

The formation of professional and ethical competencies among future specialists in the field of physical culture and sports

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Abstract

Objective of the study was to validate empirically the educational requirements for the development of professional and moral competencies in students at the University of Physical Education.

Methods and structure of the study. The approach of theoretical examination and synthesis of scholarly publications, pedagogical insights, student surveys, expert evaluation, pedagogical experimentation, and statistical analysis (Mann-Whitney U-test) was employed. The verification of the study's working hypothesis was conducted through experimental work as part of the students' coursework in the subject «Professional Ethics».

Results and conclusions. The findings of the research, which involved 234 first-year students at the University of Physical Culture, suggest that the majority of participants recognize the significance of ethical principles in human life and work. However, approximately half of the respondents would not rely on these principles when faced with moral dilemmas. The study has identified and experimentally validated the pedagogical factors that contribute to the development of professional and ethical competence among future professionals in the field of physical culture and sports.

Keywords: professional and ethical competence, students of the University of Physical Education, educational process, formation of ethical knowledge, skills, personal qualities.

Introduction. Professional development of a specialist in modern conditions is determined by the demands of the labor market, the realities of the time, and the demand for the competencies being developed. Therefore, the formation of relevant competencies in a future specialist, necessary for the performance of labor functions, is of great importance. In accordance with the requirements of the Federal State Educational Standard of Higher Education in the areas of training 49.03.04 – «Sport», 49.03.01 – «Physical Education», professional standards «Trainer-teacher», «Specialist in instructor and methodological work in the field of physical education and sports», students must be ready to perform the tasks of professional activity and, in the process of studying at a physical education university, master the skills of «monitoring the observance of the rules of ethical

behavior by those involved»¹, observe ethical standards in the process of communication. Within the framework of professional training, it is no less important to resolve issues of personal development (self-development) of students, the formation (self-education) of their professional and ethical qualities, spiritual and moral values. This determines the formation of professional and ethical competence in future specialists in physical education and sports, which presupposes their mastery of knowledge in the field of pedagogical and sports ethics, readiness to implement them in the professional sphere.

¹ Professionalnyy standart «Spetsialist po instruktorskoy i metodicheskoy rabote v oblasti fizicheskoy kultury i sporta» (Zaregistrovano v Minyuste Rossii 27.05.2022 N 68615): utv. Prikaz Mint-ruda Rossii ot 21.04.2022 N 237n). Available at: https://fgosvo.ru/uploadfiles//profstandart/05_005.pdf (date of access: 15.09.24).



Methods and structure of the study. In order to experimentally test the pedagogical conditions for the formation of professional and ethical competence in students – future specialists in physical education and sports, the following research methods were used: theoretical analysis and generalization of scientific and pedagogical literature; pedagogical observations; questionnaire survey of first-year students ($n=234$); expert assessment method; pedagogical experiment ($n=30$); methods of mathematical statistics (Mann–Whitney U-test).

Results of the study and discussion. Professional and ethical competence occupies an important place in the system of professional training of a specialist in physical education and sports; it ensures readiness for ethically adequate behavior in situations of moral choice. As L.B. Filatova asserts, «the most important system-forming principle of professional training of a specialist is the moral and ethical imperative, which allows concentrating the spiritual and physical strength, abilities and opportunities of the future specialist on achieving the heights of professional mastery and revealing his human essence» [4, 7 p.].

Professional and ethical competence is understood as «individual psychological education formed in the process of professional training and including the formation of a system of special professional competencies that allow a graduate to successfully perform functional duties, assess the level of responsibility for the results of his activities from the standpoint of ethics and moral values, including in situations of moral choice» [2, p. 9].

The components of professional and ethical competence are: motivational, which implies awareness by future specialists of the importance of observing ethical and moral standards in the process of professional activity, motivation to comply with them; cognitive, aimed at forming the moral consciousness of students through a system of ethical knowledge; an activity component, which implies the implementation of moral standards when performing various types of activities; a personal component, which is associated with the formation of professional and ethical qualities in students [1].

