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## CONTENTS

<i>Arthur T. Johnson, Prakash Chapain, Darnell Slaughter, Sally Gallena, Jafar Vossoughi</i> <b>Inspiratory and Expiratory Resistances During Exercise.....</b>	1254
<i>M. Morris, G. Donohoe, M. Hennessy</i> <b>The Fall and Rise of Medical Students' Attitudes to Communication Skills Learning in Ireland: A Longitudinal Approach.....</b>	1268
<i>Wang Ping</i> <b>Change and Development: A Case Study of the Implementation of Mandarin Chinese into the UK School Timetable.....</b>	1281
<i>Winnie Mucherah, Andrea D. Frazier</i> <b>How Teachers Perceive Their Classroom Environments and Student Goal Orientation: A Look into High School Biology Classrooms in Kenya.....</b>	1294
<i>Faezeh Nemati, Khalil Motallebzadeh</i> <b>Input Flooding: A Factor to Improve Iranian Pre-Intermediate EFL Learners' Structural Accuracy.....</b>	1316
<i>Venelin Terziev, Veselin Madanski, Dimitar Kanev</i> <b>Entry opportunities in the Bulgarian military-educational system.....</b>	1331
<i>Elena Dorofeyeva, Ksenia Yarymbash</i> <b>Status of health, level of physical and functional preparedness of young schoolboys living in industrial regions and its correction.....</b>	1347
<i>Venelin Terziev, Veselin Madanski, Dimitar Kanev</i> <b>Condition and capabilities of the military-educational system of the Republic of Bulgaria.....</b>	1355
<i>Oksana Babakina, Olha Molchaniuk, Iryna Fursa</i> <b>Content and structure of professional competency of future teachers.....</b>	1373
<i>Venelin Terziev, Veselin Madanski, Dimitar Kanev</i> <b>Directions for improvement of the military-educational system and its contribution for strengthening national security and the defence of the country.....</b>	1380
<i>Nina Dolbysheva, Svetlana Tabinskay, Alexander Koscheyev</i> <b>Perspective ways of implementation of the integration approach to formation of knowledge system on non-Olympic sports for applicants to higher education of physical culture and sport.....</b>	1394
<i>Romanna Rudenko, Iryna Hlozhyk, Oksana Guzii, Tetiana Prystupa</i> <b>Analysis of Results of Biochemical Indicators of Disabled Athletes in the Dynamics of Physical Therapy Programs.....</b>	1401
<i>T.V. Soloveva, E.G. Pankova, D.A. Bistyaikina</i> <b>The main directions of social and recreational activities in universities with students in the Republic of Mordovia.....</b>	1409
<i>Andrii Kostiuhenko, Liudmyla Matviichuk, Sergii Gorchynskiy, Nataliya Min'ko, Liudmyla Kukhar</i> <b>The choice of criteria of pedagogical software quality, for expert evaluation.....</b>	1417
<i>Oksana Solodka, Petro Mamotko, Valentyn Oleshko, Oleksandr Antoniuk, Igor Poslushnoy</i> <b>Effectiveness of carrying of the clean and jerk of female weightlifters depending on the character of technical errors at the time of comparative activity.....</b>	1424

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## ***Content and structure of professional competency of future teachers***

**Abstract:** The article deals with the issue of professional competency of future teachers which is considered a set of knowledge and skills, professional qualities that define integrity of theoretical and practical readiness to professional activity. In the structure of future teacher competence the following components are defined: motivational-reflexive, cognitive-conative, socio-personal.

**Keywords:** competence, competency, professional training, future teachers.

According to the main fundamentals and principles of the Bologna Declaration, the national education system is aimed at forming professional competence. Organization of teaching process when training future teachers is based on the competency-based approach and provides for the elaboration of the relevant categorical concepts.

It is common knowledge that the terms "competence" and "competency" are derived from the Latin *competentia* and *competo* ("I want; answer"). In the new explanatory dictionary of the Ukrainian language *competent* means with certain abilities, while in the Great explanatory dictionary it is knowledge about smth, a range of duties.

At the same time it should be noted that researchers often interpret the defined concepts differently. Some scholars insist on mixing them in factual terms (H. Vialikova, I. Zimniaia, Iu. Kostrova, A. Khutors'ky, S. Shishov), while others prove the lack of disagreement and associate it with improper translation from the English language. As distinctive features that promote differentiation of the studied concepts, Iu. Shapran gives the following relation between them: both objective and subjective; institutional and functional; species and substantial; single and system; potential and realized [1, p. 43-44].

