

- the principle of situation actualization envisages that each event should contain situational dominant that actualizes person's inner state, defines within its content what is important for it, and what is expressed in its emotional evaluation;
- the principle of social hardening envisages engaging students in situation that demand willpower efforts for overcoming society's negative impact, mastering certain means of its overcoming, person's adequate individual peculiarities, formation of social immunity system, stress resistance, reflection position.

Thus, existential approach in quality assurance for professional training of future secondary education masters in physical culture envisages creation of conditions for formation of masters' moral choice and responsibility for it, as a result of which masters' need for self-analysis arises, personal qualities form, and their individuality develops. Individuality is provided with ability to take an independent position regarding circumstances; formation of artistic values priority as basic means of their realization – labor. Labor is not understood as human activity, but as meaningful and creatively-elaborated contribution to life of the society.

Conclusions. Philosophical level of methodology of quality assurance for professional training of future secondary education masters in physical culture has been characterized. It has been revealed that application of dialectic and existential approaches to quality assurance for professional training of future secondary education masters in physical culture provides formation of masters' systematic and creative thinking via implementation of new cognitive areas, knowledge fundamentalization under conditions of their problematic, evolution and cyclic organization and inter-disciplinary integration, which will result in promotion of advanced development of a future professional's personality.

Perspectives for further scientific research lie in formation of general scientific and specifically scientific levels of methodology of quality assurance for professional training of future secondary education masters in physical culture.

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THE METHODOLOGICAL APPROACHES TO THE PROFESSIONAL TRAINING OF FUTURE TEACHERS OF THE PHYSICAL EDUCATION FOR THE PHYSICAL- HEALING WORK AT HIGH SCHOOL

The article is devoted to the research of the new methodological approaches to the professional training of future teachers of Physical education for the physical-healing work at high school. The dynamics of modern social-economical transformations exacerbates the problem of saving and strengthening of the country's population, increasing the role of the Physical education in the life of each personality. It is well known that the using of the various types of the physical-healing activity provides such aspects as: the prevention of diseases, increasing of the efficiency increasing of the life expectancy, organization of the complete leisure activity, efficiency of fighting with harmful, bad habits (addictions). It also creates the conditions for the revealing and cognition of own opportunities, abilities and provides the optimal volumes of the motor activity. These factors predetermine the necessity of the professional training of the qualified teachers of Physical education, capable of the continuous professional training throughout their life. These teachers will be able to adjust to the new (rapidly changing) conditions of the pedagogical work. These teachers will be ready for the creative search and for the professional self-development.

The conditions of the renovation of the pedagogical education include the continuity of the general-cultural and

professional-educational training, modernization of the content on the basis of the principles of the culture-expediency, humanization and professionalization. The increasing of the effectiveness of the professional training of the future teachers of the Physical education at modern stage requires the modernization of the educational process at high educational institutions.

With the help of the scientific research it was determined and proved the methodological approaches, which we consider within the process of the professional training of the future teachers of the Physical education. Each of these has own features; profession-graphical, personally-oriented, synergetic and anthropological.

Key words: methodological approaches, professional training future teachers of the Physical education, physical-healing work, high school.

Коновальська Л. А., Кушнирюк С. Г. Методологические подходы в профессиональной подготовке будущих учителей физической культуры в физкультурно-оздоровительной работе в старшей школе. Статья посвящена поиску новых методологических подходов в профессиональной подготовке будущих учителей физической культуры в физкультурно-оздоровительной работе в старшей школе. Динамизм современных социально-экономических трансформаций обостряет проблему сохранения и укрепления здоровья населения страны, повышая роль физической культуры в жизни каждого человека. Известно, что использование различных видов физкультурно-оздоровительной деятельности способствует профилактике заболеваний, повышению работоспособности, увеличению продолжительности жизни, организации полноценного досуга, борьбе с вредными привычками, создает условия познания собственных возможностей и обеспечивает оптимальные объемы двигательной активности. Это вызывает необходимость профессиональной подготовки квалифицированных учителей физической культуры, способных к непрерывной профессиональной подготовке в течение всей жизни, которые умеют приспосабливаться к новым быстроменяющимся условиям педагогического труда, а также постоянно готовы к творческим поискам и профессионального саморазвития.