The formation of professional and ethical competence in future specialists will be more effective if the following pedagogical conditions are created within the educational process: - formation of motives for appropriate behavior in the process of performing various types of professional activity; students' un-

derstanding of the importance of mastering a system of ethical knowledge and the ability to use it in their activities; updating the educational and methodological support of the educational process in the direction of the ethical component; development of methods, techniques, means, and forms of organizing training that ensure students' mastery of ethical knowledge and skills as components of professional and ethical competence; development and completion by students of competency-oriented assignments that require the application of ethical knowledge and the demonstration of a number of ethical qualities; inclusion of students in professionally-oriented, educational and research activities; ensuring the opportunity for professional self-development and self-realization [2, 3].

The results of a survey of 234 first-year students conducted in the fall of 2024 using the Simpoll digital tool show that the majority (75%) of them understand the importance of ethical and moral standards, but almost half (47%) of the surveyed students would neglect them in order to achieve success. 67% of first-year students believe that moral standards change over time. First-year students rated their level of moral education highly – 8,13 points on a 10-point scale. At the same time, as the results of pedagogical observations of the behavior and activities of these students in classes show, many of them violate disciplinary standards in the process of informal communication: they are often late for classes, do not always treat each other and teachers with respect, do not always responsibly approach the completion of teacher's educational assignments, do not submit them on time, etc. In order to test the effectiveness of theoretically substantiated conditions for the formation of professional and ethical competence, a pedagogical experiment was conducted at the Department of Pedagogy of NSU im. P.F. Lesgaft, St. Petersburg in the process of teaching 4th-year full-time students the discipline «Professional Ethics» [3]. The effectiveness of the experimental work was determined by the following indicators:

1. The degree of formation of ethical knowledge (assessed using test assignments and written work).
2. The degree of formation of professional-ethical skills (listening without interrupting; hearing the interlocutor; correctly defending one's point of view; finding a compromise in controversial issues, observing ethical standards) was determined using expert assessment.



3. The degree of manifestation of such professional-ethical qualities in students as restraint, responsibility, integrity in solving competence-oriented tasks within the framework of group and micro-group work was checked using expert assessment (teachers of the Department of Pedagogy, a researcher, and the head of the study group acted as experts).

The results of the pedagogical experiment show that the level of ethical knowledge of students in the experimental group increased from above average to high, the level of professional and ethical skills from average to above average, the level of manifestation of professional and ethical qualities from average to above average. The reliability of differences in the studied indicators according to the Mann-Whitney U-criterion in the control and experimental groups was recorded at the significance level of $p < 0,05$.

The formation of professional and ethical competence is also carried out in the process of teaching students other pedagogical disciplines («Pedagogy», «Pedagogy of Physical Education and Sports», «Scientific and Methodological Activity», Master's degree disciplines) through all components of the educational process.

For example, in the process of solving professionally oriented problems related, among other things, to the development of educational and methodological materials with ethical issues; implementation of project activities; conducting business games, various forms of group work; organizing discussions, problem seminars on moral issues; solving pedagogical situations (cases) with a moral component; organization of scientific research activities based on compliance with the ethics of scientific research, etc.

In this regard, it is important to organize interpersonal interaction between subjects of the educational process, which contributes to the mastery of students of humanistic-oriented methods of pedagogical communication and adequate selection and implementation of humanistic-oriented pedagogical tools. The effectiveness of the educational process is diagnosed in the process of pedagogical practice, which allows the formation of professional competence.

Thus, in the process of studying the discipline «Scientific and methodological activity», students acquire the knowledge and skills necessary for formulating a methodological apparatus for research, designing the logic of scientific research, structural

design of various types of scientific research, etc. At the same time, attention is focused on the problem of ethics of scientific research, its basic requirements and rules for implementation. Consideration of this ethical situation using the example of scientific research gives students an understanding of not only how the research is carried out, but also an understanding of the ethical problem associated with the manifestation of respect, depending on specific actions and behavior.

Conclusions. Thus, the formation of professional and ethical competence of future specialists in physical education and sports is determined by the effective design of all components of the educational process, taking into account the moral component and experimentally substantiated pedagogical conditions that ensure students' understanding of the importance of ethical and moral standards, the formation of motives for appropriate behavior, and the acquisition by students of ethical knowledge, skills, and personal qualities.

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