

EXPERIMENTAL VERIFICATION OF PEDAGOGICAL CONDITIONS FOR TRAINING FUTURE COACH-INSTRUCTORS TO DEVELOP MORAL AND VOLITIONAL QUALITIES IN PUPILS FROM CHILDREN'S AND YOUTH SPORTS SCHOOLS

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Abstract

Relevance: the need to professionally train the prospective coaches-teachers for the development of moral and volitional qualities in children and youth of sports schools is due to constant deterioration in adolescents' mental and physical health, which is reflected in the main normative educational documents of Ukraine.

The purpose of the study is to theoretically substantiate, develop and experimentally test the pedagogical conditions for training the prospective coaches-teachers to form the moral-volitional qualities in the youth.

Methods: theoretical method of analysis of psychological and pedagogical literature on the research problem (in order to reveal the state of the research problem); analysis, synthesis, abstraction, generalization (to substantiate the practice-oriented principles of the relevant pedagogical conditions), pedagogical observation, testing (success tests, aptitude tests, individual tests), projective methods (constructive, expressive, role), surveys (conversation, interview), questionnaires, the method of expert assessment and self-assessment, the methods of mathematical statistics (calculating the results of a pedagogical experiment).

Results: a theoretical analysis of the problem of professional training of the prospective coaches-teachers for the development of moral and volitional qualities in the youth of sports schools; the corresponding pedagogical conditions of improvement of the specified process are developed, the pedagogical experiment on approbation of the efficiency of the specified pedagogical conditions is carried out.

Conclusions: the results of the study have shown that the readiness of the prospective coaches-teachers for developing moral-volitional qualities in the youth of specialized educational institutions of sports profile is formed more effectively under the following conditions: using the educational potential of sports-training activities and extracurricular work concerning moral education; training the coaches for the development of moral and volitional qualities in the high school students; creating a favorable microclimate for the establishment of interpersonal communication and humanistic relations between all participants of the educational process.

Keywords: *coach-teacher, students of children's youth sports schools, moral and volitional qualities, pedagogical conditions.*

Introduction. In the context of European integration processes and current modernization of educational systems of higher education institutions, it is very important to develop new approaches to coaches-teachers professional training directed at motivating the student youth to be engaged in physical culture lessons as well as to lead a healthy lifestyle, to develop and improve themselves physically.

According to statistics, regular physical education has not yet become the norm for most primary school learners. At the same time, alcohol and drug abuse are spreading among young people. Thus, according to the Ministry of Health of Ukraine, in the period from 2008 to 2015, there is an increase in the level of such diseases among children and youth: 8th grade – malignant neoplasms (4%); 5-9 grades – diseases of blood and blood-forming organs (35%), 9-10 grades – diseases of genitourinary and musculoskeletal systems and blood circulation (28%) (Ситнікова, 2013).

At the same time, in Ukraine there is an annual deterioration in adolescents' mental health, primarily due to the use of alcohol (37%), drugs and other psychotropic substances (19%), sedentary lifestyle (44%). The number of primary school graduates who are generally healthy is 5% – 15%. Under such conditions, the health of young people reveals a steady tendency to deteriorate (Єрмаков, 2007).

The main normative documents (Laws of Ukraine "On General Secondary Education" (1999), "On Higher Education" (2014) focus on the strategy of education development in Ukraine. The State National Program "Education" – Ukraine of the XXI century) state that pedagogical staff should be the main drivers of the revival and modernization of efficient national education system, orienting on training a new generation of educators who view the level of general culture and professional training as a civic necessity, thus being self-interested in their professional growth (Грабар та Краснянська, 1977).

The National Doctrine of Education Development of Ukraine (2001) has it that teachers' professional training is a guiding principle of educational policy of the state. This necessitates the reform of the system of prospective physical culture teachers training concerning the introduction into educational process the health technologies aimed at physical well-being of all participants of educational process).

