

**PROFESSIONAL PREPARATION OF FUTURE
PHYSICAL EDUCATION TEACHERS IN HIGHER EDUCATION
INSTITUTIONS OF UKRAINE IN THE CONDITIONS
OF EUROPEAN INTEGRATION**

Rybalko P. F.

INTRODUCTION

Changes in society lead to changes in education. Any changes lead to the transformation of the social order, to the varying degree of awareness of the requirements for the results of learning, education and development. Is it important to educate a healthy generation? We will hear an unequivocal positive answer from the majority. Each of us not only reflects on his understanding of health, awareness of features and this concept, but also thinks about how to preserve the existing potential of the child in the process of obtaining education?

For the last thirty years, many scientists (physiologists, psychologists, of course, pedagogues) have found answers to the question of preserving and strengthening health. Time passes, technical progress, globalization, social and economic changes have changed the country. The time has come for total reforms of the entire education system. Since the adoption of the new understanding of state educational standards in the field of preserving and strengthening health, the time has come for the transformation of such an aspect as health-oriented pedagogical technologies¹.

Today, the connection between modern, quality education, capable of preserving, strengthening and multiplying skills (competencies) in the field of health and the prospect of building a civil society, an effective economy and a secure state is obvious. Society is now oriented towards an innovative path of development. Such priorities change the palette of values of the education system. A healthy person is an incentive to move forward.

The priorities of reforming education revolve around rethinking the role of education. The priority of an individual approach lies in the respect for talented children, in the active use of new information technologies, in the preservation of health. New aspects of health preservation problems are

¹ Жук Ю. О. Теоретико-методичні засади організації навчальної діяльності старшокласників в умовах комп'ютерно орієнтованого середовища навчання : монографія. Київ : Педагогічна думка, 2017. 468 с.

realized in the formation of the ability to learn all life, to master the new, to take care of their health as a factor of competitiveness².

1. Transformation of the educational space in Ukraine

Intensification of the process of obtaining education opens up new horizons of health-oriented technologies to the pedagogical community. In recent years, the trend of considering the pedagogical process not only as a holistic phenomenon that combines learning and upbringing, but also of assessing its potential for both destruction and preservation of health has become a tradition. Pedagogy has enriched itself with ideas of hygiene, physical culture and psychophysiology, transferring them into a successful experience of applying aspects of health preservation in the educational interaction.

Health-oriented pedagogical technologies in the system of continuous education have become traditional technologies. In addition, pedagogy strives to respond to new challenges related to the establishment of the paradigm of lifelong learning.

Education is one of the most effective mechanisms for the development of personality, raising the social status and protection of citizens. Changes in the field of education are associated with the expansion of the professional functions of the teacher: consultant, designer, researcher³.

The situation of modernization of education presents teachers with key competencies in the field of health-saving technologies, design of individual educational route of students, psychological and pedagogical support of personally oriented and developing learning, creating conditions for the formation of key competencies of students. The task of preserving the health of children determines the main tasks that the school has to solve today:

School is a special educational space, within which not only the formation of a socially adapted personality, its professional and civic self-determination takes place, but also the formation of the very important basic characteristic that ensures the realization of all the others – health. The goal of innovative processes is not only to improve the quality of education, but also to strengthen the health of students and create a psychological comfort for the participants of the educational process. The health of school graduates is one of the important indicators of the quality of school education.

² Гаркуша С. В. Теоретичні та методичні засади формування готовності майбутніх фахівців фізичного виховання до використання здоров'язбережувальних технологій : автореф. дис. ... д-ра пед. наук : 13.00.04 / Черніг. нац. пед. ун-т ім. Т. Г. Шевченка. Чернігів, 2015. 40 с.

³ Бойчук Ю. Д., Авдеєнко І. М., Турчинов А. В. Педагогічні умови розвитку культури здоров'я студентів в освітньому середовищі вищого навчального закладу. *Педагогічні науки: теорія, історія, інноваційні технології*. 2015. С. 141–149.

The state standard⁴ of general secondary education reflects the issues of preserving and developing the health of students, so the school must go the way of creating innovative health-saving pedagogical technologies from modeling problem situations with children directed at transferring information and preventive work, from organizing a health-saving space and forming the need for a healthy lifestyle to the creative-volunteer movement and forming the competence «to be healthy».

The new Ukrainian school needs a new competent teacher in solving these issues. Therefore, the system of professional training should be aimed at training competent personnel:

- in the organization of a health-saving environment of the educational institution, the development of health models for educational institutions of different levels;

- in the design of individual educational trajectories of students with health problems, a healthy lifestyle and safety;

- in the organization of pedagogical research on current issues of education, health and a healthy lifestyle;

- in the application of health-saving technologies, innovative pedagogical technologies and information and communication technologies in professional activities;

- in the management of the educational institution from the position of health-saving education⁵.

Research has shown that the main driving force for teachers is «the desire for professional growth», which is especially important for a team working in an innovative mode⁶. However, only 30% of teachers chose «the desire to express creativity, search, research in the field of health preservation» as the leading motive, 32% of teachers believe that the creation of a health-saving environment will complicate the professional activity, increase the load and responsibility, only 25% of teachers expressed «the desire to achieve maximum independence in work».

The data of the research reflect the character of the motives of the work behavior of teachers and allow to see the problems in the formation of the

⁴ Державний стандарт базової і повної загальної середньої освіти, затверджений постановою Кабінету Міністрів України від 23 листопада 2011 р. № 1392. URL : <https://zakon.rada.gov.ua/laws/show/1392-2011-%D0%BF#Text>.

⁵ Кутек Т. Особливості освітнього процесу майбутніх фахівців галузі «Фізична культура і спорт». URL : <http://eprints.zu.edu.ua/7618/1/> Львів% 20нова.pdf.

⁶ Ажило О. Ю. Підготовка майбутніх учителів фізичної культури до професійної діяльності в загальноосвітніх навчальних закладах (теоретичний і методичний аспекти). Харків : Цифрова друкарня № 1, 2012. 423 с.

motivational sphere for the implementation of health-saving education programs.

The changes in the educational paradigm, the transition to another understanding of health preservation in the system of continuous education have led to the need to answer the questions of practitioners, which are related to the formation of a culture of health, mastering the key competence «to be healthy» in the conditions of implementation of state educational standards⁷.

The educational system, which is a subsystem of such a system as the state, is affected by state policy. A single state policy on preserving the health of the population will be the condition of the environment that will determine the effectiveness of the educational system and will lead to further qualitative development of the system. Subsystems in the educational system can be distinguished as the system of general education and higher professional education⁸.

Recently, the entire educational system has been feeling the flow of continuous innovative processes, which qualitatively changes all subsystems. One of the specific features of the system is the need to change the entire system if changes have occurred in any element. Currently, the pedagogical community is noting changes in higher professional and school education. Active reform of the educational system provides for ensuring the competitiveness of a healthy lifestyle, ensuring the general orientation of all social and pedagogical influences on the development of creative manifestations of a person, their self-education and self-awareness in the field of health culture.

In health-oriented pedagogical technologies, as in any component of the continuous education system, global trends of socialization and individualization are reflected. The personality is socialized by mastering the standards of a healthy lifestyle, first in the family, then in the reference group. At the same time, self-assertion of the personality is a way to express its healthy lifestyle as something unique, which confirms its leadership in the society⁹. In this context, basic education can be viewed through the prism of socialization and individualization.

⁷ Воронін Д. С. Формування здоров'язберігаючої компетентності студентів вищих навчальних закладів засобами фізичного виховання : дис. ... канд. пед. наук : спец. 13.00.07 «Теорія і методика виховання». Херсон, 2006. 221 с.

⁸ Галузева концепція розвитку неперервної педагогічної освіти : затверджено Наказом Міністерства освіти і науки України 14.08.2013 № 1176. URL : http://osvita.ua/legislation/Ser_osv/36816

⁹ Іванова Л. І. Теоретичні і методичні засади професійної підготовки майбутніх учителів фізичної культури до роботи з учнями з відхиленнями

Socialization is the development and self-realization of a person throughout life in the process of mastering and reproducing the culture of society. It is the process of forming a person as a member of the society to which he belongs. The general orientation is the self-assertion of the individual in the society, in the system of social relations, through the deployment of mechanisms of social adaptation and integration¹⁰.

Based on the concept of a systemic approach to the formation of a healthy lifestyle of the subjects of the educational process «school – ZVO», it is necessary to take into account the current level of development of scientific health-oriented pedagogical technologies.

