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**STRUCTURAL COMPONENTS OF READINESS OF FUTURE PHYSICAL CULTURE  
TEACHERS FOR ORGANIZATION OF INDIVIDUAL WORK WITH PUPILS**

The article deals with the structure of readiness of future physical culture teachers for organization of individual work with pupils. In the structure of the described phenomenon the following have been distinguished: *components* (motivational-axiological, cognitive-integrative, activity-projective, reflexive-creative), *criteria* (motivational – stable motivation of students for realization of humanistic, personally oriented educational paradigm in the process of physical education of pupils through individualization of physical culture classes for preserving and strengthening the health of schoolchildren; cognitive – ability of students to integrate general pedagogical and specific knowledge about the peculiarities of the organization of individual work with pupils in physical training lessons in the process of planning solutions of professionally oriented collision tasks; behavioral – manifestation by future physical culture teachers of formed general pedagogical and special skills to design methods of organizing individual work with pupils in physical education lessons and in extracurricular time, which integrates the achievements of pedagogy, psychology, physiology, hygiene and provides preservation and strengthening the health of schoolchildren with various level of development of physical abilities; reflexive – students' capability to systematically self-assess the effectiveness of professional and pedagogical actions aimed at ensuring the individualization of physical activity of pupils and continuous self-educational activity in the direction of getting knowledge, abilities, skills on innovation of means of physical education in the direction of organization of individual work with pupils), *indicators* of readiness of future physical culture teachers for organization of individual work with pupils and its levels (low, satisfactory, sufficient, high) have been defined and characterized, the complex of components and criteria of evaluating the level of formation of the outlined quality which is shown in concrete signs has been offered, developed on the basis of theoretical and experimental work and integrates opinions of experts in the role of which were lecturers of the institutions of higher education, methodologists and students. Formation of the indicators of components of readiness of future physical culture teachers for organization of individual work with pupils indicates a certain level of its development.

**Key words:** physical culture, physical training, components, criteria, indicators, students, future physical culture teachers, readiness for organization of individual work with pupils.

**Formulation of the problem.** Formation of readiness of future physical culture teachers for organization of individual work with pupils as one of the aspects of vocational training of students in the pedagogical institution of higher education (IHE), requires the solution of a number of research tasks, in particular: distinguishing structure components, criteria, indicators and levels of formation of the investigated phenomenon. Thus, within the research it is necessary to specify the structure of readiness of future physical culture teachers for organization of individual work with pupils. In general meaning structure is an interconnection or a relationship between the system elements; a set of stable connections of the object, ensuring its integrity and identity to itself that is main-

taining its basic properties during various external and internal changes. Therefore, the structure retransmits what remains relatively unchanged in the conditions of various transformational conversions of the system. Thus, it has been assumed that the structure of readiness of future physical culture teachers for organization of individual work with pupils will remain unchanged and stable, but its components will be characterized by dynamism and emergence in changing conditions of professional pedagogical activities.

**Analysis of references.** In present conditions of scientific pluralism a significant amount of theoretical and methodical materials has been accrued that reflects different approaches for establishing the structure and determining the content

of vocational training of future physical culture teachers (N. Stepanchenko [Stepanchenko 2017]) and its results reflected in the formation of professional competence (O. Omelchuk [Omelchuk 2014]), pedagogical mastery (V. Pachuha [Pachuha 2010]), reliability (O. Soltyk [Soltyk 2018]); readiness (A. Melnik [Melnik 2021]) for applying individual and differentiated approach in physical education (PhE) of pupils (S. Ivannikov [Ivannikov 2013]); organization of physical training and health-improving environment of secondary education institution (P. Rybalko [Rybalko 2019]); use of physical training and health-improving technologies in professional activities; formation of healthy lifestyle (HLS) of students of IHE at PhE classes by means of physical training and health-improving technologies (O. Nestorov); physical training and recreational work in school (N. Svirshchuk [Svirshchuk 2013]); pedagogical activities (V. Soloviov [Soloviov 2013]); coaching activities (O. Sopotnytska [Sopotnytska 2015]); formation of pupils' valuable attitude to their own health (Yu. Tanasiichuk [Tanasiichuk 2021]); organization of extracurricular work on tourism (L. Chalii [Chalii 2017]); self-improvement and formation of the foundations of HLS (I. Shapovalova [Shapovalova 2016]); introduction of health preserving technologies in the process of vocational and pedagogical training (O. Shkola [Shkola 2019]); individual work with pupils in terms of inclusion (N. Shchekotylyna [Shchekotylyna 2019]) etc.