This corresponds to the main guidelines of the Law of Ukraine "On General Secondary Education" (1999), which states that its purpose and result are intellectual, social and physical development of the individual, which is the basis for further education, employment and full life in general.

Sources. Analysis of recent literature and dissertations has shown that the problem of educating

the willpower in children and youth of sports schools in the process of physical education is insufficiently outlined, namely, the psychological and pedagogical conditions for improving the efficiency of professional training of the prospective coaches?teachers for forming moral and volitional qualities in student youth.

As a consequence of insufficient development of this problem, the recommendations of specialists available in the psychological, pedagogical and methodological literature are focused mostly on developing moral and volitional qualities in the youth in the sphere of sports activities. So, there is no holistic and scientifically grounded method of educating moral and volitional qualities in student youth. In physical education classes, some aspects, such as the movement training and functional load, are not sufficiently coordinated with the solution of pertinent educational tasks.

Analysis of psychological and pedagogical literature, in particular the researches on the problems of prospective physical education teachers' professional training (L. Volkov, V. Kubasov, B. Shiyan, and others), on the formation of volitional qualities in children and youth as the basis of their physical and mental health (O. Aksyonova, O. Kobernyk, S. Polishchuk, and others) have testified to the relevance of chosen issue.

The basis of our study has been developed in accordance with the principle of psychological mechanisms of personality's moral development (S. Maksymenko, M. Boryshevskyi, and others.); with the laws of students' volitional development (V. Asnin, M. Lange, D. Nikolenko, V. Selivanov, O. Skripchenko, E. Ilyin, and others.); with genesis of voluntary activity and its volitional regulation (I. Bekh, V. Ivannikov, V. Kalin, V. Kotylo, and others.); with concepts of humane pedagogy (Sh. Amonashvili, V. Bondar, S. Goncharenko, I. Zyazyun, Yu. Malovanyi, and others.) with personality-oriented health pedagogy (G. Ball, E. Bondarevskaya, O. Pekhota, S. Sysoeva, I. Yakimanska and others); with professional training of prospective teachers (A. Alekseyuk, E. Barbina, I. Bogdanova, O. Voznyuk, O. Dubasenyuk, N. Kuzmina, V. Lugovyi, L. Pukhovska, O. Savchenko, V. Semichenko, T. Sushchenko, G. Trotskyi and others); with the problem of professional readiness of prospective coaches (V. Molyako, V. Slastyonin, and others).

The purpose of the study. Accordingly, the main purpose of our study is to develop, theoretically substantiate and experimentally test the pedagogical conditions of the prospective coaches-teachers training for the formation of moral-volitional qualities in children and youth of sports schools.

Methods: analysis of psychological and pedagogical literature on the research problem (in order to outline the current state of the research problem);

analysis, synthesis, abstraction, generalization logical procedures (to substantiate the practice-oriented principles of pedagogical conditions for prospective coaches-teachers training for forming the moral-volitional qualities in children and youth of sports schools). Among the methods of empirical level used for the pedagogical experiment there are such: pedagogical observation, testing (performance tests, aptitude tests, individual tests), projective methods (constructive, expressive, role-playing), surveys (conversation, interviews, questionnaires), expert evaluation and self-assessment, the methods of mathematical statistics (for calculating the results of a pedagogical experiment).

Results and discussion. The analysis of scientific and pedagogical literature on the research problem and our practical pedagogical experience in the field of prospective coaches-teachers training for the development of moral-volitional qualities in children and youth of sports schools have shown that the educational process in these schools should focus on moral and ethical aspects of the development of relevant moral qualities enabling to ensure effective interaction of all participants in the educational process, their cohesion, development of team spirit. The most important component in competitive sports activity covers moral and volitional qualities, which are revealed in students' attitude to their victories, defeats, opponents, teamwork, interaction with a coach and their deep human essence.

Accordingly, a pedagogical experiment has been conducted to form moral and volitional qualities in the student youth in the context of the professional training of prospective coaches-teachers of physical education faculties and institutions of higher education. The program of experimental work included a number of stages of prospective coaches-teachers training for the development of moral-volitional qualities in children and youth of sports schools.