The introduction of health-oriented pedagogical technologies and the creation of a single physical and health space will allow the education system to fulfill the existing social order to form a healthy and competitive generation in the current economic situation.

The formation of a healthy lifestyle in an educational institution provides a significant practical component. This component was interpreted by us through the key competence «to be healthy».

The key competence «to be healthy» is a set of intellectual and practical skills based on the acceptance of individual health as a significant value, includes knowledge and skills to preserve the existing health potential and determines the behavior of a person in a situation of choice in health-improving and health-saving conditions¹¹.

The process of mastering the key competence «to be healthy» is aimed at:

- unveiling the value-semantic component of the concept of health;
- building a physical culture and health space for personal self-development; providing an individual trajectory of health potential development;
- personal experience of practical, health-oriented child life activity;
- creating conditions for forming a reference group of teenagers who lead a healthy lifestyle.

The preparation of future physical education teachers raises questions about strategies and methods for mastering the key competence «to be healthy» as part of the professional skills for implementing health-oriented educational technologies in educational institutions.

у стані здоров'я : автореф. дис. ... д-ра пед. наук : 13.00.04 / Нац. пед. ун-т ім. М. П. Драгоманова. Київ, 2014. 40 с.

¹⁰ Закон України «Про освіту»: від 04.06.2014 р. № 1144-12. URL: <http://zakon4.rada.gov.ua/laws/show/1060-12>.

¹¹ Концепція формування позитивної мотивації на здоровий спосіб життя у дітей та молоді (затверджена наказом МОН України від 21 липня 2004 року № 605). *Директор школи*. 2004. № 40 (жовтень). С. 23–29.

The formation of the key competence «to be healthy» is related to the processes of self-determination, which can only take place in the course of organizing problem-conflict and critical situations, in which the student's personality manifests itself integrally, demonstrating true world perception.

The problematization of the basic aspects of leading a healthy lifestyle creates an opportunity for the actualization of holistic understanding of health and for the student to rethink his position when organizing pedagogical activities potentially harmful, which increases the risk factors for the child's health.

A health-oriented worldview of a teacher is the point of integration that ensures the presence and self-improvement of conceptual ideas about leading a healthy lifestyle. Innovative health-oriented pedagogical technologies can be considered as an essential component of the professional and pedagogical training of a future physical education teacher, which contributes to his competitiveness in a rapidly changing society with an unpredictable future¹².

The formation of any competence is carried out in activity, and the key competence «to be healthy» is no exception. It is necessary to create a health-oriented space where theoretical knowledge and practical skills can be implemented in practice. The realization of this in school implies the implementation of activities in a number of main directions:

- creating a unified, health-oriented, developing space in the educational institution, which allows in the process of creative activity to acquire the key competence «to be healthy» and form a healthy lifestyle;
- improving the state of the school space through the creation of a health-oriented image of the institution;
- organizing conditions for social advertising of values of a healthy lifestyle in the adolescent subculture within the school and the microdistrict;
- providing conditions for comprehensive rehabilitation (pedagogical, social, psychological, medical, etc.) in the conditions of the educational institution;
- forming psychological and social resources to support all participants in pedagogical interaction.

Using a systemic approach, it is possible to unfold the formation of the key competence “being healthy” in the participants of the educational interaction at any of the stages of education without disregarding the complexity and striving for holistic perception of individual and social health.

At present, when the state requirements for most stages of education are approved, and the entire mass of health-saving technologies is still in the

¹² Концепція Загальнодержавної програми «Здоров'я 2020: український вимір». URL : <https://www.kmu.gov.ua/npas/244717787>

context of outdated educational standards, it is necessary to determine the strategy for forming the health of the subjects of educational interaction¹³.

The preparation of future physical education teachers is also subject to renewal, since it is necessary to organize the acquisition of skills for maintaining health not only as a general cultural competence, but also as part of professional competence.

The problem of strengthening the health of the state population is very important today. Questions of the development of physical culture, mass sports, and the formation of needs for a healthy lifestyle are often discussed in state documents. The protection and strengthening of human health is a very important matter, and the main thing here is how to use one's free time correctly¹⁴.

Great attention is paid to the targeted orientation to systematic physical education and sports, the formation of needs for physical improvement of a person.

Several authors point out that regular physical education and sports activities are an important formative factor of a healthy lifestyle, especially among the youth. A healthy lifestyle allows for better development of personal qualities, achieving high intellectual and physical performance, social activity, and creative longevity. As a rule, a healthy lifestyle is accompanied by more efficient work.

In modern conditions of high technical equipment and psycho-physical intensity of work, one of the main limiting factors becomes health. Health is a socially significant phenomenon, the level and state of which indicate the degree of development and well-being of society¹⁵.

According to research and a number of normative documents of the Ministry of Education and Science of Ukraine, the system of physical education of schoolchildren requires certain reform. Such reorganization is possible through a change in the direction of the school physical education system towards the formation of physical culture of the individual, which will contribute to the realization of the general goal of the educational process – the all-round development of the person as a healthy individual.

¹³ Бойчук Ю. Д., Авдєєнко І. М., Турчинов А. В. Педагогічні умови розвитку культури здоров'я студентів в освітньому середовищі вищого навчального закладу. *Педагогічні науки: теорія, історія, інноваційні технології*. 2015. С. 141-149.

¹⁴ Адирхаєв С. Г. Організаційно-педагогічні основи фізичного виховання і спорту студентів з особливими потребами у вищому навчальному закладі : монографія. Київ : Університет «Україна», 2013. 382 с.

¹⁵ Бойко Ю. С. Формування аксіологічних установок до здорового способу життя у студентів вищих навчальних закладів : дис. ... канд. пед. наук : 13.00.07 «Теорія і методика виховання». Умань, 2015. 268 с.

This approach requires the improvement of existing pedagogical technologies in the direction of health promotion of schoolchildren and the introduction of innovative pedagogical tools in all forms of the pedagogical process. The basic form that contributes to the formation of the health of students is physical education lessons. They are regulated by educational programs that reveal the content of theoretical and practical training of schoolchildren and must comply with the State Standard of Basic and Complete General Secondary Education.

The health of the younger generation today largely determines the main trends in the formation of the country's health and its labor potential in the near future. At present, the public and science representatives in Ukraine and abroad are paying increased attention to the problems of health-enhancing physical culture. In the most developed countries, health-enhancing physical culture occupies a priority place in the prevention, correction and compensation of the effects of adverse factors on people's health. The basis of health-enhancing physical culture is a healthy lifestyle, which consists of rules of behavior, nutrition, thoughts, actions and habits¹⁶.

It is necessary to teach a healthy lifestyle from childhood, so that a person forms physically, psychologically and spiritually healthy, and also feels the need for a healthy lifestyle¹⁷. At present, many specialists are trying to find a rational approach to the development of principles and criteria for the formation of such a concept as a healthy lifestyle (HL). HL of the population and HL of a person are distinguished.

HL of the population is a lifestyle that ensures the combination of full biological and social adaptation with the possibility of maximum self-expression of the nation in specific living conditions and provides further development of society. HL of a person is the maximum number of biologically and socially directed forms and ways of life, adequate to the needs and possibilities of a person, consciously realized by him, which ensure the formation, preservation and strengthening of health, the ability to reproduce and achieve active longevity.

According to the definition, Health-Supportive Lifestyle (HSL) is a way of life directed at preserving and strengthening people's health as a condition and prerequisite for the existence and development of other aspects of life.

¹⁶ Аналіз провідного вітчизняного та зарубіжного досвіду щодо оцінювання якості вищої освіти в умовах євроінтеграції: аналітичні матеріали (частина II) (препринт) / О. Воробйова, М. Дебич, В. Луговий, О. Оржель, О. Слюсаренко, Ж. Таланова, К. Трима; за ред. В. Лугового, Ж. Таланової. Київ : Ін-т вищої освіти НАПН України, 2019. 150 с.

¹⁷ Балашов Д. І. Обґрунтування моделі процесу підготовки майбутніх вчителів фізичної культури до інноваційної професійної діяльності. *Педагогічні науки: теорія, історія, інноваційні технології*. 2017. № 12 (55).

Stereotypes of relationships between people, their life experience and social conditions, which are determined by the environment and depend on them, influence the formation of HSL. This leading role in the formation of HSL belongs to physical education of the younger generation.

In the works of many scientists, physical education is considered as a component of HSL, as a means of recovery, as a socio-hygienic and therapeutic-preventive measure. Applied research on the health-oriented nature of physical exercises was conducted by E.A. Pirogova, S.A. Dushanin. Nowadays, this problem is being studied by many scientists.

