



The attitude of future teachers in the field of physical education to education as a key professional task

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Abstract

Objective of the study was to identify the main characteristics of the attitude of future teachers in the field of physical education to education as a professional task of pedagogical activity and to determine ways to improve their professional training for organizing the education of the younger generation. The study was based on the concept of «Competency-based approach in teacher education» [1, 7].

Results and conclusions. Based on the analysis, generalization and systematization of the obtained research data, the article presents the characteristics of the attitude of future teachers in the field of physical education to education as a professional task of pedagogical activity. These characteristics are revealed through a number of indicators: the importance of education for future teachers; priorities of students in educational tasks, the most important in modern conditions and the most difficult to solve; priorities of students in educational methods that are the most productive in modern conditions and most often used in educational practice; priorities of students in the forms of educational work that are the most productive in modern conditions and most often used in educational practice.

Keywords: *professional pedagogical activity, education, tasks, methods and forms of education, attitude of future teachers in the field of physical education to education.*

Introduction. The relevance of the study is due to a number of reasons. Firstly, the need of educational practice for teachers who are capable of solving a modern class of educational problems at a professional level [5, 6]. Secondly, insufficient attention in the professional training of future teachers to the issues of organizing education in new conditions. Thirdly, the need of pedagogical science for knowledge about the main trends that characterize the attitude of future teachers to education as the task of their professional activity [2, 3, 4].

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study was based on the concept of «Competency-based approach in teacher education» [1, 7].

Methods and structure of the study. The study was conducted on the basis of the Institute of Physical Culture and Sports of the Russian State Pedagogical University named after A. I. Herzen in 2024. It included undergraduate (1-4 year) and master's students (165 people in total). To collect the necessary information, a questionnaire was developed that included 4 groups of questions. The first group included questions that revealed the importance of education for future teachers. The second includes questions that identify students' priorities in educational tasks, the most important in modern conditions and the most difficult to solve. The third is the priorities of students in educational methods that are the most productive in modern conditions and most often used in educational prac-



tice. The fourth includes questions that identify students' priorities in the forms of educational work that are most productive in modern conditions and most often used in educational practice.

Results of the study and discussion.

First group of results. The study found that the vast majority of respondents (100% in the 1st-3rd years of bachelor's degree and 100% in master's degree) believe that education is a significant task of professional pedagogical activity. The exception was 4th year undergraduate students, among whom 96.3% shared this position.

Second group of results. The study showed that, in the opinion of students, the most important tasks of educational activity in modern conditions are: «instilling responsibility» and «instilling independence». At the same time, these tasks are highlighted as a priority in all undergraduate and graduate courses. «Education of responsibility» was noted in the courses by 79,2%, 65,1%, 77,4%, 66,7% in undergraduate courses, respectively, and 72,2% in master's programs, and «education of independence» - 62,5%, 48,5%, 67,9%, 59,3% for undergraduate courses, respectively, and 50% for graduate courses. In third place among students in the 1st and 2nd years of a bachelor's degree was «cultivating self-demandingness» (41,7% and 53,5%, respectively); in 3rd and 4th years – «cultivating a friendly attitude towards people» (49,5%, respectively). 1% and 59,3%), and in the master's program – «cultivating a caring attitude towards people» (44,4%). To a lesser extent, respondents focused on «cultivating love for the fatherland and serving it» (37,5%, 20,9%, 26,4%, 33,3% in bachelor's and 33,3% in master's); «nurturing social activity» (33,3%, 41,9%, 32,1%, 33,3% in undergraduate and 38,9% in master's programs).

During the study, it was found that future teachers in the field of physical education believe that in modern conditions the most difficult tasks to solve are: «cultivating a caring attitude towards people» (1st place), «cultivating responsibility» (2nd place), «education independence» (3-4th place) and «cultivating love for the homeland and serving it» (3-4th place).

Correlating the importance for respondents of the tasks of education in modern conditions and the difficulty of solving them made it possible to record a certain disproportion between them: important tasks are not always considered as difficult to solve, and difficult to solve as important. Thus, first-year students consider the most difficult tasks to solve to be «culti-

vating a caring attitude towards people» (58,3% of the total number of participants) and «cultivating love for the fatherland and service to it» (54,2%). At the same time, these tasks are considered important for themselves by 25% and 37,5% of respondents, respectively. In the 4th year, «cultivating a caring attitude towards people» is difficult to solve for 44,4% of respondents, but it turns out to be significant for 22,2%. For 3rd year students, «cultivating responsibility» is a priority task for 77,4%, and 35,8% of respondents consider it difficult to solve.

