

ACADEMICIA

An International Multidisciplinary Research Journal

ISSN (online) : 2249-7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2020 = 7.13

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

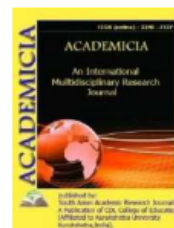
Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon (ProQuest), Primo and Primo Central, I2OR, ESJl, IJIF, DRJI, Indian Science and ISRA-JIF and Global Impact Factor 2019 - 0.682

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VISION

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DOI: 10.5958/2249-7137.2020.01412.3

PROFESSIONAL COMPETENCE OF THE SPECIALIST IN PHYSICAL CULTURE

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ABSTRACT

The article discusses the professional and psychological competence of a teacher, the role of the readiness of a specialist in physical culture and sports, generalized algorithms of pedagogical activity, the tasks facing a specialist in physical culture and sports, as well as research methods and levels of professional and psychological competence achieved within the framework of existing educational practice ... In particular, you cannot learn to maintain discipline in the gym or on the playground without going through teaching practice.

KEYWORDS: *Teacher Competence, Professional And Psychological Competence Of A Specialist, A Specialist In Physical Culture And Sports, Mastering The Basic Algorithms Of Pedagogical Activity.*

INTRODUCTION

The professional and psychological competence of a teacher in the scientific and methodological literature is characterized as a unity of theoretical, practical, psychological readiness for the implementation of pedagogical activities. In the field of higher education, the main educational value is professional and psychological competence, which ideally implies a specialist's possession of the entire set of cultural, including purely professional, samples known to date in this area of human activity. In accordance with this approach, the professional-psychological competence of a specialist is characterized as his readiness to implement various algorithms of pedagogical activity, and the formation of professional-psychological competence should be considered as the main task of higher pedagogical education [1; p.180]

... It seems to us that in the structure of professional and psychological competence of a future specialist in physical culture and sports, it is necessary to highlight the main types of activities of a specialist [2; p.17]:

- Information and orientation;
- Modeling;
- Mobilization;
- Translational;
- Control and assessment;
- Analytical;
- Corrective.

To carry out these types of professional pedagogical activity, it is necessary to form the following components of the readiness of a specialist in physical culture and sports:

- Operational and technological;
- Scientific and theoretical (cognitive);
- Psychological (motivational-value).

Such an approach to determining the structure of the professional and psychological competence of a future specialist in physical culture and sports allows not only to implement a systemic and interdisciplinary approach to solving a complex and multifaceted question about the possible content of the professional and psychological competence of a future specialist in physical culture and sports, but also to determine levels of mastering the algorithms of pedagogical activity.

Generalized algorithms of pedagogical activity, in fact reflecting the functional content of the content of the concept of "professional and psychological competence of a future specialist in physical culture and sports", admit further reduction to a set of algorithms called pedagogical abilities, and "this reduction has a significant pragmatic meaning, primarily in terms of isolating those pedagogical abilities that can be developed in other (non-pedagogical) types of activities (educational and cognitive, etc.). In accordance with this approach, it is quite permissible to consider information-orientational activity as a set of its individual algorithms. It is also clear that this skill can be acquired (in fact, it is acquired) outside the framework of the information-orientational activity of a specialist [3; p.279]. At the same time, mastering by the subject of most of the algorithms of mobilization activity is simply impossible outside the framework of this activity. In particular, you cannot learn to maintain discipline in the gym or on the playground without going through teaching practice. As you know, within the framework of the existing educational practice of training future specialists, the broadcast of algorithms, the success of the development of which, in principle, cannot be verified outside the framework of the pedagogical activities carried out in the course of students' pedagogical practice, during which, for obvious reasons, the student does not carry out the named activity, but its imitation (good or bad is another matter). The above allows, in our opinion, to determine the qualitative basis of the next levels of mastering the algorithms of professional activity of a future specialist in physical culture and sports [4; p.864]:

1. Content-personal, achievement, which presupposes the formation of the necessary knowledge and mental abilities necessary for the implementation of the algorithms of pedagogical activity, in the absence of the practice of using this algorithm.
2. Scientific-theoretical, an achievement that presupposes the formation of the necessary knowledge and skills to perceive, analyze information, make decisions and model activities in specially created pedagogical situations.
3. Simulation and activity, an achievement which presupposes the successful mastering of algorithms of pedagogical activity within the framework of certain models of pedagogical activity (pedagogical practice).
4. Professional-activity, the achievement of which involves the development of algorithms of pedagogical activity in the framework of the professional activity of a specialist in physical culture and sports. The specified structure allows us to understand the sequence of mastering the basic algorithms of pedagogical activity. And to determine the levels of professional and psychological competence achieved within the framework of existing educational practice.

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