There are countless factors that affect life expectancy in one way or another. In the conducted research, V.I. Belov, F.F. Mikhaylovich, list in detail the factors that have a multi-directional effect on the body. They point out 51 factors of positive influence and 52 factors of negative influence on health. The leading factors for preserving and strengthening health, the authors call physical activity and physical training, quality products and balanced nutrition, emotional harmony and mood, full rest and recovery, also exclude factors that have a negative effect on the body.

According to numerical studies, each of the risk factors reduces life expectancy. Hypodynamia, or lack of physical activity, occupies one of the leading places.

The variety of physical culture and sports activities has earned humans a well-deserved reputation as powerful, and often the only means of overcoming premature aging and diseases. It is not surprising that doctors and scientists of old said that physical exercises can replace a lot of medicines, but no medicines can replace physical exercises¹⁸.

Physical exercises attract the attention of scientists who strive to find answers to questions related to health physical culture, increasing productivity, searching for optimal and effective forms and means of physical activity of a child. The use of physical exercises is possible for the purpose of correcting violations of functions in children. During physical activity, people react not only to individual muscles or internal organs, but also to the organism as a whole. Corrective work carried out during physical culture classes contributes not only to the development of motor functions, but also to cognitive abilities.

The well-known aphorisms “Movement is life”, “A healthy body is a healthy spirit”, etc., probably reflect the indisputable general meaning of motor activity for the development and support of the necessary qualities and capabilities of the human body.

¹⁸ Закон України «Про фізичну культуру і спорт». URL : <http://www.zakon.rada.gov.ua/cgi-bin/laws>

Physical activity is an integral and complex component of human behavior. It is determined by socio-economic and cultural factors and depends on age, individual characteristics of the status and functional capabilities, type of occupation, amount of free time and its use, availability of sports facilities and recreation areas, as well as natural conditions that promote active rest. Changing most of the factors is almost beyond human control.

At the same time, physical education in school does not provide the necessary amount of physical activity for children. As many authors believe, the beneficial effect of physical activity is only within the optimal limits: both lack and excess of movements lead to pathological changes in the body¹⁹.

Physical education of health orientation solves the task of increasing the physical condition of those engaged to a safe level, which guarantees stable health, provides conditions for life activity, everyday activity, formation of a certain reserve of possibilities for extreme situations. The use of physical exercises for health purposes is called health physical training. It is aimed not at achieving an external result, but at providing optimal functioning of the main systems of the body and strengthening health.

The concept of “Health Related Physical Fitness” (HRPF) developed and accepted in most western countries is based on the established close dependence of the risk of developing so-called “civilization diseases” on the level and direction of a person’s physical activity. The concept of “Physical Fitness” does not have a single equivalent, but is close in meaning to such definitions as «physical education» and “physical condition”. It is related to the quantitative characteristics of dynamic health, especially for physically inactive population groups.

Numerous studies have shown the existence of a close relationship between indicators of health, physical development, functional capabilities and motor readiness of a person, which can be assessed based on data indicators.

It has been established that the health effect of physical exercises is achieved when the following conditions are met:

- regularity of physical exercises;
- gradual increase in intensity and duration of loads, their reasonable dosage taking into account individual sensitivity to daily and seasonal rhythms, social factors, age-related features, gender, variants of biological development, health status and physical fitness of a person;
- clear interconnection of physical exercises with the general daily regime;

¹⁹ Лист Міністерства освіти і науки України «Щодо організації фізичного виховання у вищих навчальних закладах». URL : http://ru.osvita.ua/legislation/Vishya_osvita/47947/

- performance of physical exercises in combination with other health activities;
- selection of various means that provide a comprehensive result of action on the body²⁰.

E.G. Miller states that the health-improving effect of physical culture lies in increasing the aerobic capabilities of the organism and physical performance. The author considers the main means of health-improving physical culture to be health-improving walking (speed 6.5 km/h, HR 120–130 bpm) and health-improving running (slow running, speed from 5 to 7 km/h at HR 130–150 bpm). As a result of performing cyclic endurance exercises, the functional state of the Central Nervous System (CNS) changes, compensating for the missing energy expenditures, functional disturbances in the CCC and circulation, and reducing morbidity. On the other hand, as a result of health-improving running and walking, the functional capabilities of the cardiovascular system and the aerobic productivity of the organism increase. Health-improving physical loads positively affect carbohydrate metabolism, liver function and gastrointestinal tract, and the musculoskeletal system.

Analysis of scientific and methodological literature has shown that a positive health effect can be provided by expanding the motor activity due to any components, not specially developed programs of physical exercises²¹. A health-improving effect is possible when using physical exercises, rationally balanced in terms of direction, intensity and volume according to the individual capabilities of the organism.

A regular schedule of classes is established. To maintain a high level of physical fitness, classes can be taken twice a week, and three- and five-time health classes are necessary to perfect physical development and physical fitness. The frequency of classes should be determined in each particular case according to the level of physical fitness. For low levels of preparedness and physical development, classes 4-5 times a week with reduced intensity loads are recommended.

Currently, three main types of health training are distinguished. The first is based on mainly cyclical exercises (walking, running, swimming, etc.), time 10–30 minutes, method of performing loads – uniform or continuous with variable intensity, relative power of work – within 60–70% of maximum oxygen consumption (MOC) at heart rate of 60–85% of maximum.

²⁰ Закон України «Про вищу освіту»: від 01.07.2014 р. № 1556-VII. URL: <http://zakon4.rada.gov.ua/laws/show/2984-14>

²¹ Рибалко П. Ф. Фізкультурно-оздоровче середовище закладу загальної середньої освіти крізь призму роботи вчителя фізичної культури. *Україна майбутнього: сучасні тенденції інноваційного розвитку* : матеріали міжнародного науково-практичного форуму (13–15 вересня 2019 року, м. Бердянськ-Суми). Бердянськ–Суми, 2019. С. 116–117/

The second is based on speed-strength exercises (running up the hill at a fast pace, sports games, etc.), 5–10 exercises of 3–5 repetitions, the work interval is equal to the rest interval and is 15 to 3 minutes, the method of performing loads is variable and repeatable, the relative power of work is within 80–85% of MOC.

Third option – a complex approach that combines the performance of means in aerobic and anaerobic modes.

Physical culture in general has two aspects of its effectiveness. The general one is that the energy expenditure compensates for the energy deficit, and due to the classes, the organism's resistance to adverse external environment factors increases, and the special one is that health training contributes to the increase of functional capabilities of the systems that provide motor activity. In health physical culture, various means are used: games (mobile and sports), exercises (cyclic and acyclic, generally developing, aerobic and anaerobic), tourism, natural forces of nature and hygienic factors²². Their use in health purposes has its own peculiarities and is based on the limitation of intensity and volume, as well as methods of performing loads. The following distribution of physical exercise volume in health training is recommended: 20–30% should be directed to the development of flexibility and speed; 24–40% – to speed and speed-strength endurance; 40–50% – to general endurance.

Recently, unconventional means of physical culture have gained wide popularity. Among them are Eastern physical systems of health exercises (karate, u-shu, yoga, tai chi). In sports practice, individual elements of these exercises are most often used.

Non-traditional physical education methods also include new forms of physical activity, various authoring systems of classes. Research results have shown that for the development of muscle strength, it is necessary to exercise three times a week for 25–35 minutes, for the development of mobility in the joints – three times a week for 15–20 minutes, and for the development of general endurance, provided by aerobic energy sources, no less than 3–4 times a week for 25–30 minutes. To support the corresponding physical qualities, similar classes are necessary at the level of 60% of the duration of classes for their development. Achieving reliable changes in physical development and physical fitness indicators is possible within 6–8 weeks of training sessions for 3–4 hours per week. Thus, the minimum volume of classes that gives positive changes in the body is 24–32 hours. The scientific and methodological justification of the health-oriented physical education, for the last 20–30 years, is reflected in the works of

²² Рибалко П. Ф. Професійна підготовка майбутніх учителів фізичної культури до організації фізкультурно-оздоровчого середовища у закладах середньої освіти : монографія. Суми, 2019.

many domestic and foreign authors. Starting from the 60–70s of the last century, in foreign countries, recreational activities based on physical exercises for the purpose of active rest of the population are widely used. They gained mass distribution under the system “Sport for All”.

A physical education program was developed with a focus on strengthening health and physical fitness of people of different ages and genders²³. According to the HRPF concept, health is associated with the following components: aerobic endurance, muscle strength and endurance, rational body mass to length ratio, optimal body composition. As research has shown, these indicators are sufficient to assess a person’s physical abilities, unless special professional or sports qualities are involved.

