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Pedagogical Conditions for the Formation of Future Physical Education Specialists' Readiness for Managerial Activity in Blended Learning

Педагогічні умови формування готовності майбутніх фахівців фізичної культури до управлінської діяльності за змішаного навчання

The article under consideration addresses the pedagogical conditions that are conducive to the cultivation of the aptitude of prospective physical education specialists for managerial pursuits within the context of blended learning. The purpose of the article is to outline and characterize the pedagogical conditions for the above-mentioned training of future teachers. The article identifies the following priority areas for the development of modern education: the development of creative personalities; the ensuring of continuity of education for the whole population and all age groups; the integration of universal human values into education; and the orientation of education to the interests of each individual. The necessity of modernizing the training of future physical education specialists by integrating theory into pedagogical practice is emphasized. The professional development of specialists is emphasized, with particular attention paid to the comprehensive implementation of an individual and systematic approach to learning. The enhancement of the efficacy of training and professional and managerial development of students of physical education is facilitated by the effective utilization of specific pedagogical conditions in the educational process that engender motivation for the future profession, a high level of organization of teaching, the incorporation of predetermined educational technologies and teaching methods in them, and independence in the acquisition of knowledge. The implementation of pedagogical conditions ensures the formation of future physical education teachers' readiness for managerial activities, influencing their professional training as a whole and ensuring the constant updating of the educational programme. The programme is designed to equip students with a foundation in the principles of pedagogical activity, various teaching methods for physical education, and an understanding of age-appropriate psychology and pedagogy.

The author expounds upon his personal interpretation of the notion of «pedagogical conditions in the field of physical education». The fundamental pedagogical conditions for the managerial activities of prospective physical education teachers are delineated and elucidated, namely the establishment of an incentivizing and value-based educational milieu in the course of blended learning for the cultivation of managerial competence in students, the engagement of physical education students in the development of contemporary curricula in the discipline through blended learning, the incorporation of state-of-the-art technical means of blended learning into the professional training of future physical education specialists for managerial activities, and the self-improvement of managerial activities of future physical education teachers through the organization and implementation of blended learning.

Keywords: pedagogical conditions, professional training, future physical education specialists, managerial activities, blended learning.

У статті розглянуто педагогічні умови формування готовності майбутніх фахівців фізичної культури до управлінської діяльності за змішаного навчання. Мета статті – окреслити та змістовно характеризувати педагогічні умови зазначеного формування у майбутніх педагогів. Зазначено важливість модернізації підготовки майбутніх фахівців фізичної культури шляхом інтеграції теорії в педагогічну практику. Формування готовності майбутніх вчителів фізичної культури до управлінської діяльності забезпечується впроваджуваними педагогічними умовами, які чинять вплив на професійну підготовку в цілому за постійного оновлення освітньої програми. Представлено власне розуміння поняття «педагогічні умови у галузі фізичної культури». Встановлено та змістовно описано засадничі педагогічні умови до управлінської діяльності майбутніх учителів фізичної культури, якими є створення в процесі змішаного навчання мотиваційно-ціннісного освітнього середовища для розвитку управлінської компетентності студентів, залучення здобувачів фізичної культури до освоєння оновлених навчальних програм зі спеціальності засобами змішаного навчання, впровадження сучасних технічних засобів змішаного навчання у процес професійної підготовки майбутніх фахівців фізичної культури до управлінської діяльності, самовдосконалення управлінської діяльності майбутніх учителів фізичної культури за організації і проведення змішаного навчання.

Ключові слова: педагогічні умови, професійна підготовка, майбутні фахівці фізичної культури, управлінська діяльність, змішане навчання.

Introduction / Вступ. Today's society demands specialists who have a basic professional education, are able to creatively perform professional activities and are competitive individuals in the labour market. The concept of educating young specialists includes the use of modern technologies and teaching methods in higher educational institutions, thus improving the system of their education, inculcating the culture of a healthy lifestyle of the individual, interpersonal interaction on the basis of equality, and so on. At the same time, the process of forming competent qualities in students directly depends on the educational environment in which the student is located and on certain conditions under which his professional formation is carried out. Becoming a specialist is a long-term process, and as scientists note, its success depends on many factors: proper reform of education and constant implementation of innovations (Hritchenko A. H., 2022; Kachan O. A., Kudriavets D. S., & Volvak M. O., 2021; Educational Environment, 2014; Sobchenko T. M., 2021); introduction of the latest technologies, teaching methods and modern approaches to the organisation of learning into the educational process of students, the use of which allows students to acquire basic knowledge and professional skills for their application in practice (Innovative Technologies in the Modern Educational Space, 2020; Innovative Technologies of Learning, 2022); internal desire to learn, develop professionally, grow and achieve success, i.e. to be motivated (Soiko I. M., Rakovska M. A., 2020).