Stage I, being the ascertaining stage of the pedagogical experiment presupposed: outlining the current state of formation of moral and volitional qualities in prospective coaches-teachers, which included the substantiation of criteria, indicators and levels of formation of moral and volitional qualities.

Stage II, the formative stage of the pedagogical experiment, during which the appropriate methodology and pedagogical conditions for professional training of prospective coaches-teachers have been developed; the hypothesis has been confirmed with the help of quantitative and qualitative indicators; the methods of professional training of prospective coaches-teachers for the development of moral and volitional qualities in children and youth of sports schools have been implemented in educational process; the analysis and

generalization of the results of the experimental stage has been carried out.

Stage III, being control stage, has involved the generalization of theoretical and practical results of the pedagogical experiment.

During the pedagogical experiment a number of methods of theoretical and empirical nature have been used.

The efficiency of theoretical substantiation of the process of professional training of prospective coaches-teachers in the mentioned direction has been tested during the stage of preliminary research work (pilot survey, expert assessment) conducted in sports schools and higher education institutions of Kyiv, Zhytomyr, Uman.

The results of the ascertaining stage of the experiment have prompted to develop a step-by-step method and pedagogical conditions for professional training of prospective coaches-teachers in the mentioned direction. We have put forward the author's approach to professional training taking into consideration the shortcomings having been revealed during the ascertaining stage of the pedagogical experiment.

To determine current state of professional training of prospective coaches-teachers for the development of moral-volitional qualities in children and youth of sports schools certain diagnostic tools have been used presupposing such procedures:

1. Studying the efficiency of educational work on the basis of developed tests for the students.
2. Interviewing the coaches of sports schools, during which their attitude to the organization of work with the students have been studied.
3. Attending classes, sports trainings and competitive events in which the students participated.
4. Diagnosing the main problems of professional training of prospective coaches-teachers for the development of moral-volitional qualities in children and youth of sports schools.

Conducting a pedagogical experiment involved a preparatory stage, which included:

- analysis of the content of educational material in order to introduce new issues for experimental learning;
- development of exercises and tasks for the practical part of training classes;
- conducting a formative experiment by the researcher and coaches of sports schools.

The tasks of the main stage of the experiment have been connected with determining the levels of professional training of prospective coaches-teachers for the development of moral and volitional qualities in children and youth of sports schools in experimental and control groups after the pedagogical experiment,

and to test the efficiency of developed methods and pedagogical conditions.

Implementation and verification of the efficiency of the developed methods and pedagogical conditions have been carried out with taking into account the comparative research method. The comparative method has been implemented by comparing the results of experimental and control groups in the research process, thus enabling to compare current and final research data. The main components of the experimental study on the readiness of prospective coaches-teachers in mentioned direction are motivational, moral and volitional, organizational and reflexive.

The actualization of the *motivational* component presupposes the integration of such students' qualities as stable cognitive interests, a sense of duty and responsibility, the desire to receive high marks for their self-educational activities, self-confidence. This implies the formation in children and youth appropriate moral feelings, empathy as well as the presence of values orientations concerning educational activities, positive motivational attitudes.

The *moral and volitional* component characterizes the feelings, volitional processes that ensure the successful course and efficiency of students' sports

activities; students' high moral "tone", their moral receptivity, purposefulness of behavior, persistence, initiative, determination, independence, self-criticism, self-control, emotional stability, sensitivity, self-control and self-organization.

Actualization of the *organizational* component provides self-realization and self-development of the participants in educational process by forming in them the skills for time management, enabling drawing up their activity plans first in joint activities and then in individual one. To do this, a set of exercises have been selected allowing the students to coordinate and correspond their actions with the actions of other team members in the educational process.