However, there is no unified view on the structure of the described integral professional qualities of physical culture teachers. It was seen to provide the analysis of authors' views on the components and criteria characteristics of different pedagogical phenomena, which are in the problem plane of our research, for confirmation of content of structural components of readiness of future physical culture teachers for organization of individual work with pupils.

**The purpose** of article is specifying the structural components of readiness of future physical culture teachers for organization of individual work with pupils.

**Statement of the main material.** Analysis and summary of the author's consideration to the problem of structuring pedagogical phenomena testified to the unity of researchers on the division

of a phenomenon into separate elements – components, each of which can be characterized by criteria and indicators. In general meaning “*criterion*” (from Greek *Kriterion* – a mean for statement) is interpreted as a measure to assess the result, which is characterized by indicators that are manifested in specific external features and allow identifying the levels of formation of the studied phenomenon [Semenova 2006 : 145].

Therefore, the criterion is a feature, on the basis of which something is evaluated. At the same time, now the pedagogical theory and practice concretize the general requirements to distinguishing and substantiation of the criteria, which are reduced to such postulates: “criteria must reflect the main regularities of functioning and development of the studied phenomenon; using the criteria, the connections between all components of the examined process should be established; criteria must be described with the help of indicators, due to which it is possible to state the greater or lesser degree of manifestation of this criterion; they must show the dynamics of the measured quality in time and space; qualitative indicators should act in conjunction with quantitative ones and complement each other” [Melnychuk 2021: 156]. Somewhat similar to the interpretation of the category “*criterion*” is the understanding of the term “*indicator*”, which in the modern explanatory dictionary of the Ukrainian language is defined as a sign of something, proof, evidence; certain data on the results of work, process [Kusaikina 2009 : 149]; in a large explanatory dictionary of the Ukrainian language – data on the achievements in something [Busel 2009 : 211]. However, agreeing with the summaries of I. Melnychuk [Melnychuk 2021], think that the criterion is a broader concept than the indicator. That is why, as a characteristic of pedagogical phenomenon, criterion may have several or even many indicators, since indicators are components of criterion.

Summing up, is worth to say that the procedure of concretization of criteria of readiness of future physical culture teachers for organization of individual work with pupils appealed to take into account the following:

- *the first*, the generally accepted in pedagogical science relationship between concepts of “component”, “*criterion*”, “*indicator*”, “*level*”;
- *the second*, the variety of manifestation of readiness of future physical culture teachers for

organization of individual work with pupils in different students that is determined with the uniqueness of each student and naturally needs a generalized approach for determining the criteria from the standpoint of their typification;

– *the third*, binary of key concept of the study, which organically combines physical education and pedagogical components of professional activities of physical culture teachers;

– *the fourth*, the complexity and multifaceted process of vocational training of future physical culture teachers in the IHE of Ukraine;

– *the fifth*, the variety of author's methodological and paradigmatic, theoretical, technological and methodological approaches to formation of personalities of physical culture teachers in the process of vocational training.

Due to socio-historical preconditions, social and pedagogical tendencies of vocational training of future physical culture teachers for organization of individual work with pupils, taking into account the results of content analysis of foreign experience of vocational training of future physical culture teachers for implementation of differential and individual approaches in the process of physical education of schoolchildren and separating the conclusions of modern scientists on structural composition of pedagogical phenomena within the research, according to certain criteria identified components that have specific indicators, which relay the content of the studied phenomenon.

The arguments were also formed with an appeal to the subordination of the concepts of “component”, “criterion”, “indicator”, “level” [Khmara 2021]; adherence to the postulates of the implementation of a level approach in order to assess the formation of readiness of future physical culture teachers for organization of individual work with pupils. It is notable that the proposed set of components and criteria of assessment of the level of formation of mentioned quality that is manifested in specific signs, developed on the basis of theoretical and experimental work and integrates the thoughts of experts, in the role of which were lecturers of the IHE, methodologists and students.

Examination of the normative-legal basis of training of future physical culture teachers for organization of individual work with pupils, generating methodological foundations of research and substantiation of a set of general pedagogical

and specific principles of vocational training of students gave the opportunity to distinguish the structure of the described readiness that integrates *motivational-axiological*, *cognitive-integrative*, *activity-projecting*, *reflexive-creative* components, is determined on the basis of criteria (motivational, cognitive, behavioral, reflexive) and the appropriate indicators.