К числу условий обновления педагогического образования относятся непрерывность общекультурной и профессионально-образовательной подготовки, модернизация содержания на основании принципов общекультурных, гуманизации и профессионализации. Повышение эффективности профессиональной подготовки будущих учителей физической культуры на современном этапе нуждается в модернизации образовательного процесса в учреждениях высшего образования.

Научным поиском выяснено и обосновано методологические подходы, которые рассматриваются нами в процессе профессиональной подготовки будущих учителей физической культуры, и каждый из которых имеет собственные признаки: профессиографические, личностно-ориентированные, синергетические и антропологические.

Ключевые слова: методологические подходы, профессиональная подготовка, будущие учителя физической культуры, физкультурно-оздоровительная работа, старшая школа.

Коновальська Л. О., Кушнирюк С. Г. Методологічні підходи до професійної підготовки майбутніх учителів фізичної культури до фізкультурно-оздоровчої роботи в старшій школі. Статтю присвячено пошуку нових методологічних підходів до професійної підготовки майбутніх учителів фізичної культури до фізкультурно-оздоровчої роботи в старшій школі. Динамізм сучасних соціально-економічних трансформацій загострює проблему збереження та зміцнення здоров'я населення країни, підвищуючи роль фізичної культури в житті кожної людини. Відомо, що використання різноманітних видів фізкультурно-оздоровчої діяльності сприяє профілактиці захворювань, підвищенню працездатності, збільшенню тривалості життя, організації повноцінного дозвілля, боротьбі зі шкідливими звичками, створює умови пізнання власних можливостей і забезпечує оптимальні обсяги рухової активності. Це зумовлює необхідність професійної підготовки кваліфікованих учителів фізичної культури, здатних до безперервної професійної підготовки впродовж усього життя, які вмють пристосовуватися до нових швидкозмінних умов педагогічної праці, а також постійно готові до творчих пошуків і професійного саморозвитку.

До числа умов оновлення педагогічної освіти належать неперервність загальнокультурної та професійно-освітньої підготовки, модернізація змісту на підставі принципів культуродоцільності, гуманізації і професіоналізації. Підвищення ефективності професійної підготовки майбутніх учителів фізичної культури на сучасному етапі потребує модернізації освітнього процесу у закладах вищої освіти.

Науковим пошуком з'ясовано та обґрунтовано методологічні підходи, які розглядаються нами в процесі професійної підготовки майбутніх учителів фізичної культури, і кожен з яких має власні ознаки: професіографічний, особистісно-орієнтований, синергетичний та антропологічний.

Ключові слова: методологічні підходи, професійна підготовка, майбутні вчителі фізичної культури, фізкультурно-оздоровча робота, старша школа.

Formulation of the problem. According to V.G.Kremen, the urgency of research of new approaches to the professional training of the future teachers of the Physical education at the institutions of high education is connected with the fact that "the Ukrainian education has the task "to form the personality with the innovative thinking and culture, which would correspond to the innovative type of the civilization's development". Only after the formation of such personality we'll be able to become the competitive nation, because the changeability stops to be the exception; it becomes the essential feature of the society's functioning and each of its members" [5, p. 11].

New conception of the development of the Physical education of Ukraine provides the necessity of the appropriate

changes within the professional training of the future teachers of the Physical education within the system of high pedagogical education.

Such scientists as O. Yu. Agipo, P.B. Dzhurinsky, E.A. Zakharina, L.I. Ivanova, R.P. Karpiuk, L.P. Suschenko, N.I. Stepanchenko, O.V. Tymoshenko and others researched thoroughly the theoretical and methodic fundamentals of the professional training of the future teachers of Physical education at the institutions of high education.

