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**PEDAGOGICAL COMPONENTS OF BADMINTON TEACHER
TRAINING ACCORDING TO THE INTERNATIONAL PROGRAM
BWF “SHUTTLE TIME”**

**ПЕДАГОГІЧНІ КОМПОНЕНТИ ПІДГОТОВКИ
ВЧИТЕЛЯ БАДМІНТОНУ ЗА МІЖНАРОДНОЮ ПРОГРАМОЮ
BWF “SHUTTLE TIME”**

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Teacher training. It is the basis of the systematic formation of any practical activity, as well as the professional and pedagogical development of future badminton teachers, since without appropriate knowledge, teachers cannot carry out productive professional activities – teaching children badminton according to the BWF “Shuttle time” international program.

BWF “Shuttle time” is a program aimed at promoting badminton in an educational environment. Activities of the World Badminton Federation (BWF) is closely related to the work of national federations and five continental confederations and is aimed at the promotion, representation, development of badminton in the world and the regulation of issues related to the development of badminton throughout the world [1; 3].

Why badminton? Why Shuttle Time? Badminton is an ideal sport. It is perfect for both boys and girls, for any age and fitness level. Badminton is an easy, safe and low-traumatic type of motor activity. With the help of the “Shuttle Time” program, which is currently implemented in more than 150 countries of the world on five continents, young people will be able to master the basic skills of playing badminton. They will also develop their physical capabilities, improve their health, and learn the basics of technique and tactics [2; 3].

The teacher is a particularly important source of information for students, and therefore the defining characteristic of a teacher’s professional suitability is his readiness to teach [1].

Studying the movement component begins with the formation of a system of knowledge about the technique of performing the exercise and options for its execution. Therefore, a necessary condition for the successful and effective pedagogical activity of a badminton teacher is the acquisition of knowledge necessary for his abilities, perception and practical activities in the field of physical education [1].

Comprehensive training of future badminton teachers for teaching students. Today, the study of specialists’ readiness for professional activity as a complex integrated state, which involves the interaction of the theoretical and practical parts of their training, is more relevant than ever. One of the de-fining tasks of modern higher education is the fundamental and integral formation of a specialist’s personality.

The BWF Shuttle Time University Course [3] has been designed to offer international certification to students to provide them with the necessary knowledge and skills to deliver fun, safe and enjoyable badminton lessons to groups of children aged 5–15.

The Shuttle Time University Course covers both theoretical and practical lessons and is conducted in a modular format. The course was developed in consultation with university teachers and physical education specialists. The duration of the course is flexible and can be delivered in different formats according to the needs of the university, teachers and students.

In the teacher's manual [1] and in the classes of the BWF program "Shuttle Time University Course" it is emphasized that the theory of badminton as a sport enables teachers to understand the goals, tasks, means of the teaching system, as well as the basic conditions and principles of the construction of functioning systems. The methodology forms in future badminton teachers the skills to plan and organize the educational process in badminton, to teach students of different ages, genders and abilities, to analyze the forms and methods of their work. Therefore, the system of personal training for learning to play badminton according to the international program BWF "Shuttle time" includes mastering the theory and methodology of playing badminton, physical education and pedagogical classes through special courses and seminars that provide a complex combination of knowledge, skills and skills of professional significance.

The content of the training of future badminton teachers to teach students to play badminton is provided by their acquisition of the necessary knowledge and skills. Moreover, during the first lessons of the BWF program "Shuttle Time University Course" [3] future badminton teachers acquire only general skills. Starting from the first lesson, future teachers begin to study the theory of badminton and the method of teaching the game. From the second class, they move on to practical classes with the aim of improving knowledge and skills, and then move on to educational practice.

The combination of theoretical and practical components can serve as a factor in promoting positive changes in the quality of future training of badminton teachers for teaching badminton to students. A comprehensive approach means ensuring the integrity of education, which involves the unification of theoretical and practical components of training.

We believe that in order to determine the scientific criteria of the complex connection between the theoretical and practical parts of the badminton teacher training under the BWF "Shuttle time" program, it is necessary to focus on quantitative and qualitative indicators. Quantitative indicators refer to the best knowledge and skills for mastering a certain material, and qualitative indicators refer only to those knowledge and skills that are mainly used in the process of teaching children 5–15 years old to play badminton. In addition, qualitative indicators play a decisive role relative to quantitative ones.

The training of future badminton training specialists should provide knowledge and skills sufficient to solve the main tasks of training high-level specialists. The prepared theoretical content must meet scientific standards – correctly reflect the objective reality, nature and patterns of phenomena, clearly define and use basic concepts and categories. The volume of theoretical material allocated for study should allow future badminton

teachers to really (deeply, not partially) learn it in accordance with the time allotted for the course.

It is necessary that the process of formation of professional skill by badminton teachers regarding the organization of professional training should be carried out through pedagogical practice. It should be noted that real pedagogical practice in this form, in which it offers methods of training badminton teachers according to the BWF “Shuttle time” program, is far from perfect and does not fully solve all the tasks set before it, which significantly reduces its educational value. Practice is often reduced to mechanical copying of the techniques and methods of the teacher’s work without a deep understanding of its pedagogical component – teaching.

Since pedagogical practice is a mandatory and important part of the general pedagogical training of any specialist, even its minor shortcomings can negatively affect the entire system of professional and pedagogical training. Taking this into account, the future system of training badminton specialists should have an interpenetration of theory and practice.

The practical part should take place during the study of theoretical foundations, and the formation of theoretical knowledge – in the process of practice. Therefore, during the educational process, theory and practice are constantly intertwined.

The pedagogical technology of BWF “Shuttle time” is aimed at increasing the level of integration of these components in the training of the future badminton teacher, it must be done by using special measuring systems:

First, it is necessary to conduct practical classes in such a format that can not only clarify the boundaries between theory and practice, but also contribute to the interpenetration of theory and practice;

Second, lectures and seminars are mandatory;

Thirdly, in educational practice, take into account the specifics of the activity of the badminton teacher, the combination of theory and practice;

Fourth, implement a comprehensive approach in independent and individual consultation work with future badminton teachers;

Fifth, performance of future badminton teachers of research work of a research nature.

Analyzing the given situation, we can say that one of the negative factors in the training of future badminton teachers under the BWF “Shuttle time” program still remains the gap between the theoretical and practical parts of this training.

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**THEORETICAL AND METHODOLOGICAL FOUNDATIONS
OF INNOVATIVE IMPLEMENTATIONS IN ART EDUCATION****ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ЗАСАДИ ІННОВАЦІЙНИХ
ВПРОВАДЖЕНЬ У МИСТЕЦЬКІЙ ОСВІТІ****Tarchynska Ju. G.**

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Успішність професійної самореалізації педагога у закладах освіти різних типів визначається передусім рівнем його загальних та спеціальних компетентностей. Серед важливих фахових якостей працівника освітньої галузі особливу вагу має здатність до сприйняття та генерування інноваційних підходів, методів і технологій. Досвід застосування та поширення педагогічних інновацій дозволяє пристосувати навчально-виховну діяльність до актуальних змін у самій системі освіти, а також у суспільно значимих процесах загалом.

Нові перспективні методики навчально-виховної роботи з'являються на ґрунті поєднання наукової та освітньої діяльності; апробації інноваційних теоретичних розробок, а також і теоретичного обґрунтування корисних, прогресивних, позитивних, доцільних нововведень на основі передового педагогічного досвіду; зміни цілей освіти обумов-