*The motivational-axiological component* of readiness future physical culture teachers for organization of individual work with pupils is characterized by formed motivation for preserving and strengthening the individual health of schoolchildren by means of PhE; motivation for personal self-improvement in the direction of expanding and deepening psychological and pedagogical knowledge as the basis for qualitative performing of professional functions; willingness to be responsible for the consequences of own decisions and pedagogical actions; conscious attitude to the need to overcome the “comparison” in physical training classes; qualitative attitude to pupils' health as a key factor in the quality of life and physical culture as a means of preserving and strengthening the physical health of schoolchildren; personality of the pupil.

Appealing to the characteristics of the motivational-axiological component of the studied readiness, its *criterion* has been determined the stable motivation of students to implementation of humanistic, personally oriented educational paradigm in the process of physical education of pupils with individualization of physical training classes for saving and strengthening health of schoolchildren. Formation of the motivational-axiological component has been diagnosed on four indicators.

*The cognitive-integrative component* of readiness future physical culture teachers for organization of individual work with pupils is characterized by depth, systematization, integrativeness of the necessary and sufficient subject and pedagogical knowledge of students, in particular: about physical culture and sports (PhC&S), about the content, methods and technologies of organization of the process of physical education of pupils during the collective and individual work; knowledge in the field of pedagogy, psychology, anatomy, physiology, hygiene, medicine, which are necessary for creating an effective educational

and training process and health saving educational and extracurricular activities of pupils; is reflected in such developed ability of students: integrating knowledge on different disciplines for implementation of diagnostics of anthropometric characteristics of development of physical qualities of pupils; to resort to a systematic analysis of each specific pedagogical situation concerning the individualization of the process of PhE of schoolchildren; to find the optimal algorithm for solving various professionally oriented tasks in the projecting of methodological developments for classes in physical training for pupils with different state of health; self-replenishment of professional knowledge, etc.

Note that the formation of this component is reflected in the desire of future physical culture teachers to develop their own arsenal of professional knowledge, which is implemented during lectures, seminars, practical classes and through systematic self-educational activities of students. Taking into account all mentioned above, *the criterion* of cognitive-integrative component of readiness future physical culture teachers for organization of individual work with pupils is determined the ability of students to integrate general pedagogical and specific knowledge about peculiarities of organization of individual work with pupils in physical training lessons in the process of designing solutions to professionally oriented collision tasks.

*The activity-projecting component* of readiness future physical culture teachers for organization of individual work with pupils reflects a set of formed student's abilities in projecting methods of conducting physical training lessons by organizing individual work with schoolchildren; activity of applicants for education in mastering the experience of solving various professionally oriented tasks; developed ability to apply diagnostic methods in professional activity in order to identify functional, anthropometric development of pupils' organisms and the objective assessment of the state of their psychophysiological indicators; activity orientation of students to perspective projecting the multilevel individual tasks of physical development of schoolchildren and isolation of methodical ways of their achievements; creativity of physical culture teachers in the selection of physical education means for pupils.

Appealing to the characteristics of activity-projecting component of the examined readiness and taking into account modern requirements for vocational training of physical culture teachers, *the criterion* of that component is the manifestation of students' formed general pedagogical and special skills in projecting methods of organization of individual work with pupils in physical education classes and extracurricular activities, which integrates the achievements of pedagogy, psychology, physiology, hygiene and provides saving and strengthening of schoolchildren's health with different level of development of physical abilities.

Within the research, *the reflexive-creative component* of readiness future physical culture teachers for organization of individual work with pupils is characterized with the ability to design individual routes of physical education of pupils and forecasting the expected results in relation to the development of physical abilities of schoolchildren; developed skills to respond flexibly, without emotional stress to pedagogically "acute" situations that inevitably arise in the conditions of physical training classes, to evaluate them competently and to solve them pedagogically and constructively; ability to timely identify professional errors occurring during the solution of a professional problem and eliminating them in time; focus on continuous self-educational activities in the direction of professional development, enrichment of one's own cognitive awareness in the field of using physical culture and sports innovations in physical training lessons, etc.

*The criterion* of the reflexive-creative component of the studied readiness is the ability of students to systematically self-assess the effectiveness of professional and pedagogical actions aimed at ensuring the individualization of physical activity of schoolchildren and continuous self-educational activities in the direction of enriching knowledge, skills, abilities to innovate physical education in the organization of individual work with pupils.