Such scientists as L.P. Arefyeva, O.A. Atamas, O.O. Bezkopilny, O.M. Voitovskaya, L.V. Galchenko, V.D. Druchik, O.V. Omelchuk,

V.G. Omelyanenko, N.M. Samsutina and others paid attention to the clarification of various aspects which characterize the peculiarities of training future teachers of the Physical education at high educational institutions.

Our national scientists (M. S. Honcharenko, O. D. Dubogay, V. M. Orzhehovska and others) and foreign scientists (J. P. Allegrante [10], N. Cavill [11] etc.) dedicate the significant attention to the questions which were related to strengthening of the pupils' health within the institutions of general secondary education.

The aim of the article. The main article of this research work is the determination of characteristic of the realization of the professiographic, personally-oriented, synergetic and anthropological methodic approaches to the professional training of the future teachers of Physical education for the physical-healing activity at high school.

Presenting of the main material. According to V.Andrushenko, Ukraine is trying "to find out the social, economic and scientific-technological platforms of the surviving, new paradigm of the personality's training for the life. This training must provide not only the adaptive attitude to the reality but also it has to guarantee the development of the reality itself according to human dimensions of life, which have been dictated by the ideals of the 21st century. The center of this paradigm is the education which develops as the respond to the civilization's requirements and as the respond to the personality's demands, such as: demand to find own place in this life, demand to find the opportunities for the self-realization within modern global environment." [1, p. 6]. We should say that we definitely support this thought of this scientist.

The problem of the formation of the competitive specialist within the field of the Physical education has the systematic character. Some attempts of the systematic solving of the problems of the higher physical education are realized on the basis of different approaches. The professiographic approach plays the significant role among these approaches.

Considering the modern conditions, the society requires the new teacher, who would be able to give the physical-educational services; who will know the methods which would help him to model and to prognosticate the educational process. This teacher will be able to implement the knowledge from his or her practice, integrating systematically the information which was collected by other scientist of different profiles.

The professiographic approach to the professional training of the future teachers of the Physical education for the physical-healing activity at high school gives the opportunity to describe systematically the professional activity of the teachers Physical education, to analyze not only the individual-psychological peculiarities and characteristics of the future teachers of Physical education but also it will give the possibility to analyze their value orientations and positive attitude the realization of the educational services, which, in its turn, will provide the development of the students' professional culture.

We think that the professiographic approach is based on the educational-professional program of the training Bachelors and Masters, majoring in specialty 014 Secondary education (Physical education) and other regulations (documents) , which reflect the certain set of requirements for the future professional activity, physical-healing activity at high school.

At modern stage within the pedagogical science the special attention must be paid to the personally-oriented approach which has as the goal creation of the mechanisms of teaching and upbringing which is based on the principles of the deep respect for the personality. A.Sembrat characterizes the personally-oriented approach as "the important psychological-pedagogical principle and methodological instrument which has as the base the complex of initial conceptual notions, valuable statements, methodological and psycho-diagnostic an psychological-technological means which provide the deeper understanding, cognition of the child's personality. And after that on this basis it would take place the harmonious development within the conditions of the existing educational system" [6, p. 57].

The modern society states the appropriate requirements for the quality of the training of graduates (alumnus) of the high educational institutions. O.A. Serhiichuk states that the "formation of the professionally oriented personality of the future teacher of Physical education is determined by the reformation of the modern education, which requires the radical changes within the educational process, implementation of new technologies and ways of teaching. This will provide the realization of the intellectual and spiritual potential of the applicants for the higher Physical education"[7].

According to G.O.Shishkin, the personally-oriented approach is "the methodological orientation within the pedagogical activity of pedagogues at pedagogical university. This approach is based on the system of the inter-connected notions, ideas and ways of actions. It supports and provides the processes of self-cognition, self-improvement and self-realization of the student's personality as the future pedagogue:" [9, p. 292]. During the implementation of this approach the teacher makes major efforts for the development of the students' unique personal features of the future professionals with the humanistic orientation [9, p. 292].

