

SECTION 8. MODERN PSYCHOLOGICAL AND PEDAGOGICAL TEACHING METHODS

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CASE-METHOD IN THE PROFESSIONAL PREPARATION OF FUTURE MASTERS OF PHYSICAL CULTURE AND SPORTS TO THE ORGANIZATION OF HEALTH AND SPORTS EVENTS

КЕЙС-МЕТОД У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ МАГІСТРІВ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ ДО ОРГАНІЗАЦІЇ ОЗДОРОВЧИХ ТА СПОРТИВНИХ ЗАХОДІВ

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Professional training of future masters of physical culture and sports for the organization of health and sports events requires the use of innovative, problematic teaching methods. The case-method refers to such methods and provides an in-depth analysis of real specific situations that a person may encounter in future professional activities. It promotes activity, critical thinking and decision-making by students, as it includes analysis and solution of the problem contained in the case description. In the context of preparing future Masters of Physical Education and Sport to organise recreational and sporting events, the case-method can be used to address a range of issues, from developing an effective recreational programme to managing resources and people at competitions or other sporting events.

The advantages of applying the case method are:

- development of practical thinking, skills and abilities. In the process of analyzing and solving cases, the student has the opportunity to connect theoretical knowledge with real practice, plan actions for various situations, analyze the results of making certain decisions, etc.;
- acquiring the ability to solve problems in complex, ambiguous situations. Successful organizational activity requires making informed

decisions that require taking into account a variety of factors. The case helps to get acquainted with the possible difficulties that future specialists may face in future professional activities, analyze them and draw certain conclusions and take a position on controversial issues;

- expansion of knowledge and acquisition of new experience. Cases can stimulate the study of additional literature, materials, research to make an informed decision that promotes self-learning and the expansion and deepening of knowledge and skills;

- development of communicative skills. The method requires students to clearly formulate their opinions, discuss possible solutions and defend their positions. In the process of discussions, the student should be able to listen to alternative points of view, which allows even more deep analysis of the case, to reflect on ideas and decisions that he may not have seen and understood at the beginning;

- development of the ability to criticality and generalizations. Students can analyze their own and others' decisions and suggestions in response to presented cases, identify advantages and disadvantages, possible consequences and risks, thereby developing critical thinking and making generalizations based on all alternatives.

S. M. Reznik notes that the stages of using the method of specific practical situations (case method) are:

- 1) analysis of the practical situation, initial conditions, identification of contradictions and problems;
 - 2) determination of various options for its solution;
 - 3) selection, elaboration and justification of the best solution;
 - 4) general discussion, conclusion on the optimal solution in this situation
- [1, c. 151–152].

A key aspect of using the case method is the teacher's choice of real situations or problems that may arise in the context of organizing health and sports events. This can be, for example, the situation with the organization of marketing activities to inform about the event, determine the overall scenario of the event, resolve conflicts in sports teams. The source of cases can be surveys of experienced organizers in the field of sports, literary, video and scientific sources.

For example, the article [2] describes the personal experience of an elite athlete, coach and consultant in sports psychology during the preparation and performance of an athlete at the Olympic Games. The interpersonal conflict between an athlete and a coach described in this article is one of the cases that can be offered to students so that they think about the problem and suggest ways to solve, possible actions of each of the parties to the conflict, help that can be offered to athletes and coaches by sports management to resolve tensions.

So, the initial work of the teacher in the application of this method is the creation of a bank of cases with which it would be possible to work to develop the organizational abilities of students. At the same time, M. Chistyakova and others note that “in the field of physical culture, the case bank has not yet begun to form. However, it is obvious that case solving significantly expands the possibilities of forming professional competencies of future specialists. On the basis of the survey results obtained by us, it was established that the case-method stimulates individual activity, forms a positive motivation for learning, increases the level of readiness for solving pedagogical situations, shows a desire for professional growth” [3, c. 153].

In the process of working on the case, students can be given individual tasks, which involves independent decision-making, this allows the teacher to evaluate the preparation of each student, his interest, individual characteristics of the perception of certain problems and understanding of a certain material. In the future, students can be invited to solve cases in microgroups. Such work contributes to the collective analysis of problems and discussion of different approaches to their solution, while each member of the group expresses his point of view, which expands the awareness of students and develops their critical thinking.

After the microgroups have worked out their decision, it is possible to conduct a general collective discussion, during which students voice their decisions, argue them and analyze the effectiveness of the chosen methods of action. Generalized discussion allows you to better understand the complexity of the situation and hear and understand even more ideas and arguments.

Thus, the case-method has significant potential for the in-depth development of organizational abilities of future masters of physical culture and sports, which allows not only to assimilate theoretical knowledge, but also to develop practical skills, abilities and abilities of organizing health and sports events.

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