The *reflective* component is related to the field of students' knowledge and skills concerning the analysis and self-analysis of cognitive tasks, the ability for synthesizing and generalizing, for grounding the judgments with understanding the contradictions and problems of real educational process, and so on. Here we take into consideration students' cognitive skills and abilities for listening, observation, creativity (*Table 1*).

To diagnose the levels of formation of readiness of prospective coaches-teachers for the development of moral and volitional qualities in children and youth of

Table 1

Readiness of prospective coaches-teachers for the development of moral and volitional qualities in children and youth of sports schools

Readiness of prospective coaches-teachers for the development of moral and volitional qualities in children and youth of sports schools	Motivational	<u>the presence of stable cognitive interests</u>
		<u>a sense of duty and responsibility</u>
		<u>students' desire to receive high praise for their self-educational activities</u>
		<u>students' self-confidence</u>
	Moral and volitional	<u>students' positive attitude to the learning process</u>
		<u>students' independence</u>
		<u>students' purposefulness</u>
		<u>students' willpower</u>
		<u>students' courage</u>
	Organizational	<u>students' ability to organize their work</u>
		<u>students' ability to plan their activities</u>
		<u>students' ability to see their flaws</u>
		<u>students' initiative and practicality</u>
		<u>students' activity, persistence</u>
		<u>students' self-control, endurance</u>
	Reflective	<u>students' ability to self-analyze their activities</u>
		<u>students' flexibility and efficiency in solving problems</u>
		<u>students' ability for observation</u>
		<u>students' to evaluate the results of their work</u>

sports schools, the score indicators of manifestation of this readiness have been developed: 5 points – the manifestation is pronounced; 4 points – the manifestation is sufficiently expressed; 3 points – the manifestation is expressed on average level; 2 points – the manifestation is expressed weakly; 1 point – the manifestation is extremely weak.

The results of the analysis of the ascertaining experiment according to certain criteria enable to conclude that the formation of the corresponding qualities in children and youth of sports schools reveals mostly low (45%) and medium (36.8%) levels. This testifies to certain problems in the process of professional training of the prospective coaches-teachers for the development of moral-volitional qualities in children and youth of sports schools. The results of the ascertaining experiment allowed us to build an appropriate model (having certain structure: purpose, components, pedagogical conditions, means of their implementation and result) through which we can improve the relevant educational process, and which has a certain structure.

The formative stage of the pedagogical experiment has presupposed implementation of grounded methods being components of pedagogical conditions, which were used in the process of students' pedagogical practice, during which they consolidated and deepened theoretical knowledge, as well as mastered the skills for organizing the educational process consisting in formation the volitional qualities in children and youth during sports training.

The development of moral-volitional qualities in the prospective coaches-teachers has taken place on the basis of their mastering the basic rules of behavior in the context of relationships in the system "sport-man" and transforming their motives into real behavior in such a way that these rules would be asserted in the minds of the youth thus becoming internal regulators

of their moral and volitional qualities. Understanding the motives by the prospective coaches-teachers is important for actualizing the mechanisms of managing the development in children and youth the moral and volitional qualities. The nature of the motivation and the degree of manifestation of relevant motives have been found out with the help of a questionnaire. The results of this study are presented in *table 2*.

According to these tables, the moral and volitional qualities of the prospective coaches-teachers are mainly situational-pragmatic and focused on avoiding unpleasant situations, such as condemnation and punishment for violating the rules of their behavior during sports training, as well as on striving to win the positive attitude of others, as well as on gaining practical benefits. All these indicate students' rather selfish desires.

The effectiveness of actualization of pedagogical conditions for forming moral and volitional qualities in the children and youth of specialized education institutions of sports profile has been determined by comparing the achieved results in forming moral and volitional qualities in the students of the experimental group with the results of those of control groups. The methods of mathematical statistics were used for this purpose (Grabar and Krasnyanskaya, 1977). The levels of formation of moral and volitional qualities have been studied at the ascertaining, formative and control stages of the pedagogical experiment with taking into consideration certain levels, criteria and indicators.

