

PSYCHOLOGICAL COMPETENCE OF PHYSICAL EDUCATION TEACHERS

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Abstract. *Psychological competence of students receiving education in the direction of pedagogy in physical culture and sports, play an essential role in subsequent work. The aim of the study was to study the psychological attitudes that affect the performance of physical education teachers. Surveys in five areas were used as methods in the study: readiness for self-development, reflection, the motivation for achieving success, the motivation for avoiding failures, and empathy for children. The most authoritative methods that have proven their viability in psychological science were used as testing methods.*

Analysis of the results allows us to conclude about the stability of psychological attitudes of students throughout the entire period of study. The greatest impact on the change of students' ideas about their future profession is given by the pedagogical practice conducted in the third and fourth courses, respectively, we see a negative dynamics of the installation in the third year. A positive observation is the absence of identified students with a cardinal low level of psychological attitude towards teaching, at the same time a significant proportion of students – 24 % do not have any patterns for teaching by the end of the university. This especially affects the parameters of self-development of students, whose low value for release is 26 %. As a recommendation, you can offer a curriculum modification with the inclusion of classes that stimulate the creative focus of students.

Keywords: psychological competence, teacher of physical culture and sports.

Formation of skills of a teacher of physical culture and sports is always associated with the creation of professional and pedagogical skills. The most important skills include orientation towards success in activities, presentation skills, orientation towards self-development and self-education, attitudes towards love for pupils and care for them.

The manifestation of these installations among students in the areas of teacher training for physical education and sports can be diagnosed to determine the professional orientation of the teacher's personality. The diagnosis should include the following significant components: readiness for self-development, reflection, motivation to succeed, motivation for avoiding failures, empathy for children.

These qualities reflect the specifics of the profession of a teacher of physical culture and sports and should be formed in the course of the educational process. The diagnostic model of these qualities can be used to obtain information about the formation of the most important installations among students and the timely adjustment of the learning process. The specifics of the profession of a teacher of physical culture and sports is to improve the physical development of the child, improve his health, work capacity, respectively, the formation of the correct pedagogical installations will allow him to properly organize the educational process and work quality with children.

The professional activity of the teacher of physical culture and sports is directed not only at the physical component of the child's development, but also at the formation of the general culture of the individual. Such a complex task requires constant comprehension of the process and the results of one's own professional activity, borrowing the experience of colleagues, updating the theoretical baggage. One of the main qualities of the teacher is the ability to empathy. A teacher of physical culture and sports with a high level of development of the above installations constantly seeks to achieve high results in his professional activities.

In the activity of a teacher, reflection has two functions: controlling and creative. The first function assumes a comparison of the current situation with the ideal model existing in the human mind, the second one assumes the realization of creative actions.

The fourth essential setting in the training of physical education and sports teachers is motivation to avoid failure. As noted in the works of Wulff, 2000 and Light, 2014, this installation is associated with an increased sense of self-preservation and disclaimer. And since physical culture and sports teacher in the process of activity encounters difficulties, it is necessary to form the psychological skills of coping with failures. Some authors point out that the setting to avoid failures

should be developed at an average level, since it is precisely that it determines the possibility of overcoming difficulties in teaching. Heckhausen, 1986 determined that avoiding failures and striving for achievements are two basic types of human behavior. Many people live according to the first type: "as if something did not work out", they are afraid of punishment, therefore they cannot truly realize their potential.

Another important setting in the trainings is empathy. Empathy reduces stress, helps to balance interpersonal relationships, and promotes student socialization. The development of empathy in the teacher is one of the main success factors in creating a connection with students.

Summarizing the qualitative parameters of the formation of professionalism of the future physical culture and sports teachers, we can distinguish three levels of formation of psychological attitudes:

A high level implies a significant development of reflection, self-development abilities, empathy for children, substantial motivation for success and an average level of motivation for avoiding failures. This level of development of pedagogical installations testifies to the high professionalism of the teacher, the high efficiency of his work.

The average level of development of psychological installations presupposes the presence in assessments of the average indicators of the ability for self-development, the average motivation for achieving success, and an increased level of motivation for avoiding failures, empathy for children and reflection. Such a teacher is able to carry out activities at a fairly high professional level, however, it is difficult to implement self-development and objectively evaluate the results of students.

