актуалізації ситуації; соціального загартовування, виконання яких сприятиме формуванню у магістрантів власної системи сенсів і мотивів, усвідомлення важливості морального вибору та відповідальності за нього, унаслідок чого у магістранта виникає потреба в самоаналізі, формуються особистісні якості та розвивається його індивідуальність.*

**Ключові слова:** *філософський рівень методології, забезпечення якості професійної підготовки, майбутні магістри середньої освіти з фізичної культури.*

**Дутчак Ю. В., Сущенко Л. П. Философский уровень методологии обеспечение качества профессиональной подготовки будущих магистров среднего образования по физической культуре.** *Обеспечение качества профессиональной подготовки будущих магистров в современных условиях имеет особую актуальность. Для научного познания и исследования проблемы обеспечения качества профессиональной подготовки будущих магистров среднего образования по физической культуре целесообразно использовать философский уровень методологии, предусматривающей диалектический и экзистенциальный подходы. Основным постулатом диалектической парадигмы является то, что развитие есть вечный и бесконечный процесс замены старого новым на основе внутренних*