The need for teaching staff is reflected in scientific works that describe the development of key competences in higher education students, which form the basis for their successful life and career (Nesin Yu. M., 2022); the importance of future specialists mastering modern skills in blended learning, related to managerial and digital literacy, creativity, adaptability, ability to work in a multicultural environment and with children and youth with different educational needs, ensuring equal access to education for all (Nalyvaiko O. O., 2018). Scientists G. Krücken (Krücken G., 2021), T. Plachynda (Plachynda T. S., 2016), F. Pucciarelli, A. Kaplan (Pucciarelli F., & Kaplan A., 2016), Yu. Yampol, S. Polishchuk (Yampol Yu., & Polishchuk S. V., 2024) in their scientific works provide a detailed justification of the educational process, which ensures an increase in the quality of education and affects the general level of intellectual development of society.

Analysis of psychological, pedagogical, professional and methodological literature shows that in recent years the physical health of young people has become a cause of concern not only for specialists, since physical culture has not become a need of an individual, a compulsory component of the life of social groups (Konokh A. P., Kovalenko Yu. O., & Parii S. B., 2024). In addition, at the present stage of development of society physical culture is perceived as a personal problem of an individual, and not as a component of the health of the nation (Zvekova V., & Yarchuk H., 2021).

The study of theoretical and practical principles of training of future physical culture teachers for professional activity is a proof that not all aspects of this problem have been solved, since the potential of the complex of pedagogical conditions contributing to formation of readiness of a future physical culture teacher for professional activity is not fully utilized. Besides, the purposeful use of motivating educational environment, modern teaching aids, active forms and methods of professional training, which ensure systematic training of specialists, ability of self-improvement and self-realization in the future, and effective transformation of physical culture into practical activity, has not been fully developed and substantiated. At the same time, the development of these aspects would contribute to

the preparation of future physical culture teachers for professional and pedagogical activity, and thus to the expansion of students' knowledge of management activities in blended learning.

Aim and Tasks / Мета та завдання. The purpose of the article is to outline and meaningfully characterize the pedagogical conditions for forming the readiness of future physical education specialists for managerial activities in the context of blended learning.

Methods / Методи. In order to reveal the purpose of the research, the article used general scientific methods: analysis of literary sources, generalization of pedagogical experience, as well as analysis, synthesis, induction and deduction, and systematization and generalization of the data obtained.

Results / Результати. Modern society has entered a phase of progressive development, as socio-economic and political transformations are aimed at establishing humanistic values and ideals, creating a developed economy and a sustainable system, in which issues of education, individual life and ensuring their health play an important role. From these positions, the educational system reflects the changes taking place in society, including social restructuring, the transition to democratic forms of life, improving the educational level, etc. At the same time, the following are considered priority areas of development of modern education:

- the formation of a creative personality;
- ensuring the continuity of education and its coverage of all sections of the population and age groups;
- the integration of world, national-cultural and moral values;
- the orientation of education towards satisfying the interests of each member of society.

The modern education system is undergoing significant changes due to the dynamic development of society and the growing role of physical culture in educational institutions. This requires modernization of the training of future specialists in this field.

Scientists pointed out the importance of creating conditions in higher education institutions that would allow students to understand the significance of the chosen specialty and to see real prospects for professional growth. Such training includes the integration of theory and practice through the involvement of students in pedagogical practice, participation in projects and other forms of practice-oriented activities, as well as the assistance of teachers in finding themselves in the profession, defining and setting professional goals and outlining the means to achieve them. At the same time, researchers note that a successful professional must not only possess knowledge, but also be resilient, sociable, creative and capable of self-improvement. However, the process of professional development is always complex and requires an individual and systematic approach to learning, which fully ensures the high quality of training of future specialists. It is the training of competence-based physical education specialists, capable of introducing innovative educational technologies and advanced pedagogical experience into the educational process of schoolchildren in the future, that lays the foundation for the successful development of society.

In order to increase the effectiveness of training and professional development of physical education students, we use certain pedagogical conditions in the classroom, which contribute to the creation of an individual educational process in a comfortable educational environment and the integrated use of interactive teaching methods and innovative information and communication technologies. According to scientists I. Hlukhov and T. Shmonina, pedagogical conditions serve as «... a qualitative feature of the main factors, processes and phenomena of the educational environment and are characterized by the following features: they are purposefully created and implemented in the educational environment; they ensure the solution of the pedagogical task; they contribute to the systematic nature of scientific research and provide an opportunity to verify its results; they positively influence the efficiency and effectiveness of the educational process» (Hlukhov I. H., & Shmonina T. A., 2011, p. 68). Scientist V. Ivashchenko interprets «pedagogical conditions» in accordance with certain circumstances that occur in education, since the productivity of the pedagogical process of professional training of specialists directly depends on them, which is mediated by the activity of an individual, a group of people, or «stable circumstances that determine the state and development of functioning pedagogical systems» (Ivashchenko V. S., 2017, p. 28).