The legitimacy of the developed criteria is determined by their organic relationship with the identified structural components of the readiness of future physical culture teachers for organization of individual work with pupils. Due to the described indicators, summing up the results of the analysis of scientific literature, with regard



to the issues of the research, the potential levels of the formation of announced readiness – (low, satisfactory, sufficient, high) have been verified and projected. It was predicted that the introduction of the author's system of vocational training of future physical culture teachers for organization of individual work with pupils will ensure the transition of students from lower level of formation of the studied readiness to higher, which will indicate the effectiveness and efficiency of experimental pedagogical developments.

**Conclusions.** Reflexive, semantic-generalizing analysis of scientific literature and own experience in vocational training of future physical culture teachers gave the possibility to concretize and substantiate *components* (motivational-axiological, cognitive-integrative, activity-projective, reflexive-creative), *criteria* (motivational – stable motivation of students for realization of humanistic, personally oriented educational paradigm in the process of physical education of pupils through individualization of physical culture classes for preserving and strengthening the health of schoolchildren; cognitive – ability of students to integrate general pedagogical and specific knowledge about the peculiarities of the organization of individual work with pupils in physical training lessons in the process of planning solutions of professionally oriented collision tasks;

behavioral – manifestation by future physical culture teachers of formed general pedagogical and special skills to design methods of organizing individual work with pupils in physical education lessons and in extracurricular time, which integrates the achievements of pedagogy, psychology, physiology, hygiene and provides preservation and strengthening the health of schoolchildren with various level of development of physical abilities; reflexive – students' capability to systematically self-assess the effectiveness of professional and pedagogical actions aimed at ensuring the individualization of physical activity of pupils and continuous self-educational activity in the direction of getting knowledge, abilities, skills on innovation of means of physical education in the direction of organization of individual work with pupils), *indicators* of readiness of future physical culture teachers for organization of individual work with pupils and identify and characterize *the levels* of its formation (low, satisfactory, sufficient, high). Indexes of the effectiveness of research and experimental work are the indicators of the selected components, the degree of manifestation of which at each level of the formation of the announced readiness has its own specifics. Given the complexity and ambiguity of the studied phenomenon, the criteria have been determined by the synergistic effect of indicators.

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## СТРУКТУРНІ СКЛАДНИКИ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ ДО ОРГАНІЗАЦІЇ ІНДИВІДУАЛЬНОЇ РОБОТИ З УЧНЯМИ

У статті викладено структуру готовності майбутніх учителів фізичної культури до організації індивідуальної роботи з учнями. У структурі окресленого феномену виокремлено: *компоненти* (мотиваційно-аксіологічний, когнітивно-інтегративний, діяльнісно-проектувальний, рефлексивно-творчий), *критерії* (мотиваційний – стійка мотивація студентів до реалізації гуманістичної, особистісно зорієнтованої освітньої парадигми в процесі фізичного виховання учнів шляхом індивідуалізації занять фізичною культурою задля збереження та зміцнення здоров'я школярів; пізнавальний – здатність студентів інтегрувати загальнопедагогічні й специфічні знання про особливості організації індивідуальної роботи з учнями на уроках фізичного виховання в процесі проектування рішень професійно зорієнтованих колізійних завдань; поведінковий – вияв майбутніми вчителями фізичної культури сформованих загальнопедагогічних і спеціальних умінь проектувати методику організації індивідуальної роботи з учнями на уроках фізичного виховання та в позаурочний час, що інтегрує надбання

педагогіки, психології, фізіології, гігієни й забезпечує збереження та зміцнення здоров'я школярів із різним рівнем розвитку фізичних здібностей; рефлексивний – здатність студентів до систематичної самооцінки ефективності професійно-педагогічних дій, спрямованих на забезпечення індивідуалізації фізичної активності школярів і безперервної самоосвітньої діяльності в напрямі збагачення знань, умінь, навичок щодо інноватизації засобів фізичного виховання в напрямі організації індивідуальної роботи з учнями), *показники* готовності майбутніх учителів фізичної культури до організації індивідуальної роботи з учнями й визначено й схарактеризовано її *рівні* (низький, задовільний, достатній, високий), запропонована сукупність компонентів і критеріїв оцінки рівня сформованості окресленої якості, що виявляється в конкретних ознаках, розроблена на основі теоретико-експериментальної роботи й інтегрує думки експертів, у ролі яких виступали викладачі закладу вищої освіти, методисти й студенти. Сформованість показників компонентів готовності майбутніх учителів фізичної культури до організації індивідуальної роботи з учнями свідчить про певний рівень її розвитку.

**Ключові слова:** фізична культура, фізичне виховання, компоненти, критерії, показники, студенти, майбутні учителі фізичної культури, готовність до організації індивідуальної роботи з учнями.