K. Cooper believes that the preventive and health-improving effect of physical exercises is provided by predominantly aerobic orientation of moderate intensity physical loads, based on cyclic exercises, when most of the muscles are involved in the work. To achieve a health-improving effect, it is necessary to have a sufficiently high heart rate during the load. The load should be regulated according to the power of work, the number of repetitions of exercises, the size of physiological parameters, and the subjective feelings of those who are engaged in sports.

Modern physical education of children should be aimed at expanding their functional reserves and strengthening organs and systems that develop most intensively during the period of growth and development²⁴. In particular, the musculoskeletal system, the nervous-muscular system, the CCC, the respiratory system, and the exchange systems. Specially organized physical activity in combination with rational nutrition and sunbathing is an effective means of prevention and treatment of a number of diseases.

For school-age children, it is advisable to spend 6 to 10 hours a week on organized physical education classes and as much time as possible on physical exercises. For girls, optimal physical activity should be from 4 to 9 hours, for boys – from 7 to 12 hours. With this amount of classes, a positive effect is exerted on the main functions and systems of the body and strengthening of health. At the same time, a number of authors draw attention to the choice of a particular physical load, depending on the age of the children, physical development and their readiness. Lack or excess of physical load can have a negative effect on the cardiovascular and respiratory systems of schoolchildren.

²³ Національна стратегія розвитку освіти в Україні до 2021 р. URL : <https://zakon.rada.gov.ua/laws/show/344/2013>

²⁴ Рибалко П. Ф. Організація фізкультурно-оздоровчого середовища дитячої освітньої установи. *Педагогічні науки: теорія, історія, інноваційні технології*. 2019. № 10 (94). С. 176–186

Physical education classes for children of school age require compliance with a number of important requirements. In particular: providing systematic medical and pedagogical control over the health status, dynamics of physical development indicators and level of physical fitness of children; compliance of the content, volume, intensity of motor activity of schoolchildren with their age and gender characteristics at different stages of development; combining physical activity with a rational schedule of classes and rest, use of hygienic conditions and natural factors of tanning.

The accumulated factual material testifies to the great variability of physical development and physical fitness indicators of children of one chronological age. Thus, schoolchildren may have significant differences in strength, speed, endurance, flexibility and agility indicators.

Studies by L.V. Volkov have established that 35–75% of the examined children aged 9–13 have an average level of physical development, 10–18% have an accelerated rate of development, and 12–18% have a slowed rate. The dynamics of growth rates of physical development and physical fitness indicators in children from 7 to 14 years old is wave-like, and the peaks of these waves do not coincide with each other. Intensive increase in parameters of physical fitness is marked in the period of stabilization of morphological indicators at the age of 9–10 and 11–12 years.

It is necessary to take into account that children aged 10–15 tend to overestimate their abilities and may try to perform exercises that are too strenuous for them. Therefore, teachers should strive to avoid possible physical overloads. Taking into account certain instability of the psyche, it is necessary that the physical exercises used should constantly maintain the interest in their performance.

The solution of the tasks of education and training of the younger generation, strengthening of health and achieving the harmonious development of each person would be much more successful if an individual-typological approach were implemented in practice.

The harmonization of the «education» – «health» system is undoubtedly a promising direction in improving the quality of education. The modern system of personally oriented learning should be implemented on health-forming technologies and become an instrument of a highly effective educational and educational process with the mandatory condition of improving the health of students²⁵. The study of the conditions of life

²⁵ Приходько В. В. Обґрунтування трансформації вузівського «Фізичного виховання» як невід'ємної частини реформи національної вищої школи. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 15. «Науково-педагогічні проблеми фізичної культури (Фізична культура і спорт)»*. 2015. Вип. 3 К 1 (56). С. 303–307.

activity and individual psychological and physiological features of the personality should be carried out at all stages of ontogenesis.

Understanding the main purpose of learning, as the development of the personality, the school, forming general cultural competencies and universal educational actions, expands the abilities of students to self-assignment of knowledge and creative solution of any theoretical or practical task, including in the field of health culture formation and safe way of life.

To achieve this goal, the teaching staff needs to have a scientifically grounded understanding of the child's development and the factors influencing this development²⁶. Increasingly, attention to the health of students is associated with the need to strengthen control over compliance with various types of hygiene criteria in school and the introduction of an individual-differentiated approach to teaching. Of course, this should provide students with optimal adaptation to the educational system and contribute to their health preservation.

However, the main task is to transform the school education system itself, which should be health-forming. The modernization of the educational system should provide a high level of motivation and high cognitive activity of students themselves in the educational process. It is likely that this can be achieved if teaching and upbringing of schoolchildren does not contradict their basic needs, which are constantly changing along with the changing socio-economic sphere of society's activities. The health-forming activity of the school should be aimed at motivating students to self-development, self-knowledge, self-improvement, which means forming spiritual, mental and somatic health on their own.

Thus, professional pedagogical education at the beginning of the 21st century is at the stage of profound changes.

The professional education system does not meet the requirements of modern society and state, aimed at forming professionals with a high level of practical skills. The question of reforms in education is always met by society painfully, however, changes are vitally necessary in order to increase the competitiveness and quality of graduates of pedagogical specialties²⁷.

²⁶ Рибалко П. Ф. Сучасні технології збереження та відновлення здоров'я молоді в діяльності фахівця з фізичної культури. *Вісник Чернігівського національного педагогічного університету імені Т. Г. Шевченка. Серія : Педагогічні науки*. 2016. Вип. 136. С. 181–184.

²⁷ Основи законодавства України про охорону здоров'я. URL : <https://zakon.rada.gov.ua/laws/show/2801-12>

2. The legal and regulatory foundations of professional training of future physical education teachers in the higher education system of Ukraine

One of the preconditions for Ukraine's entry into the unified European educational space is the introduction of European standards in education and science. Improving the Ukrainian education system and raising its quality is an important task determined by the needs of forming positive conditions for the student's formation and realization as a future professional and his personal self-realization. The solution to this problem is possible if the future teacher is prepared, who has a solid knowledge, developed pedagogical abilities, perfect professional skills, professional self-awareness, pedagogical thinking, skills of self-education, self-improvement. Therefore, the formation of the readiness of the future teacher for professional activity in modern conditions is of particular importance.

The current processes of democratization of social development require a different, balanced and absolutely real view of the main directions and components of educational and educational activities. One of the first places is the problem of legal education of the younger generation. Its purpose is to ensure the harmonious entry of the growing generations of a democratic state into the legal field of their country and international community, as well as to ensure peace, peace and mutual understanding between different social, ethnic and age communities of people and sectors of the economy²⁸.

The independent state's attitude towards the formation of legal culture of students is reflected in the normative-legal acts, the main of which are: the Constitution of Ukraine, the laws of Ukraine "On Education", "On General Secondary Education", "On Higher Education", the Decree of the President of Ukraine on the National Doctrine of Education Development, the State National Program "Education" ("Ukraine XXI Century"), the concept of general secondary education, the conceptual foundations of the development of pedagogical education in Ukraine and its integration into the European educational space, the order on the approval of qualification characteristics of teaching and scientific and pedagogical workers of educational institutions, the main guidelines for the education of students of 1–11 grades of general educational institutions, the State Program «Teacher» and other normative acts.

The ability to preserve health is understood as one of the components of social and civil competencies in the system of key competencies defined

²⁸ Приходько В. В., Томенко О. А., Михайличенко О. Удосконалення організації та змісту наукових досліджень з фізичної культури і спорту в Україні як важлива передумова їх реформування. *Педагогічні науки: теорія, історія, інноваційні технології*. 2016. № 3 (57). С. 419–429.

in international declarations and the EU Charter and UNESCO²⁹. The relevance of the problem of preserving health is outlined in the National Strategy for the Development of Education in Ukraine until 2021 (2012)³⁰, which offers programs and projects to ensure the health of students and teachers.