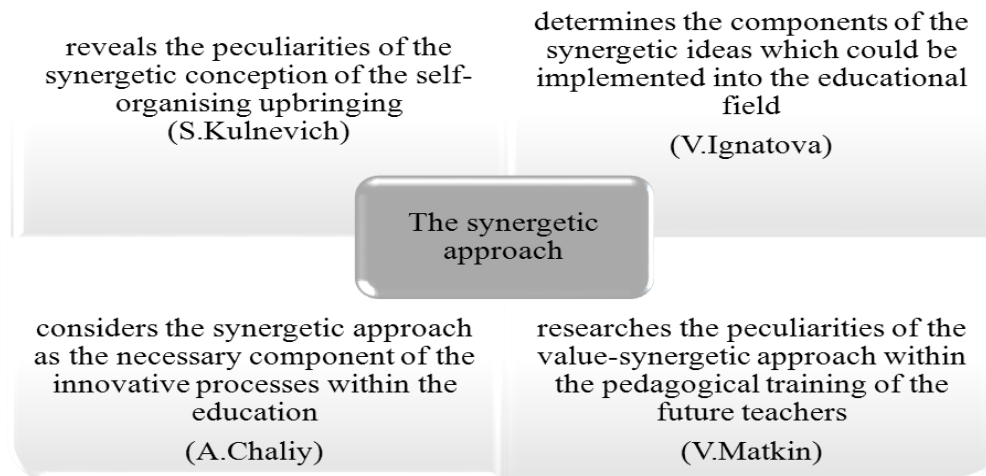
The analysis of the scientific-pedagogical resources proves that during the years the significant attention has been given to the problem of the implementation of the synergetic ideas within the education.

At the modern stage the term "Synergy" (from. Gr. sinergia — cooperation) acquires the fundamentally new. The science Synergetics researches the classical interaction of the non-similar, sophisticated and open systems (for the exchange of the energy, substances, materials, information) which are in the constant process of the self-development due to the natural ability of new systems to self-organize.

According to I.V.Shapovalova, the synergetic approach characterize the personal development of the future teacher of Physical

education, which is assisted by the contradictions which provide the transformation of the value orientation, self-cognitive and self-upbringing activity [8, p. 363]. From the standpoint of Synergy the professional solutions, decisions and actions are determined with the help of the analysis of the peculiarities of the own style of work and with the help of the analysis of the own "I".

The scientists see opportunities of the implementation of synergetic ideas within various directions of the improvement of the educational process and within the training of the applicants for the higher education (pic.1).



Pic. 1. The determination of the notion "The synergetic approach"

The anthropological approach of the scientific research works requires not to limit by the studying of the impact of the social environment of the intellectual, rational motivation, but to determine also the irrational, instinctive, biological and other motives of behavior of people (motives which predetermined by the human nature).

According to Z.Kurliand "the anthropological approach demands the teachers' and parents' knowledge about themselves and about their students (children) - future teachers, about their interests, intentions, demands, dreams. The anthropological approach prognosticates the considering of the complex interaction of the spiritual, mental and materialistic phenomena within the personality of the future teacher" [4, p. 5].

Yu. V. Vaskov characterizes the anthropological approach as the approach which is "oriented on the integration of knowledge about the personality's phenomenon into the one theoretical construct, research of the personality's nature in its multidimensionality" [2, p. 8]. The scientist thinks that this statement "deals with the Physical education of pupils of the institutions of secondary education". The future teacher of Physical education has to understand fundamentally that the class of pupils is not the "grey" mass of similar pupils, but that this class of pupils is the amount of bright personalities, individuals with the certain level of intellectual, physical and mental readiness" [2, p.5].