The results of the study have showed that at the ascertaining stage of the experiment, the students revealed low indicators of their readiness for developing moral and volitional qualities according to the cognitive criterion.

But the obtained results indicate significant positive changes in experimental group (*Fig. 1*).

Table 2

Research of actualization of the motivational component in the prospective coaches-teachers

Levels	Groups of motives	Groups			
		Experimental group		Control group	
		Absolute number	%	Absolute number	%
High	1) focus on self-realization in professional activities; 2) the desire to be realized in the chosen sport; 3) confidence in choosing a coaching profession	31	12,4	28	11,2
Sufficient	1) the desire to achieve the intended results; 2) the desire to win the positive attitude of others	37	14,8	29	11,6
Medium	1) practical orientation of pedagogic activity 2) focus on the requirements of coaches, parents and other factors	23	9,2	30	12
Low	1) insufficient level of formation of moral and volitional qualities	34	13,6	38	15,2

We practically have no changes in control group students' readiness for developing moral-volitional qualities according to the cognitive criterion (Fig. 2).

The obtained results also indicate significant positive changes for cognitive criteria in mentioned readiness of experimental students group compared to control students group (Fig. 1 and 2).

The obtained results also indicate significant positive changes as for emotional and value criterion in mentioned readiness of experimental group students compared to control group students (Fig. 3 and 4).

The conducted pedagogical experiment enables to reach an important conclusion that one of the important factors for increasing the level of readiness in the prospective coaches?teachers for developing moral and volitional qualities in children and youth of sports schools according to activity criterion presupposes conscious opposition and rejection of any possibilities of sports achievement by dishonest, not humanistic

way (unnoticed violation of sports rules, the manifestation of excessive aggression, as well as selfishness and ambition, etc.). The behavior of children and youth, thanks to the experimental work, has been marked by stability and fortitude in situations of moral choice.

Conclusions. The results of the pedagogical experiment confirmed that the readiness of the prospective coaches-teachers for developing moral-volitional qualities in the youth of specialized educational institutions of sports profile is formed more effectively under the following conditions: using the educational potential of sports-training activities and extracurricular work concerning moral education; training the coaches for the development of moral and volitional qualities in the high school students; creating a favorable microclimate for the establishment of interpersonal communication and humanistic relations between all participants of the educational process.

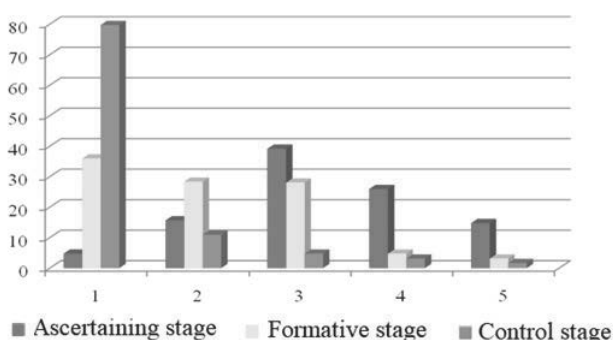


Fig.1. Readiness of prospective coaches-teachers for the development of moral and volitional qualities in experimental group of children and youth of sports schools according to cognitive criterion,%.

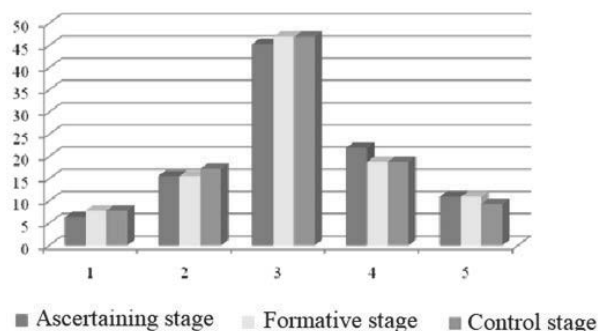


Fig.2 Readiness of prospective coaches-teachers for the development of moral and volitional qualities in control group of children and youth of sports schools according to cognitive criterion,%.