According to the Law of Ukraine «On Health Protection» (2017)³¹, the Concept «Health 2020: Ukrainian Dimension» (2011)³², the Target Social Comprehensive Program for the Development of Physical Culture and Health (2016)³³, the Letters of the Ministry of Education and Science of Ukraine «On the Organization of Physical Education in Higher Educational Institutions» (2015)³⁴, the Resolution of the Verkhovna Rada of Ukraine «On Ensuring the Sustainable Development of the Sphere of Physical Culture and Sports in Ukraine in the Conditions of Decentralization of Power» (2016) and other state national programs and documents, the National Doctrine of Education Development was approved by the President of Ukraine on April 17, 2002. Its purpose is to create conditions for the development of the personality and creative self-realization of each citizen of Ukraine, to bring up a generation of people capable of effectively working and learning throughout their life, to preserve and multiply the values of national culture and national identity, develop and strengthen a sovereign, independent, democratic, social and legal state as an integral part of the European and world community. Thus, the normative-legal act laid the foundation for legal education in general, and although quite vaguely, but determined the requirements for the legal culture of students, students, future professionals. In addition, the doctrine determines the obligations of the state in relation to the participants in the educational process. Thus, the state must ensure the education of a person of a democratic worldview, which respects civil rights and freedoms, respects traditions, culture, religion and language

²⁹ Указ Президента України «Про Національну доктрину розвитку освіти»: Доктрина від 17.04.2002 р. № 347/2002. URL : <http://zakon5.rada.gov.ua/laws/show/347/2002>

³⁰ Національна стратегія розвитку освіти в Україні до 2021 р. URL : <https://zakon.rada.gov.ua/laws/show/344/2013>.

³¹ Основи законодавства України про охорону здоров'я. URL: <https://zakon.rada.gov.ua/laws/show/2801-12>.

³² Концепція Загальнодержавної програми «Здоров'я 2020: український вимір». URL : <https://www.kmu.gov.ua/npras/244717787>

³³ Державна цільова соціальна програма розвитку фізичної культури і спорту на період до 2020 року. URL : <https://zakon.rada.gov.ua/laws/show/115-2017-п>.

³⁴ Лист Міністерства освіти і науки України «Щодо організації фізичного виховання у вищих навчальних закладах». URL : http://ru.osvita.ua/legislation/Vishya_osvita/47947/

of communication of peoples of the world; has environmental, legal, economic education.

The «Education» program states that the principles of humanism, democracy, unity of family and school, succession and intergenerational continuity should form the basis of national education. The main goal of national education is to provide young generations with social experience, to inherit the spiritual heritage of the Ukrainian people, to achieve high culture of inter-ethnic relations, to form in the young people, regardless of their national belonging, the personal qualities of a citizen of Ukraine, developed spirituality, physical perfection, moral, artistic-aesthetic, legal, labor and environmental culture³⁵. 10 The Concept of General Secondary Education of 2001 deserves attention, which states that the starting points of the concept of general secondary school in Ukraine are the rejection of the politicization of the educational and educational process, the imposition of ideological dogmas and doctrines of separate parties, organizations, movements, churches, etc. Directly about the preparation of teachers for legal education of students in the Concept of General Secondary Education of 2001 is not indicated, however, it is determined that the teacher must be a widely educated, deeply erudite person of high moral, intellectual, physical and aesthetic culture. And accordingly, the teacher must be deeply familiar with his specialty and methodically armed, one who understands the peculiarities of the development of children of different ages, their inner world, motives of behavior.

In 2004, the Ministry of Education and Science approved the conceptual foundations for the development of pedagogical education in Ukraine and its integration into the European educational space. According to this document, the purpose of the development of pedagogical education is to create a system of pedagogical education that, based on national achievements of world importance and established European traditions, provides for the formation of pedagogical workers capable of professional activity on democratic and humanitarian principles, implements educational policy as a priority function of the state, aimed at the development and self-realization of the individual, satisfaction of its educational and spiritual-cultural needs, as well as the need to be competitive in the labor market. The content of the social-humanitarian training of a teacher provides for deepening and professionalization of language, philosophical, political, cultural, sociological, legal, economic, physical education and its professional-pedagogical orientation³⁶.

³⁵ Державна національна програма «Освіта» (Україна XXI століття). Київ : Райдуга, 1994. 53 с.

³⁶ Національна доктрина розвитку фізичної культури і спорту : затверджено Указом Президента України від 28 вересня 2004 р. № 1148/2004 із змінами і доповненнями від 21 жовтня 2005 р. № 1505/2005

On June 1, 2013, the Ministry of Education and Science of Ukraine approved the Order on the approval of qualification characteristics of professions (positions) of pedagogical and scientific-pedagogical workers of educational institutions. It states that legal competence is the quality of the employee's actions that ensures the effective use in professional activities of legislative and other regulatory documents of state bodies to solve relevant professional tasks.

A future teacher should know: the Constitution of Ukraine; the Laws of Ukraine; the Acts of the President of Ukraine; the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine regarding the educational sphere; orders and resolutions of the Ministry of Education and Science of Ukraine. Thus, the document indicates the need for teachers to know the main normative and legal acts of the state, on which the further formation of the culture of students' health is based.

For example, in the main orientations of education of pupils of 1–11 grades of general educational institutions it is determined that the modern educational process should not only form the necessary competencies, provide basic knowledge from various subjects, but also form a citizen, a patriot; an intellectually developed, spiritually and morally mature personality, ready to resist social influences, cope with personal problems, create itself and the surrounding world.

According to O. Kulinič, the priority directions of modern state educational policy are:

- 1) updating of state educational standards;
- 2) improvement of constitutional and legal foundations of financing of education;
- 3) development of modern system of continuous professional education and state support in the sphere of self-education;
- 4) informatization of the domestic educational system and development of distance learning;
- 5) formation of state personnel policy;
- 6) active participation of the public in the process of control of the educational system;
- 7) international cooperation.

The state of professional education today causes concern among scholars, who note the insufficient attention of the educational community to professional self-determination, the loss of a comprehensive idea of the purpose, tasks and problems of professional activity, which inevitably affects the readiness of the personality for self-realization in the professional environment.

Regarding the issues facing modern (especially higher) education in terms of the professional training of future teachers, the following questions are discussed:

- Strengthening the activities of educational institutions at the international level;
- Recognizing information and knowledge as the basis of social integration, and their interaction as the basis of global competitiveness;
- The need for personnel provision of the Ukrainian economy taking into account the real needs of the labor market and the requirements for the quality of the production potential;
- Investing in the development of higher education in order to ensure the effectiveness of training future professionals;
- The decrease in demand for low-paid, unqualified work;
- Organization and content of continuous professional (pedagogical) education;
- Formation and development of pedagogical creativity and mastery;
- Self-education, self-actualization, self-improvement of future teachers;
- Formation of professional competence of future teachers, etc.

According to the National Doctrine of Education Development, physical education as an integral part of education should ensure that each person acquires the necessary scientifically grounded knowledge about health and its strengthening, about ways and methods of preventing diseases, about methods of achieving high performance and long-term creative activity.

Physical education is a system of social and pedagogical measures aimed at strengthening health, strengthening the body, harmonious development of forms, functions and physical capabilities of a person, forming life-important motor skills and abilities. The theory and practice of physical education are based on the data of physiology, which arms the theory and methodology of physical education with knowledge about the laws of human organism development, the influence of various factors on its functional activity³⁷. On the basis of its data, a scientifically grounded system of physical exercises aimed at developing motor actions and forming physical qualities of the organism is developed.

All this testifies to the need for a fundamental reorganization of the organization of physical education of schoolchildren, a change in views on physical culture, physical condition, the beauty of the human body. This is about unloading educational plans and programs, reducing informative learning, increasing the number of hours for physical education classes, abandoning traditional forms of activity in the lesson when children almost

³⁷ Указ Президента «Про Положення про національний заклад (установу) України». URL : <https://zakon.rada.gov.ua/laws/show/451/95>.

do not move, to the benefit of their intensive work, as well as reviewing concepts and methods of physical education in school. It should become a form of active rest, work for health, education and satisfaction of the child's physiological needs. The importance of physical culture and a healthy lifestyle should be emphasized by the teacher's behavior.

The content of physical education for schoolchildren is determined by the educational program with the subject and the programs of sections and clubs. The program provides for:

a) mastering of theoretical knowledge (knowledge of general hygiene and hygiene of physical exercises, knowledge necessary for independent performance of physical exercises). The theoretical material is reported at the introductory classes and in the system of educational and training work on the lesson in connection with the exercises performed;

b) gymnastic exercises that contribute to the general physical development of students (stretching and stretching, building exercises, exercises aimed at the general development of the child, forming the correct posture, acrobatic exercises, dance exercises, climbing and climbing, balance exercises, exercises in slopes and supports, support jumps);

c) light athletics (various types of running, jumps in length and height, throwing at a distance);

d) mobile games, designed to develop in students agility, speed of action, upbringing of collectivism and discipline;

e) sports games (basketball, volleyball, football);

f) skiing preparation (acquisition of basic techniques of movement on skis, development of motor skills);

g) cross-country and cross-country preparation;

h) swimming (crawl on the chest and back, breaststroke, as well as diving and rescue techniques for those who drown).