Today, we have gained much experience in finding out the essential signs of the definitions of "competence" and "competency". In addition, there were numerous publications concerning problems of professional competence for teachers of different specialties. For example, N. Bibik in considers competence is expropriation from the subject, a social norm (request) to the educational training of the pupil set in advance, i.e. a socially secured result [2, p. 409], while O. Kuchai and M. Holovan' share the similar ideas focusing on personal qualities.

Iu. Shvalb argues that the notion of "competence" in the professional activity is determined by job responsibilities and instructions, and in the system of education – by the goal of training activities and curriculum [3, p. 32]. The term "competence" is used in higher school in order to develop a system of comparable qualifications where they are described in terms of workload, level, learning outcomes, competences and profile.

Analysis of foreign works refers to the grouping of competencies for behavioral manifestations (A. Klein, G. Raven and others), personal qualities (R. Mansfield, L. Spencer, S. Spencer, A. Mitrani, M. Dalziel, D. Fitt and others), knowledge, skills and acquired experience (D. Blancero, J. Boroski, D. Ulrich, W. Brockbank, A. Yeung, D. Lake and others).

During *TUNING* process key competencies were grouped as follows:

- instrumental (analyzing and systemizing, planning and organizing, basic knowledge in different fields, communicative abilities – oral, written, foreign language, skills of using computers);
- interpersonal (criticizing and self-criticizing, team work, ability to communicate with professionals from other industries, understanding differences and multicultural features);
- systematic (ability to apply knowledge in practice, research skills, the ability to learn and adapt to new situations, creativity, leadership).

A. Khutorsky sees competence as a combination of relevant knowledge and abilities with grounds for reasonable judgments and effective operations [4]. Thus, the researcher draws attention to actional basis of competence. S. Shyshov proposes the notion of "competence" to be understood as an ability to mobilize in a particular situation, knowledge and experience, a possibility of establishing a link between knowledge and situation [5].

In our study we use the notion of "competency" by Iu. Shapran: integrative quality of highly-motivated personality shown in readiness for the realization of personal potential during productive activity by knowledge and experience that are acquired during life [1, p. 40]. All in all, competence is a combination of characteristics that relate to knowledge and application. They define the degree of specialist readiness to professional activities.

The analysis of scientific and educational literature shows that scholars use different notions for professional competence of teachers: pedagogical competence, professional-pedagogical competence, professional competence of teachers/pedagogues, etc. O. Dudnik is sure they should be used as synonyms.

In the modern pedagogical science, the variability of approaches to defining the essential signs of the phenomenon can be traced. According to V. Adolf, professional competence is a complex formation that includes a range of knowledge, skills, personal qualities and properties that provide a variance, optimization and efficiency of construction in educational process [6]. N. Kuzmina interpreted as an integrative "quality of personality" and singles out the following components: 1) special and professional activity; 2) methodical competence in the field of forming knowledge and skills of students; 3) socio-psychological competence in the field of communication processes; 4) differential-psychological in the area of motifs and abilities of students; 5) autopsychological in the field of critical analysis of achievements and shortcomings of activities [7].

The analysis of "professional competence" allows different variants, related, first of all, to the peculiarities of activity: as a complex of knowledge, skills, personal qualities and properties; as a set of professional properties; as personal characteristics and growth; as a degree of social and practical experience; etc. However, the basic characteristic of this notion remains the definition of a high level of skill and professionalism.

In the structure of the pedagogical phenomenon scientists, depending on the chosen approach, outline different components. The approach of the modern Ukrainian researcher O. Timets' stresses cognitive, operational and personal components in the professional competence structure of future geography teachers. In the structure of health education of future teachers, O. Bondarenko singles out motivational, cognitive, actional and social components.

Defining the structure of professional competence of future teachers, S. Kara selects operational – technological, motivational and reflexive spheres. H. Vialikova also concentrates on informational-cognitive, actional and technological components of teacher professional competence.

In our study we believe that competence of future teachers should be considered with regard to motivation, value orientations, theoretical knowledge, technological skills, professional qualities and reflection. Thus, the following components in the structure of professional competence of future teachers are selected:

- motivational-reflexive (positive motivation to the teaching profession, value orientations of an individual, reflection);
- cognitive-conative (combination of professional knowledge (methodological, professional, methodical), skills (general education, design, diagnostic, technological, educational, organizational);
- socio-personal (personal qualities: integrity, independence, tolerance, and empathy, communication, flexibility, social autonomy, independence and social adaptability, self-confidence, efficiency, activity, initiative, responsibility).