The low level of development of psychological installations is characterized by low parameters of the elements revealed in the model. A very low level of development of psychological installations implies the underdevelopment of none of the above model components. Such a person does not have the ability to teaching.

The study presented in this article includes the results of a survey to determine the formation of psychological installations among future teachers of physical culture and sports. The base of the surveyed includes students of 1–4 courses of the Federal state budgetary educational institution of higher education "Ural State Pedagogical University" in the direction of preparation "Pedagogical education", the profile "Physical Culture". To determine the level of formation of these components, students were offered tests, the analysis of the results of which allowed to establish differentiated levels of psychological installations.

Analysis shows, a high level of self-development is typical for 24 % of students, in the second year – 30 %, and in the third – 14 %. The deterioration of the results is due to the growth of the subgroup of students showing an average level of attitudes towards self-development. It should be noted that by the time of graduation from the university the level of this installation is increasing. That is connected with the imminent beginning of the professional activity of students. In the first and last grades, the readiness for self-development is almost equal, at the same time, in the third year, the indicator drops sharply, what indicates the need for a purposeful formation of the students installations.

A high level of motivation to achieve success is seen in 35 % of first-year students, in 36% of second-year students, decreases slightly in the third year to 28 % and reaches a maximum in the fourth year – 49 %. Such dynamics is due to periods of pedagogical practice in the schools of the city. In the process of practice, students face difficulties in communicating with children, lack of knowledge and experience, which leads to an increase in the motivation to achieve success. A high indicator of motivation for success in the last year of study is associated with the desire to be professionally realized in the profession gained.

The analysis shows that the prevailing result is the average level of failure avoidance for students of all courses. This result is quite positive, since this level is optimal for future teachers. Students with a low level of this installation will not be ready to deal with difficulties, and with a high level they will strive to avoid responsibility and abandon the decision-making situation. The analysis of indicators of a low level of motivation to avoid failures allows us to state that by the fourth grade this indicator is increasing.

Analysis of the test results shows that the presence of this psychological setting prevails at high and advanced levels, and this parameter is gradually redistributed towards higher values towards senior grades. Perhaps this dynamic is due to the presence in the third year of study of psychological disciplines aimed at the formation of reflexive abilities. This situation has a rather positive effect on the professional qualities of the future teachers of physical culture and sports.

An analysis of the survey results showed that the level of empathy for children initially high

enough in the first year of study decreases by the time of graduation from the university. The number of students with an average level of empathy is gradually replaced by high level grades. Most likely, this process is associated with the passage of the pedagogical practice by students in the third year, as a result of which a polarization of students' opinions occurred.

Interesting is the presence of low values of empathy in the first and last grades of training. This indicates a constant number of students with a low focus on teaching.

Analysis of the results allows us to conclude about the stability of the psychological installations of the students throughout the entire period of study. The greatest impact on the change of students' ideas about their future profession is given by the pedagogical practice conducted in the third and fourth grades, respectively, we see the negative dynamics of the installation in the third year. A positive observation is the absence of identified students with a cardinally low level of psychological installations towards teaching, at the same time a significant proportion of students – 24 % do not have any patterns for teaching by the graduation of the university. This especially affects the parameters of self-development of students, whose low value for release is 26 %. As a recommendation, we can offer a curriculum modification with the inclusion of classes that stimulate the creative focus of students.

The training of physical culture and sports teachers requires a comprehensive education that forms the necessary psychological installations: readiness for self-development, reflection, the motivation for achieving success, the motivation for avoiding failures and empathy for children. This process largely depends on the value level of students whose change is quite difficult to implement. The study proved the substantial stability of students' psychological installations, whose estimated parameters have not changed significantly since the first year. Accordingly, it is necessary to assess the value orientations of applicants for admission to the university, because being in close relationship with the psychological installations, the value orientation is the basis of the student's professional and pedagogical orientation.

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SOCIOMETRIC APPROACH TO TEAM BUILDING IN SPORTS

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Abstract. *Ensuring the cohesion of the sports team in preparation for the competition is a serious pedagogical and organizational task. The peculiarities of the players' relations and group dynamics on the example of the university volleyball team formed the basis of the study, which was conducted at the Department of Physical Education and Sport of the Ural State University of*