



The preparedness of physical education graduates to plan and implement physical activity programs for seniors

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Abstract

Objective of the study was to ascertain the framework of the preparedness of physical education graduates to engage with the elderly and to ascertain the educational potential for its development in the context of foreign language instruction.

Methods and structure of the study. The theoretical framework for this research was grounded in the principles of competence-based, gerontological, integrative, activity-oriented, and systematic approaches to the training of bachelors in the field of 49.03.01 «Physical Culture». The research was conducted at the Institute of Physical Education, Sports, and Life Safety at I.A. Bunin Yelets State University from 2022 to 2024, focusing on foreign language classes for first- and second-year students. A total of 52 students participated in the experiment.

Results and conclusions. The framework for the preparedness of future physical education bachelors to work with the elderly is outlined: a combination of motivational and value-based, theoretical and practical readiness, encompassing operational, organizational, methodological, and reflective aspects. The content-technological framework for this process has been established, and the content-technological foundation for its development in the context of foreign language education has been established.

Keywords: *readiness, elderly people, foreign language training, bachelor of physical education, gerontological approach.*

Introduction. At present, an important state task is to increase the life expectancy of elderly Russians, in the solution of which a large role is given to the training of specialists in physical education and sports who are capable of working with this category of people [3]. According to the requirements of the Federal State Educational Standard¹ and Professional Standard², this area of professional activity of a bachelor requires a certain level of theoretical knowledge in the field of gerontology, biology, psychology, as well as motivational preparedness, development of professional skills, mastery of methods, means, forms of physical education and health impact, formation of certain traits and qualities of personality, which together constitutes the professional compe-

tence of a bachelor. Practice shows that in the work of graduates of physical education universities with elderly people, there are a number of shortcomings, which is explained by contradictions, first of all, in their university training: between the requirements of the state to solve the problem of increasing the life expectancy of elderly Russians and the insufficient level of training of bachelors in the gerontological aspect; between the focus on traditional specialized university disciplines of the curriculum of the educational program in this area of training and the great educational potential of the disciplines of non-specialized modules. The educational potential of the discipline "Foreign Language" can play a major role in resolving this contradiction.

1. Professional standard "Trainer", approved by the order of the Ministry of Labor and Social Protection of the Russian Federation dated March 28, 2019 No. 191n.

2. Federal State Educational Standard of Higher Education in the field of training 49.03.01 Physical Education, approved by order of the Ministry of Education and Science of the Russian Federation dated September 19, 2017 No. 940.



Objective of the study was to ascertain the framework of the preparedness of physical education graduates to engage with the elderly and to ascertain the educational potential for its development in the context of foreign language instruction.

Methods and structure of the study. The methodological basis of the study was formed by the competence, system, activity, gerontological, integrative approaches to the training of bachelors studying in the direction of 49.03.01 «Physical Education». Focus (profile) Sports training and physical education and health work. The main research methods are theoretical analysis (study and analysis of regulatory documentation, research on this issue, design). The study was conducted at the Institute of Physical Education, Sports and Life Safety of Yelets State University named after I.A. Bunin in 2022-2024 in foreign language classes of the 1st and 2nd years of study. A total of 52 students were involved in the experiment.

Results of the study and discussion. The issue of formation of readiness of future specialists in physical education and sports for professional activity has been studied by many domestic scientists (M.Ya. Vilenskiy, E.N. Grigoryev, V.L. Dementyev, Yu.D. Zheleznyak, A.V. Sverchkov and others). They have identified the specificity of this profession, highlighted specific personal professional qualities of a trainer, defined the technology and content of university training for future professional activity. Issues of the gerontological approach of a trainer to the performance of professional functions have become the subject of study by A.A. Kilimnik, O.A. Mosina, S.A. Khazova, A.K. Khashkhanok and other specialists [2, 3]. At the same time, it should be noted that there are no studies in the preparation of future bachelors for physical education and health activities with elderly people in the process of studying a foreign language. A number of scientists note that the formation of professional readiness of future specialists in the field of physical education should be based on the activity-based and systemic approaches [1, 2]. The activity-based approach implies the actualization of the effective position of the personality of the future bachelor for the purpose of professional self-improvement. The systemic approach assumes integrity in educational and practical activities aimed at the comprehensive formation of professional readiness of future bachelors [4]. Integrity in educational and practical activities means a comprehensive mastery of issues related to the preparation of bachelors to work with the elderly. Therefore, the methodologi-

cal basis for the formation of professional readiness of future bachelors of physical education is an integrative approach to the selection of substantive foundations of training, aimed at studying the materials of related disciplines in the process of foreign language education: developmental psychology, physiology, pedagogy, sociology, etc. The choice of a competence-based approach is associated not only with the formation of subject knowledge and skills, but also with the development of important professional qualities of a specialist in demand in the 21st century in students: communication skills, independence, cognitive activity, creative thinking. The gerontological approach allows us to study the problem of future bachelors' readiness to carry out professional activities taking into account various aspects of aging.