The content of physical education in school is chosen with the aim of providing:

1) strengthening the health and hardening of the students' organism, contributing to their physical development and increasing their productivity. The formation and development of the main functions of the organism, which takes place in school years, requires the use of all factors that positively affect this process. Taking care of the health of schoolchildren is the main task of every teacher in each lesson;

2) formation and improvement of motor skills and knowledge related to them. The purpose of physical education is the formation of life-important skills and abilities in natural types of movements: running, jumping, skiing, swimming. For this, knowledge about the methods and rules of performing movements, which students acquire during explanations and demonstrations, is required;

3) development of the main motor qualities. To perform many actions, a person needs strength – the ability to overcome external resistance or oppose it by muscle effort; speed – the ability to perform movements in a minimum period of time; endurance – the ability to perform a certain work for a long time; flexibility – the ability to perform movements with a large amplitude; agility – the ability to quickly master new movements and successfully act in changing conditions. These motor qualities develop and manifest themselves in close interaction;

4) formation of habits and a sustained interest in systematic physical exercises. Positive effects of physical exercises are only possible with their systematic execution, which turns into a habit and need. To cultivate such a need, it is necessary to awaken the child's interest in exercises, to select interesting exercises and to encourage the student to perform them in time. Meaningful leisure contributes to active rest and spiritual perfection of schoolchildren. The formation of habits for physical exercises is facilitated by a proper daily and weekly routine, healthy nutrition, sufficient sleep. The use of alcohol, nicotine and drugs is unacceptable;

5) education of hygienic skills, formation of knowledge about physical exercises and swimming. Hygienic education is acquired by students during the study of various subjects, including biology. They learn about the daily routine, hygiene of nutrition, sleep, etc. During physical exercises, students learn the rules of their application, the effect of exercises on the body, hygienic requirements for swimming, acquire methods of self-control for their workability, fatigue, pulse, general well-being.

According to the National Doctrine of Education Development³⁸, physical education as an integral part of education should ensure that everyone acquires the necessary scientifically based knowledge about health and its strengthening, about ways and methods of prevention of diseases, about methods of achieving high workability and long-term creative activity.

In physical education, physical exercises, natural and hygienic factors are used. Physical exercises are movements specially organized and consciously performed according to the laws and tasks of physical education. These include gymnastics, games, tourism, sports:

- Gymnastics as a special form of physical perfection covers the most diverse exercises: structural and order (learning rational methods of stretching, stretching and moving in order to educate collective action skills); general development (provide the development of both individual parts of the body and the whole organism); free exercises (perfecting the coordination of movements, producing a sense of rhythm, beauty of

³⁸ Національна стратегія розвитку освіти в Україні до 2021 р.
URL: <https://zakon.rada.gov.ua/laws/show/344/2013>

movements); applied as a means of comprehensive personality development (running, jumping, throwing, etc.); gymnastic – exercises on various special devices (acrobatic, developing strength, agility, ability to orient in space; exercises of artistic gymnastics as a means of physical and aesthetic education);

- Games, satisfying the natural urge of children and adolescents to move, excite collective experiences, bring joy from joint efforts, contribute to the strengthening of solidarity and friendship. In the initial classes, mostly mobile games are held, in middle and senior – sports;

- Tourism as a means of natural and geographical education is carried out by means of walks, hikes, trips, natural excursions;

- Sports – systematic sports allow to achieve high results in the development of physical qualities, formation of health and mental stability.

In such activities, students are physically trained, learn to be more resilient, acquire practical skills of orientation and movement in a complex environment, gain experience of collective life and activity, learn the norms of responsible attitude towards nature; – sports, unlike physical culture, is always associated with achieving maximum results in individual types of physical exercises. To identify sports and technical results, competitions are held. In sports struggle, students overcome significant physical and nervous loads, reveal and develop motor and moral qualities.

The systemic approach to physical education of youth is guided by the comprehensive program «Physical Education – Health of the Nation», in which physical education in the educational and educational sphere is considered as part of the general education system, designed to ensure the development of physical and moral health, mental and psychological preparation of a person for active life and professional activity.

Analysis of normative documentation regulating the activities of the ZVO and generalization of approaches presented in the works of Ukrainian scientists gives us grounds to determine such stages of improvement of theoretical and methodological training as a component of professional training of future physical culture teachers³⁹.

1. Updating educational plans for specialties according to the level of training. The step-by-step training plans of pedagogical workers of any specialty should have an invariant and variable part: the first will form the basis of professional (specialty) training in a certain specialty, and therefore will be a kind of foundation for determining the second (variable) part of the training plan, taking into account the creative potential and interests of

³⁹ Указ Президента України «Про Національну стратегію з оздоровчої рухової активності в Україні на період до 2025 р. URL : <http://zakon5.rada.gov.ua/laws/show/42/2016>.

students, which will contribute to the formation of their professional-methodical image.

2. Development of new educational programs with methodological disciplines. The updating of existing educational programs by the pedagogical staff of educational institutions should be based on the combination of a minimum number of hours with the maximum possibility of realizing fundamental (special) and methodological knowledge in future professional activity.

3. Structuring the content of methodological training of a future physical education teacher. Such an approach is based on the systematization of methodological knowledge and skills in the process of comprehensive professional training, since it will contribute to the logical and compact grouping of educational material, avoiding repetition within one and adjacent disciplines. This will allow giving the activities of the departments of physical education faculties a directed character, preventing duplication in the study of methodological courses, which will contribute to ensuring the interconnection of content, methods and forms of methodological training as a component of the professional training of teachers of this profile.

4. Improving the organization of students' acquisition of theoretical and methodological knowledge and skills in the educational process of pedagogical institutions. The content of all forms of classes (lectures, practical classes, laboratory classes, individual classes, independent and scientific research work of students) should be aimed at forming professional and methodological skills and abilities in future teachers. In this approach, students analyze and annotate scientific and methodological literature, compile catalogs, get acquainted with advanced pedagogical experience, study methodological developments, model fragments of lessons and educational activities.

The research conducted allows to justify recommendations and determine prospects for improving the process of preparing future physical education teachers for pedagogical work, which will contribute to the development of students' need to lead a healthy lifestyle:

- improving the preparation and conducting of classes in physical culture and health groups;

- development of social activity of students of physical education faculties through their involvement in the work of student self-government bodies and public activities, formation of teacher-organizer skills of physical culture and health work in school;

- improvement and development of a personally oriented approach to the professional training of future physical education teachers of educational institutions of Ukraine.

- providing senior students with the opportunity to choose an activity that will improve their attitude towards physical culture;
- encouraging students to acquire skills for obtaining information from CD-room about the technique of performing exercises, ability to find information on the Internet about possible competitions, and verbal skills through involving students in planning and evaluating their own work and the work of others;
- promoting the education of important social qualities of a leader in students through providing them with opportunities to perform various roles in the process of organizing sports competitions, festivals; involving them in planning, organizing and conducting sports and health events at school, which will contribute to the development of a sense of responsibility and collectivism;
- engaging students, teachers and lecturers in studying international experience in the field of physical education;
- introducing into the program for the preparation of future physical education teachers in pedagogical Higher Educational Institutions of Ukraine a course of lectures on the problems of physical education in foreign countries, specialized courses and seminars, conducting specialized lectures for teachers of Higher Educational Institutions and familiarizing teachers with the mentioned topic on courses in institutes of postgraduate pedagogical education.

According to the Law of Ukraine “On Physical Culture and Sports”⁴⁰, physical culture is «an integral part of the general culture of society, aimed at strengthening health, developing physical, moral-volitional and intellectual abilities of a person for the purpose of harmonious formation of her personality». This implies the need for substantial changes in the professional training of future physical education teachers, requires a constant improvement of their professional level. Pedagogical universities are responsible for the training of a new generation of teachers, the content and level of qualification of which are adequate to the innovations taking place in the field of physical culture and sports.

The beginning of the 21st century is marked by a steady trend of increasing the social role of physical culture and sports, the formation of a clear understanding of the socio-historical context and the importance of physical culture in the formation of personality. Nowadays, the development of physical culture and sports is an important direction of the social policy of the Ukrainian state.