I.V.Ivanii in a context of the anthropological approach considers the spreading of the student-oriented direction within the process of physical-cultural education and determines the specific peculiarities of the professional-pedagogical culture of the future specialist – the culture of the inner world and the culture of the personality itself [3, p. 34].

We think that the professional training of the future teacher of Physical education is the process of formation of the future teacher's personality from the professional point of view, considering the professional competence. These notions are the pre-condition of the effective future physical-healing work at the institutions of general secondary education.

Conclusions. The analysis of the professiographic, personally-oriented, synergetic and anthropological methodological approaches has underlined that within the pedagogical science and practice the professional training of future teachers of Physical education is directed on the training of students (at higher educational institutions) on specialty 014 Secondary education (Physical education) for the presentation and realization of the educational services in field of Physical education. The pedagogical science and practice the professional training of future teachers of Physical education is directed also: on the students' mastering the complex of knowledge about the human being and physical culture; on the development of the students' emotional-value attitude, moral values and skill to transfer values of Physical culture and education to the pupils of high school.

Prospects of the further research we see in the development of the conception of the professional training of future teachers of Physical education for the physical-cultural-healing work at high school.

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FEATURES OF POWER TRAINING USE IN THE SYSTEM OF PHYSICAL EDUCATION OF HIGHER EDUCATION RECIPIENTS

The article analyzes the scientific and methodological literature on the peculiarities of the use of force training in the physical education of higher education recipients.

It has been found that the system of physical education of higher education institutions is in the stage of reformation. Various forms of teaching and learning are used, which are effective and adequate to the requirements of the current development of society. The main motive for students to exercise in physical education is determined by the improvement of the body structure, weight loss, and only then – the health promotion. The inability to freely choose the type of locomotor activity in higher education institutions is a problem today.

It is established that force training provides a wide range of choice of means and methods of force orientation; increases the level of development of strength, endurance, flexibility; the functional state of the body of those involved (normalization of metabolism for greater burning of energy during the day, strengthening of bones and connective tissue); affects the emotional state (increase resistance to stress); correction of indicators of weight and body composition; does not unilaterally affect the female and male organisms; can be used for wellness purposes with students who have health disabilities and low fitness; to modernize the system of physical education and development of mass and student sports.

Conclusions are made: for the development of a strength training program it is necessary to: 1) monitor the preferences of students, assess the state of physical fitness of the organism and determine their purpose; 2) study of the systematic exercise of physical exercises, because the realization of interest in physical culture occurs in the process of exercise; 3) supplementing the systematic nature of self-employment, and the material and technical base of higher education institutions plays not a least role.

Key words: strength training, students, physical fitness, motor qualities, physical activity, fitness equipment.

Мартінова Н. П. Особливості використання силового тренінгу в системі фізичного виховання здобувачів вищої освіти. У статті проаналізовано науково-методичну літературу щодо особливостей використання силового тренінгу на заняттях з фізичного виховання здобувачів вищої освіти.

Встановлено, що силовий тренінг передбачає широкий спектр вибору засобів і методів силової спрямованості; впливає на підвищення рівня розвитку сили, витривалості, гнучкості; нормалізує обмін речовин для протягом доби, зміцнює кістки і сполучну тканину; підвищує стійкість до стресів; корегує показники маси та складу тіла.

Зроблено висновки: для розробки програми силового тренінгу потрібно: 1) моніторинг вподобань студентів, оцінка стану фізичної підготовленості організму та визначення їх мети; 2) дослідження систематичності занять фізичними вправами, адже реалізація інтересу до фізичної культури відбувається в процесі виконання фізичних вправ; 3) доповнення систематичності занять самостійними заняттями та не останню роль відіграє матеріально-технічна база закладів вищої освіти.

Ключові слова: силовий тренінг, студенти, фізична підготовленість, рухові якості, рухова активність, тренажери.

Мартынова Н. П. Особенности использования силового тренинга в системе физического воспитания соискателей высшего образования. В статье проанализирована научно-методическая литература об особенностях