Third group of results. The study revealed that future teachers in the field of physical education consider productive methods of education in modern conditions, first of all: «example» (in undergraduate courses, respectively, 91,7%, 95,3%, 92,5%, 81,5%; in master's programs – 83,3%), «dialogue» (in bachelor's courses, respectively, 83,3%, 81,4%, 62,3%, 77,8% and in master's programs – 72,2%); «encouragement» (in bachelor's courses, 50%, 44,2%, 50,9%, 40,7%, respectively, and in master's courses – 44,4%). At the same time, the example method consistently retains first place in all undergraduate and graduate courses, although the number of respondents who indicated this method decreases from the first year to the fourth.

Less productive, according to respondents, are methods such as: «exercise» (respectively, for courses 37,5%, 39,5, 41,5%, 44,4% in undergraduate and graduate courses – 66,7%), although from course to course it is highlighted by an increasing number of respondents; «training» (respectively, in courses 33,3%, 18,6%, 28,3%, 25,9% in undergraduate and 22,2% in master's degrees), «persuasion» (respectively in courses 12,5%, 9,3%, 20,8%, 18,5% in bachelor's and master's degrees – 16,1%) and «public opinion» (according to courses 8,3%, 11,6%, 9,4%, 7,4% in bachelor's and master's degrees – 5,6%). Respondents turned out to be quite unanimous in relation to the «blame» method (respectively, for courses 4,2%, 0%, 0%, 3,7% in undergraduate and 11,1% in master's programs). Noteworthy is the fact that «blame» as a productive method is more clearly detected in master's programs, in which students already have quite a wealth of experience in professional teaching activities.

The study showed that both undergraduate and graduate students are faced with different methods of education in educational practice. First of all, these are the methods of «example» (1st place), «exercise» (2nd place) and «persuasion» (3rd place), less often



– the methods of «dialogue» (4th place), «encouragement» (5th place), and even less often – methods of «training» (6th place), «censure» (7th place) and «public opinion» (8th place).

Correlating educational methods, which, according to respondents, are productive in modern conditions, with the methods that future teachers in the field of physical education encounter in educational practice, made it possible to document certain disproportions.

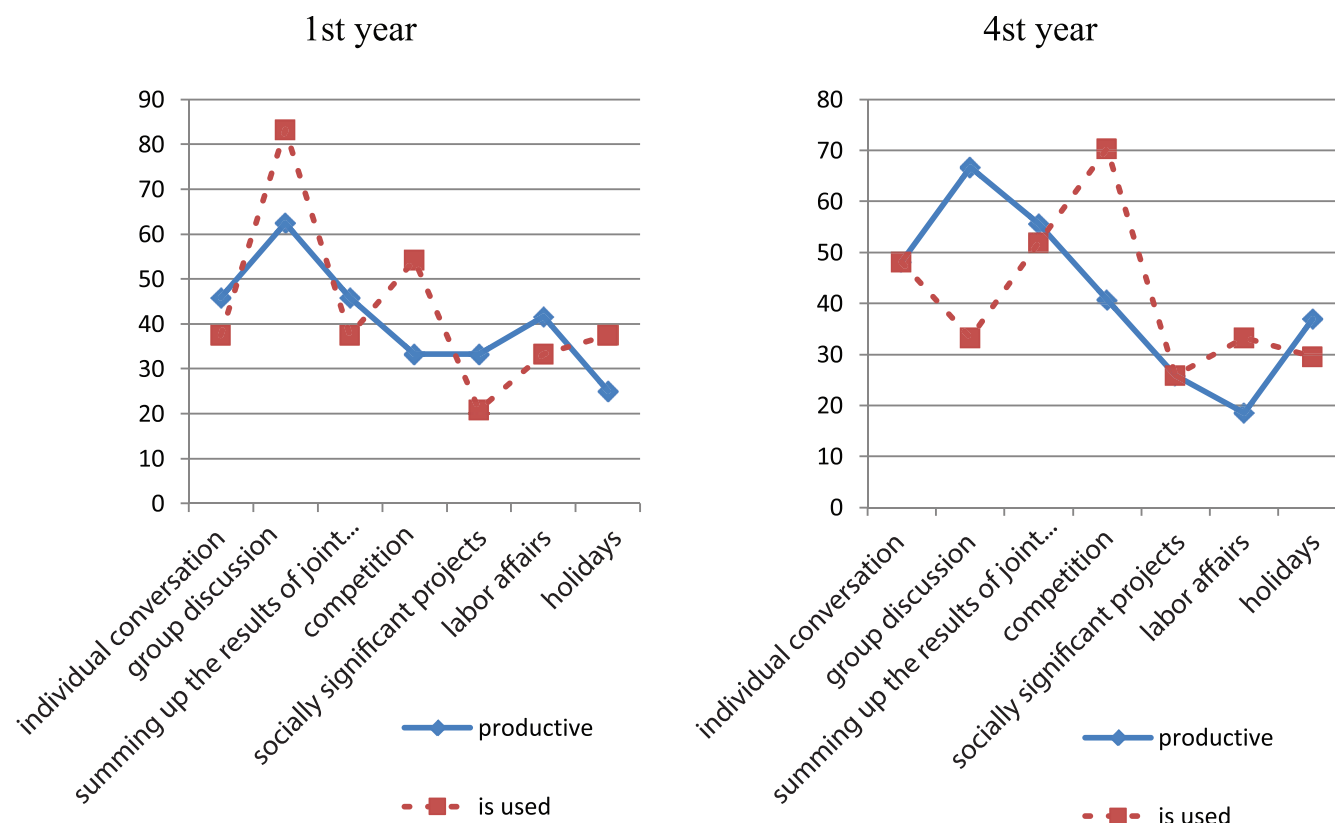
Thus, it turned out that the «example», which students consider the most productive method of education, is used in practice, in their opinion, 1,5-2 times less often.