⁴⁰ Закон України «Про фізичну культуру і спорт». URL: <http://www.zakon.rada.gov.ua/cgi-bin/laws/>

The normative documents emphasize that the improvement of physical preparedness of students, the formation and activation of interest in a healthy lifestyle are the primary tasks. Physical education as an integral part of the educational process is aimed at strengthening and preserving the health of the younger generation. An important role in the educational process of the modern school belongs to the activity of the physical culture teacher, who must perfectly possess professional thinking, fundamental and special knowledge and skills, practical skills, actively propagate a healthy lifestyle. The pedagogical activity of physical education teachers, which to a large extent ensures the reproduction of the intellectual potential and health of our society, is socially formative, creative, constructive, organizing, diagnostic, etc. In connection with this, the social-pedagogical tasks of this category of pedagogical workers are constantly expanding and complicating, covering the functions of an educator, organizer, researcher, innovator.

At the state level, in order to increase the efficiency of the personnel training system in the field of physical culture and sports, optimal organization and management of the training of future teachers is necessary. The main aspect in its solution is the improvement of the preparation of physical education teachers. In the construction of the system of professional training of future physical education teachers, it is necessary to take into account the constant expansion of the professional sphere of various branches of the system of physical culture and sports. An important feature of physical education and physical culture is their orientation to the comprehensive (physical, moral-psychological, emotional-volitional, aesthetic, etc.) perfection of man, which fully corresponds to the ideas that have been formed since ancient times and are relevant today about a harmoniously developed personality, which combines “spiritual wealth, moral purity and physical perfection”. The profession of a teacher, a physical education teacher, a coach of a certain type of sport belongs to professions in which a person without a calling to this activity cannot work creatively, productively, become a master of his craft.

Physical culture should be seen as an integral part of society's culture, aimed at strengthening health, developing physical, moral-volitional and intellectual abilities of a person with the aim of harmoniously forming her personality⁴¹. According to the Law of Ukraine “On Physical Culture and Sports”, “physical culture is the activity of subjects of the sphere of physical culture and sports, aimed at providing people with physical activity in order to harmoniously, primarily physically, develop them and lead a healthy

⁴¹ Сущенко А. В. Перспективи спортивно-фізкультурної підготовки як інструменту самоосвіти фахівців гіподинамічних професій. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*. 2016. Вип. 51 (104). С. 281–286.

lifestyle. Physical culture has such directions: physical education of various population groups, mass sports, physical culture and sports rehabilitation”.

Characterizing physical culture, it is necessary to consider different aspects:

- activity, which includes physical activity in the form of physical exercises from various sports, aimed at forming the necessary human motor skills and skills, developing life and professionally important physical qualities, optimizing health and productivity.

- physical culture is a subject-value, represented by material (material and technical means) and spiritual (scientific knowledge, methods) values created by society to ensure the effectiveness of physical training;

- the resultative aspect is characterized by a set of useful results of physical culture use, which are expressed in a person’s possession of its values, achieving a high level of physical perfection and fitness;

- functional-providing, represented by specific tools, methods and technologies created and used by society, which allow to optimize physical development and ensure the proper level of physical preparedness of people.

At the same time, P. Lesgaft believed that physical education as a pedagogical process is aimed not only at strengthening human physical strength, but also at accumulating specific knowledge, forming skills and skills. It is represented by three components: the subject-value, represented by material (material and technical means) and spiritual (scientific knowledge, methods) values created by society to ensure the effectiveness of physical education; the resultative aspect is characterized by a set of useful results of physical culture use, which are expressed in the possession of its values by a person, the achievement of a high level of physical perfection and efficiency; and the functional-supporting, represented by specific means, methods and technologies created and used by society to optimize physical development and ensure the appropriate level of physical preparedness of people.

According to the direction of our research, we will focus on the sports and pedagogical training of the physical education teacher, the importance of which is reflected in the State Standard of Higher Education, educational and qualification characteristics (OKH) and training plans for physical education teachers (6.010201 “Physical Education”, 0102 “Physical Education, Sports and Human Health») ⁴².

For the specialty “Physical Culture and Sports” the following main requirements for the level of preparedness of graduates are put forward:

- know the didactic regularities in physical education and sports;

⁴² Державна цільова соціальна програма розвитку фізичної культури і спорту на період до 2020 року. URL: <https://zakon.rada.gov.ua/laws/show/115-2017-п>

- possess the methodology of physical culture and sports activities with different groups of the population;
- know the anatomical-physiological, hygienic and psychological-pedagogical bases of physical culture and sports;
- know the methods and system of comprehensive control in physical education and sports training;
- be able to formulate specific tasks of physical education for different groups of the population, preparation of athletes of different ages and qualifications;
- be able to master the technology of teaching various categories of people motor activities and development of physical qualities in the process of physical culture and sports activities;
- be able to plan and conduct the main types of physical culture activities with school-age children, adults taking into account sanitary and hygienic, climatic, regional peculiarities;
- be able to evaluate the effectiveness of physical culture and sports activities;
- be able to plan and conduct events for the prevention of trauma and provide first aid;
- be able to provide consulting services on the organization and conduct of individual and collective physical culture and sports activities for people of different ages;
- possess the technique of language and speech in the process of physical culture and sports activities, communication skills, educational and consulting work, the ability to express and argumentatively substantiate various positions;
- know the rules for conducting sports competitions and the rules for performances in sports competitions.

It is expected that teachers of physical culture, who are the educational staff of general educational institutions, who carry out physical education and appropriate training of students and conduct physical education classes, should be able to:

- acquire new forms of physical culture related to the education received in higher education institutions in the process of self-education and self-improvement;
- possess skills of rational use of educational and laboratory equipment, audiovisual means, computer technology, simulators and special equipment in the process of various types of classes;
- possess methods and means of forming a healthy lifestyle based on the need for physical activity, regular physical exercises, use of hygienic and natural factors for the purpose of recovery and physical perfection of those engaged;

- be able to apply the skills of scientific and methodological activities to solve specific tasks that arise during physical education classes;
- be able to apply methods of medical and pedagogical control in specific situations of physical activity;
- be able to provide first aid in case of injury of students during physical education classes;
- be able to determine the causes of errors and find ways to eliminate them in the process of teaching motor skills and developing physical abilities of students⁴³.

CONCLUSIONS

The system of higher education in the field of physical culture and sports (FKIS) is designed to prepare highly qualified specialists for educational, educational and health activities with different groups of the population, first of all – schoolchildren and students.

Analysis of scientific and pedagogical research indicates that the leading idea of modernizing the professional training of physical education teachers today is associated with their awareness of the importance of forming, preserving and restoring the health of the younger generation, and therefore special attention is paid to the quality of sports, valerological and pedagogical training in the HEI. The demand of society for health-saving and health-forming technologies determines the need to improve the professional training of future physical education teachers in the direction of forming in them readiness for physical culture and health activities in the general secondary education institution, which actualizes the need to organize a special health space in the GSE. The preparation of future physical education teachers in the HEI should be based on the application of ICT in educational activities and the use of innovative types of physical activity.

Among the factors that directly affect the level of population health are the awareness of each citizen of the importance of optimal physical activity throughout life, the awareness of the importance of preserving one's health, which is laid down at the level of general secondary education institutions, and therefore the urgent need today is the corresponding professional training of physical education teachers.

The normative and legal foundations of the professional training of future physical education teachers for the organization of physical education and sports in secondary schools are: Laws of Ukraine "On Education", "On Higher Education", "On Health Protection"; Decrees of the President «On the National Strategy for the Development of Education in Ukraine

⁴³ Закон України «Про фізичну культуру і спорт». URL: <http://www.zakon.rada.gov.ua/cgi-bin/laws>

for the period up to 2021»; Resolution of the Verkhovna Rada of Ukraine “On Ensuring Sustainable Development of the Sphere of Physical Culture and Sports in Ukraine in the Conditions of Decentralization of Power” (2016); National Doctrine of Education Development; Conceptual Foundations of Secondary Education Reform (NUSh); Convention on the Rights of the Child, International Declarations and Communiqués of the Council of Europe and UNESCO; Concept “Health 2020: Ukrainian Dimension”; Target Social Comprehensive Program for the Development of Physical Culture and Health; Letters of the Ministry of Education and Science of Ukraine «On the Organization of Physical Education in Higher Educational Institutions»; normative documents on the organization of the educational process in secondary schools.

SUMMARY

In this work, a theoretical generalization and scientific solution to the problem of professional training of future physical education teachers to organize a physical culture and health environment of a general secondary education institution was made. Globalization and integration processes in Ukrainian society, dynamic development of technologies, recognition by the world community of the problem of preserving physical and psychological health as the main indicator of the social and economic maturity of society members, culture and success of the state determine a special attitude to health as a leading indicator in the system of its development and guarantee of the quality of life of each citizen. Physical education of the younger generation should not be passive, but purposefully in a specially created physical culture and health environment, the main purpose of which is to form, preserve and improve the state of physical, spiritual, psychological and social health of all participants in the educational process.