The motivational-reflexive component includes positive motivation to the pedagogical profession that determines the orientation of a personality on satisfaction from pedagogical work, professional growth, human attitude to the environment, constant self-improvement and development. Motivation is the leading incentive in behavior and professional activities. It is interpreted as a set of causes of psychological nature that determine human behavior, orientation (A. Derbeniova, A. Leontiev, A. Maslow, etc.).

The conducted theoretical analysis shows three main directions of the problem: a focused impact on motivation of students from teachers; taking into account the peculiarities of students motivational sphere; creation of pedagogical conditions for transferring external motivation into interior one. The internal motives induce personality to self-education and self-improvement. External motives are of social and individual nature. Social motivations are altruistic and duties-connected. Personal motives reflect self-assertion, evaluation, success, etc.

In the process of future teacher personality formation, the motivational sphere is undergoing dynamic changes through new or existing incentive effects. The prevalence of motivation to succeed is important in this context. Motivation is directly



connected with reflection (from Latin "reflections about internal state"). E. Kuzmina stresses that reflection provides personal understanding of how to overcome obstacles in activity system. Commonly, reflection is viewed as a process of re-understanding abilities to take the position of observing own actions and behavior, self-discovery. O. Arbuzova claims that the use of the reflection approach enhances pedagogical and psychological basis of the training process that promotes not only the knowledge and skills in the field of theory and methods of teaching, but also the development of skills (to reflect, to anticipate, to ensure understanding of information, etc.) [8]. Hence, positive motivation for future profession and reflection are important factors of forming individual style of pedagogical activities.

The cognitive-conative component of professional competence of future teachers provides theoretical and methodological knowledge of special items, a set of professional skills, possession of teaching technologies with regard to integration processes in education. In the structure of cognitive-conative component there are such professional skills as general training, design, diagnostic, technological, educational, organizational.

General learning abilities involve assimilation of scientific and theoretical knowledge about upcoming professional activities, capacity to absorb educational-scientific, natural, psychological-pedagogical and methodical sources of scientific information and to carry out their critical analysis, ability to integrate knowledge into a coherent system.

Design skills define a strategy for the future professional activity: reasonably articulate educational goals, an ability to choose the logical part of the content of educational material, to carry out planning, formulate strategic, tactical and operational pedagogical objectives in accordance with the age and individual characteristics of pupils. The acquisition leads to finding appropriate inter-subject links, which is evident in the design of educational material content, namely: an ability to compare, watch, explore, predict, be critically aware, discover common and distinctive signs of construction and functioning of educational systems of organization different levels, etc.

The diagnostic ability of teachers gives perfect knowledge of effective variety of methods of objective evaluation of professional training level.

The technological ability ensures the selection of the optimum methods, techniques and means of training; effective ownership of the latest innovative teaching technologies.

The facilitation ability foresees building socio-psychological contacts with students promoting creative nature of the learning process, establishing many legitimate contacts between teachers and students, revealing promising directions of the staff development in general and as an individual learner, building friendly relations and avoiding conflict situations, optimal solutions and no more conflicts in the future.

The organizational skills are essential. They are determined by the specifics of the teaching subjects, because involve organizing and conducting various kinds of lessons, educational practices, research, etc.

The educational skills foresee formation of positive attitude to maintain integrity in Ukraine, careful attitude to the environment, health preservation, leading a healthy lifestyle, avoiding various dependencies, developing a sense of personal responsibility for the future of the native land and the prospects of further development.

The socio-personal component involves development of qualities that directly influence efficient professional activities: teacher awareness of norms, rules, models of pedagogical profession, formation of positive psychological attitude.

Professional activities of future teacher include having professionally outstanding personal qualities. Empathy is especially important (ability to perceive the inner world of another person and to penetrate feelings and sympathies). Taking into account today's realities, it can be argued that the main quality of a teacher is humanism. Human relations consist of interest to an individual learner, respect of beliefs in conjunction with demands on training activities and individual development. A future teacher must be confident in different situations of communication, predict interpersonal developments and avoid conflict situations in communication.

The distinctive feature of the teacher profession is forming professional qualities that help to develop a sense of "belonging" to the profession: understanding the laws of the origin, existence and dialectic development of the living matter, an ability to take care of own health and health of pupils, having an arsenal of ways to health preservation, environmental education and ecological culture, careful attitude to the environment, etc. Therefore, special attention should be paid to development

of personal qualities in future teachers – integrity, independence, tolerance, and empathy, communication, flexibility, social autonomy, independence and social adaptability, self-confidence, professional efficiency, initiative, responsibility by implementing the content of education, socio-critical functions.

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