Pedagogical conditions include a high level of organization of teaching, adherence to established teaching methods, which contributes to the development of motivation for the learning process, independence and perseverance in acquiring knowledge among higher education applicants. Pedagogical conditions help to optimise the learning process and contribute to the achievement of maximum educational results by students. Successful implementation of pedagogical conditions increases the quality of education and the achievement of educational goals.

In general, pedagogical conditions for the formation of readiness of future physical education teachers for managerial activities include:

– professional education. It directs the students' training to master the basic principles of pedagogical activity, methods of teaching physical education, familiarization with age psychology and pedagogy;

– practical teaching. This type of activity is practice-oriented, as students can apply the acquired knowledge in practice, gain professional experience;

– individual approach. Its aim is to take into account the needs of each student, his characteristics and abilities when forming the readiness for pedagogical activity;

– support of learning and motivation. It is important for a college teacher to create a favourable psychological climate in the classroom and to be able to encourage students to self-development and self-improvement, as well as to arouse their interest in the profession of a physical education teacher;

– constant updating of the professional programme. In addition to the knowledge acquired in the classroom, students improve their own professional level by participating in scientific seminars, conferences, trainings, etc.

Modern understanding of the concept of «pedagogical conditions» is characterized by many directions of its research by scientists. Teachers consider pedagogical conditions in order to form and develop the personality of future teachers, to whom the process of learning and modernization of professional education is directed (Hlukhov I. H., & Shmonina T. A., 2011, p. 68). The ambiguity of formulations is a proof of the multifunctionality of this concept.

In our understanding, «pedagogical conditions in the sphere of physical culture» are a set of organizational, methodological, psychological and social factors created by the teacher in order to ensure effective education and training of future physical culture teachers. They are an integral part of the pedagogical process and are aimed at improving the quality of education and creating a favourable educational environment for the development of the student's personality, the formation of professional competencies, including the skills of critical thinking, cooperation, communication, teamwork and adaptability to modern civil society.

Pedagogical conditions allow to effectively achieve educational results and create a favourable digital environment for learning and development. According to the topic of the study, we have identified four pedagogical conditions that allow to form the readiness of future physical education specialists for managerial activities in the conditions of blended learning. These are:

– creation of a motivating and valuable educational environment in the process of blended learning for the development of managerial competence in future physical education teachers. Blended learning technologies combine traditional teaching methods with the use of digital platforms (active use of online resources, interactive materials and virtual laboratories) in the process of forming managerial competence, which motivates the future physical education teacher to work, contributes to his mastery of high general and intellectual culture, helps to develop responsibility and manners (Stepanchenko N., 2017, p. 28);

– involvement of students of physical education in mastering updated educational programmes for formation of practical management skills using blended learning. According to the updated educational programmes, the training of specialists is aimed at the performance of complex professional tasks and the comprehensive solution of practical problems. The modernization of the educational process is becoming more and more important. In turn, the future pedagogical activity of such specialists is built in accordance with certain features determined by the specific organization of teaching and extracurricular activities in physical education (Khoma T., 2020, p. 184);

– introduction of modern technical means of blended learning into the process of professional training of future physical education specialists for management activities. This application is crucial for increasing the level of knowledge, skills and abilities acquired in the learning process among students of physical education. The use of modern blended learning technologies (future reality modelling, interactive online courses and mobile learning programmes, etc.) helps higher education teachers to create exciting and interactive learning for students. Technological means contribute to a deeper understanding of theoretical concepts, provide practicality in decision-making and solving problems related to the management tasks of physical education. And this helps future specialists to develop critical thinking, their own abilities, leadership skills, effective communication skills necessary for successful professional activity, to work successfully in groups, etc. (Tymoshenko O. V., 2009);

– self-improvement and self-realization of future physical education teachers' leadership activities through the organization and implementation of blended learning. Blended learning is able to individualize and differentiate the independent work of future physical education teachers, developing their personal and professional qualities (responsibility, organization, reflexivity, self-improvement, etc.). At the same time, pedagogical support and the creation of appropriate conditions for learning allow us to take into account the individual characteristics of students for the purpose of their self-improvement and self-development, which is the basis for effective managerial activity of a physical

education teacher (Shapovalova I. V., 2015).

Conclusions / Висновки. Therefore, the formation of professional readiness of future physical education specialists for managerial activities is a multi-component process that requires the integration of traditional and modern pedagogical approaches. At the same time, within the framework of blended learning (a combination of full-time and distance learning formats), considerable attention should be paid to the development of special pedagogical conditions, the implementation of which contributes to the formation of sustainable readiness of future physical education specialists for managerial activities in a dynamic educational environment under blended learning.

The research conducted by us does not fully reveal the raised problem. A promising direction of research is the development of educational technologies for the optimal implementation of pedagogical conditions in the education of physical education students.

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