REFERENCES

1. Адирхаєв С. Г. Організаційно-педагогічні основи фізичного виховання і спорту студентів з особливими потребами у вищому навчальному закладі : монографія. Київ : Університет «Україна», 2013. 382 с.
2. Ажиппо О. Ю. Підготовка майбутніх учителів фізичної культури до професійної діяльності в загальноосвітніх навчальних закладах (теоретичний і методичний аспекти). Харків : Цифрова друкарня № 1, 2012. 423 с.
3. Аналіз провідного вітчизняного та зарубіжного досвіду щодо оцінювання якості вищої освіти в умовах євроінтеграції: аналітичні матеріали (частина II) (препринт) / О. Воробйова, М. Дебич, В. Луговий, О. Оржель, О. Слюсаренко, Ж. Таланова, К. Трима; за ред.

В. Лугового, Ж. Таланової. Київ: Ін-т вищої освіти НАПН України, 2019. 150 с.

4. Балашов Д. І. Обґрунтування моделі процесу підготовки майбутніх вчителів фізичної культури до інноваційної професійної діяльності. *Педагогічні науки: теорія, історія, інноваційні технології*. 2017. № 12 (55).

5. Бойко Ю. С. Формування аксіологічних установок до здорового способу життя у студентів вищих навчальних закладів : дис. ... канд. пед. наук : спец. 13.00.07 «Теорія і методика виховання». Умань, 2015. 268 с.

6. Бойчук Ю. Д., Авдєєнко І. М., Турчинов А. В. Педагогічні умови розвитку культури здоров'я студентів в освітньому середовищі вищого навчального закладу. *Педагогічні науки: теорія, історія, інноваційні технології*. 2015. С. 141–149.

7. Воронін Д. Є. Формування здоров'язберігаючої компетентності студентів вищих навчальних закладів засобами фізичного виховання : дис. ... канд. пед. наук : спец. 13.00.07. «Теорія і методика виховання». Херсон, 2006. 221 с.

8. Галузева концепція розвитку неперервної педагогічної освіти : затверджено Наказом Міністерства освіти і науки України 14.08.2013 № 1176. URL : http://osvita.ua/legislation/Ser_osv/36816.

9. Гаркуша С. В. Теоретичні та методичні засади формування готовності майбутніх фахівців фізичного виховання до використання здоров'язбережувальних технологій : автореф. дис. ... д-ра пед. наук: 13.00.04 / Черніг. нац. пед. ун-т ім. Т. Г. Шевченка. Чернігів, 2015. 40 с.

10. Державна національна програма «Освіта» (Україна ХХІ століття). Київ : Райдуга, 1994. 53 с.

11. Державна цільова соціальна програма розвитку фізичної культури і спорту на період до 2020 року. URL: <https://zakon.rada.gov.ua/laws/show/115-2017-п>.

12. Жук Ю. О. Теоретико-методичні засади організації навчальної діяльності старшокласників в умовах комп'ютерно орієнтованого середовища навчання : монографія. Київ : Педагогічна думка, 2017. 468 с.

13. Закон України «Про вищу освіту»: від 01.07.2014 р. № 1556-VII. URL: <http://zakon4.rada.gov.ua/laws/show/2984-14>

14. Закон України «Про освіту»: від 04.06.2014 р. № 1144-12. URL: <http://zakon4.rada.gov.ua/laws/show/1060-12>.

15. Закон України «Про фізичну культуру і спорт». URL: <http://www.zakon.rada.gov.ua/cgi-bin/laws/> (дата звернення 12.01.2020).

16. Іванова Л. І. Теоретичні і методичні засади професійної підготовки майбутніх учителів фізичної культури до роботи з учнями

з відхиленнями у стані здоров'я : автореф. дис. ... д-ра пед. наук: 13.00.04 / Нац. пед. ун-т ім. М. П. Драгоманова. Київ, 2014. 40 с.

17. Державний стандарт базової і повної загальної середньої освіти, затверджений постановою Кабінету Міністрів України від 23 листопада 2011 р. № 1392. URL: <https://zakon.rada.gov.ua/laws/show/1392-2011-%D0%BF#Text>.

18. Концепція Загальнодержавної програми «Здоров'я 2020: український вимір». URL: <https://www.kmu.gov.ua/npras/244717787> (дата звернення 12.01.2020).

19. Концепція формування позитивної мотивації на здоровий спосіб життя у дітей та молоді (затверджена наказом МОН України від 21 липня 2004 року № 605). *Директор школи*. 2004. № 40 (жовтень). С. 23–29.

20. Кутек Т. Особливості освітнього процесу майбутніх фахівців галузі «Фізична культура і спорт». URL: <http://eprints.zu.edu.ua/7618/1/Львів%20нова.pdf>.

21. Лист Міністерства освіти і науки України «Щодо організації фізичного виховання у вищих навчальних закладах». URL: http://gu.osvita.ua/legislation/Vishya_osvita/47947/.

22. Національна доктрина розвитку фізичної культури і спорту : затверджено Указом Президента України від 28 вересня 2004 р. № 1148/2004 із змінами і доповненнями від 21 жовтня 2005 р. № 1505/2005. URL: http://search.ligazakon.ua/l_doc2.nsf/link1/яU1148_04.html.

23. Національна стратегія розвитку освіти в Україні до 2021 р. URL: <https://zakon.rada.gov.ua/laws/show/344/2013>.

24. Основи законодавства України про охорону здоров'я. URL: <https://zakon.rada.gov.ua/laws/show/2801-12>.

25. Приходько В. В. Обґрунтування трансформації вузівського «Фізичного виховання» як невід'ємної частини реформи національної вищої школи. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 15. «Науково-педагогічні проблеми фізичної культури (Фізична культура і спорт)»*. 2015. Вип. 3 К 1 (56). С. 303–307.

26. Приходько В. В., Томенко О. А., Михайличенко О. Удосконалення організації та змісту наукових досліджень з фізичної культури і спорту в Україні як важлива передумова їх реформування. *Педагогічні науки: теорія, історія, інноваційні технології*. 2016. № 3 (57). С. 419–429.

27. Рибалко П. Ф. Організація фізкультурно-оздоровчого середовища дитячої освітньої установи. *Педагогічні науки: теорія, історія, інноваційні технології*. 2019. № 10 (94). С. 176–186.

28. Рибалко П. Ф. Професійна підготовка майбутніх учителів фізичної культури до організації фізкультурно-оздоровчого середовища у закладах середньої освіти : монографія. Суми, 2019.

29. Рибалко П. Ф. Сучасні технології збереження та відновлення здоров'я молоді в діяльності фахівця з фізичної культури. *Вісник Чернігівського національного педагогічного університету імені Т. Г. Шевченка. Серія : Педагогічні науки*. 2016. Вип. 136. С. 181–184.

30. Рибалко П. Ф. Фізкультурно-оздоровче середовище закладу загальної середньої освіти крізь призму роботи вчителя фізичної культури. *Україна майбутнього: сучасні тенденції інноваційного розвитку* : матеріали міжнародного науково-практичного форуму (13–15 вересня 2019 року, м. Бердянськ-Суми). Бердянськ-Суми, 2019. С. 116–117.

31. Сущенко А. В. Перспективи спортивно-фізкультурної підготовки як інструменту самоосвіти фахівців гіподинамічних професій. *Педагогіка формування творчої особистості у вищій і загально-освітній школах*. 2016. Вип. 51 (104). С. 281–286.

32. Указ Президента «Про Положення про національний заклад (установу) України». URL: <https://zakon.rada.gov.ua/laws/show/451/95>.

33. Указ Президента України «Про Національну доктрину розвитку освіти»: Доктрина від 17.04.2002 р. № 347/2002. URL: <http://zakon5.rada.gov.ua/laws/show/347/2002>.

34. Указ Президента України «Про Національну стратегію з оздоровчої рухової активності в Україні на період до 2025 р. URL: <http://zakon5.rada.gov.ua/laws/show/42/2016>.

Information about the author:

Rybalko Petro Fedorovych,

Doctor of Pedagogical Sciences, Professor,

Professor at the Department of the Theories and Methods
of Physical Culture

Sumy State Pedagogical University named after A. S. Makarenko
87, Romenska str., Sumy, 40002, Ukraine