We consider the bachelor's readiness to carry out physical education and health activities as a holistic systemic formation that integrates a value attitude to the inclusion of the gerontological approach in the practice of future professional activities, knowledge of the basics of gerontology, the ability to perform professional functions taking into account the gerontological specifics of the physical education and health process, an assessment of one's professional activities, as well as the desire for self-education. The characteristic of readiness includes the ability to actualize in physical education and health activities with older people those properties and qualities of the personality that allow one to adapt to this nature of professional activity and implement it productively.

Thus, the structure of the future bachelor's readiness to carry out physical education and health work with older people includes several components of readiness. Motivational and value readiness to work with older people includes a positive attitude of the future bachelor towards working with this category of the population, awareness of the importance of their professional activities, understanding and acceptance of the goals and values of older people. Theoretical readiness implies cognitive readiness, which presupposes the presence of the necessary knowledge in the field of related disciplines (psychology, biology, developmental physiology, sociology, gerontology, etc.). But the bachelor's readiness to conduct physical education and health activities with the elderly is not limited to providing a certain amount of knowledge. It is necessary to develop practical readiness – the ability to implement the principles of gerontology through physical education and health activities among elderly



citizens in order to improve their health and reduce the risks of their desocialization. Practical readiness includes operational readiness: the ability to project knowledge of one's future professional activity into the field of practical application. An important task of developing the readiness of a future bachelor to conduct physical education and health activities with older people is to develop the bachelor as a creative person, switching him from the reproductive type of activity to an independent search for new methodological solutions. Therefore, it is necessary to include in the structure of readiness an organizational and methodological component – the ability to directly organize physical education and health activities of their wards, create groups of participants based on their interests, and develop recreational health programs. Reflexive readiness implies activity in the ability to correct one's actions, evaluate oneself and fellow students as subjects of professional activity. The specified components of readiness are interconnected and manifest themselves in a complex manner. In order to prepare future bachelors in the physical education and health field for professional activities with the elderly, the following may be included in the process of professional training: foreign language disciplines, the educational, methodological and informational content of which allow providing students with theoretical, reference and informational material from foreign sources; creating databases on foreign experience; developing and implementing projects taking into account the gerontological approach.

The following may be used as a substantive and technological form of preparing future bachelors in the physical education and health field for professional activities with the elderly: targeted enrichment of theoretical knowledge in the field of physical education and health activities, gerontology through digital technologies; participation of bachelors in research activities on this issue; involving them in professional activities during volunteering, using interactive methods, forms and techniques in teaching a foreign language (case studies, business games, analysis of problem situations, debates on this issue), ensuring the formation of the readiness of bachelors; providing assistance from the teacher in the learning process. The following issues are discussed in practical classes on the topic "My Future Profession", "My Studies", "Sports", "Country of the Studied Language": What are the motives of physical culture and recreation activities? What are its positive effects on the human psyche? How to

popularize a healthy lifestyle and physical recreation among geronts? What effect does physical recreation have on optimizing the state of the body of an elderly person? To what extent does the physical culture contribute to the integration of people? How to ensure the actualization of gerontov's personal resources? What effect does it have on physical, intellectual, moral, creative development of personality? What cultural values are assimilated and developed in the process of physical culture and recreational activities? How physical recreation is organized, what means are used and who organizes it?

Conclusions. Retirement, narrowing of social circle, financial problems, and most importantly, deteriorating health - these are the main difficulties of the elderly. The key task of promoting and increasing the life expectancy of the elderly is to solve the issues of physical education, health, sports and preventive work with this group of the population. In turn, this activity requires a high level of theoretical and practical readiness of bachelors of physical education, including motivational-value, operational, organizational-methodical and reflexive components.

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