A similar situation emerged with the «dialogue» method and the «encouragement» method. The methods of «persuasion» and «public opinion», which respondents do not consider the most productive, are used in educational practice, in their opinion, much more often by 2-5 times.

The study revealed that respondents consider productive forms of educational work, first of all: «individual conversation» (for undergraduate courses 45,8%, 60,5%, 58,5%, 55,6% and 55,6%, respectively) in master's degree); «group discussion» (respectively, in undergraduate courses 62,5%, 51,2%, 56,6%, 66,7% and 72,2% in master's courses); «summarizing the results

of joint activities» (45,8%, 60,5%, 58,5%, 55,6% and 55,6% in master's courses for undergraduate courses, respectively). Less productive included «competitions» (33,3%, 34,9%, 58,5%, 40,7% and 44,4% in master's courses, respectively), «socially significant projects» (respectively, undergraduate courses 33,3%, 23,3%, 30,2%, 25,8% and 38,9% in master's programs), «labor affairs» (according to undergraduate courses 41,7%, 14%, 35,8%, 18,5% and 38,9% in the master's degree) and «holidays» (respectively for undergraduate courses 25%, 30,2%, 18,9%, 37% and 16,7% in the master's degree). It turned out that future teachers in the field of physical education, regardless of the course, consider verbal forms of educational work (discussions, conversations, summing up the results of joint activities) to be the most productive. Much less often they give preference to practical forms (socially significant projects, competitions, work matters, holidays).

The study showed that respondents encounter various forms of educational work in educational practice. Most often - with «competitions» (1st place), with «group discussions» (2nd place), with «individual conversations» (3rd place) and with «summarizing the results of joint activities» (4th place). Much less often, according to students, they encounter such forms of



The relationship between the frequency of use of forms of educational work encountered in educational practice by 1st and 4th year undergraduate students and their productivity



educational work as: «socially significant project», «holiday», «labor affairs». It turned out that there are certain disproportions between the frequency of use of forms that undergraduate students encounter in educational practice and their productivity (see figure).

Thus, first-year students quite often encounter «group discussions» (83,3% of respondents), but they are productive only for 62,5% of students. 54,2% of students encounter «competitions», and only 33.3% consider them productive forms of education. It's the same with «holidays» – 37,5% of respondents encounter them, but only 25% consider them productive. It turned out that 37,5% encounter «individual conversations», and 58,5% consider them productive. Every third respondent encounters «work matters», and for 41,7% they are a productive form of education.

A similar picture is found in the 4th year. Only every third person encounters a «group discussion», and 66,7% of respondents consider it a productive form of education. 70,4% encounter «competition», and only 40,7% of respondents consider it a productive form of education.

Conclusions.

- The attitude of future teachers in the field of physical education to education as a task of professional activity has a pronounced positive character, which is manifested in: understanding the meaning of educational activities, striving to determine its current tasks, focusing on the dialogical nature of interaction with students, and the ability to indicate one's value position in choosing priority forms and methods of education. This attitude of students provides grounds for productive further work.

- The attitude of future teachers to education is quite contradictory: recognition of the importance of education as an important task of professional activity is combined with a misunderstanding of its social essence, its focus on solving pressing modern problems; orientation towards example as the leading method of education is combined with a certain orientation towards the spontaneity of its implementation; the focus on nurturing a person's business qualities is combined with the choice of verbal methods and forms as a priority. Resolving these contradictions requires some work to update programs for preparing future teachers in the field of physical education for educating the younger generation, which, in turn, will require, first of all, updating the basis for teaching practice as a shining example of the organization of educational activities.

- The attitude of future teachers in the field of physical education to education is differentiated by courses, which must be taken into account in educational practice.

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