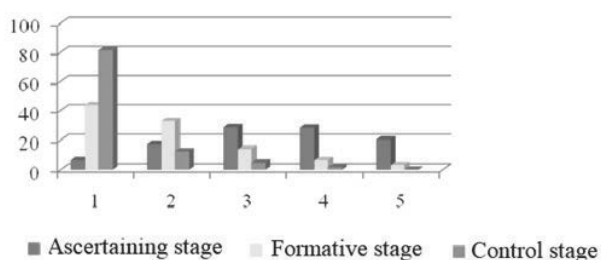


Fig. 3. Readiness of prospective coaches-teachers for the development of moral and volitional qualities in experimental group of children and youth of sports schools according to emotional and value criteria,%. 1 – humanistic level; 2 – partnership level; 3 – prosocial level; 4 – group-centric level; 5 – egocentric level.

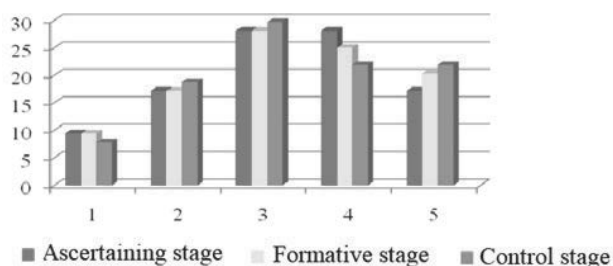


Fig. 4. Readiness of prospective coaches-teachers for the development of moral and volitional qualities in control group of children and youth of sports schools according to emotional and value criterion,%.

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Експериментальна перевірка педагогічних умов підготовки майбутніх тренерів-викладачів до формування морально-вольових якостей учнівської молоді

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Реферат.

Актуальність: необхідність підготовки майбутніх тренерів-викладачів до розвитку морально-вольових якостей учнів дитячих юнацьких спортивних шкіл зумовлюється щорічним погіршенням психічного та соматичного здоров'я підлітків, що знайшло відповідне відображення в основних нормативних освітніх документах України.

Мета дослідження полягає у теоретичному обґрунтуванні, розробці та експериментальній перевірці педагогічних умов підготовки майбутніх тренерів-викладачів до формування морально-вольових якостей учнівської молоді.

Методи: теоретичний метод аналізу психолого-педагогічної літератури щодо проблеми дослідження (з метою виявлення стану досліджуваної проблеми); аналіз, синтез, абстрагування, узагальнення (для обґрунтування практико-орієнтовних засад відповідних педагогічних умов), педагогічне спостереження, тестування (тести успішності, тести здібностей, індивідуальні тести), проєктивні методи (конструктивні, експресивні, рольові), опитування (бесіда, інтерв'ю, анкетування), метод експертної оцінки і самооцінки (для обґрунтування педагогічних умов), методи математичної статистики (для обчислення результатів педагогічного експерименту).

Результати: здійснено теоретичний аналіз проблеми професійної підготовки майбутніх тренерів-викладачів до розвитку морально-вольових якостей учнів дитячих юнацьких спортивних шкіл; розроблено методику та відповідні педагогічні умови покращення зазначеного процесу, проведено педагогічний експеримент щодо підтвердження ефективності зазначених педагогічних умов.

Висновки: результати дослідження підтвердили, що готовність майбутніх тренерів-викладачів до розвитку морально-вольових якостей учнів спеціалізованих навчальних закладів спортивного профілю формується більш ефективно за умов: використання виховного потенціалу спортивно-тренувальної діяльності та позаурочної роботи щодо морального виховання; підготовки тренерів до виховання морально-вольових якостей старшокласників; створення сприятливого мікроклімату для налагодження міжособистісного спілкування і гуманістичних стосунків між всіма учасниками освітнього процесу.

Ключові слова: тренер-викладач, учні дитячих юнацьких спортивних шкіл, морально-вольові якості, педагогічні умови.

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