



Professional readiness of physical culture teachers to work with students with health disorders: prospects of development

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Abstract

The purpose of the study is to identify aspects of the professional readiness of physical education teachers to work with students with disabilities in the context of problems and prospects.

Methodology and organization of research. Based on the analysis and generalization of special literature, the concept of "Professional readiness of a physical education teacher to work with students with disabilities" is clarified, the main components of readiness are identified, the features and prospects of additional education of specialists are considered.

The results of the study and their discussion. The analysis of the literature made it possible to clarify the concept of "Professional readiness of a physical education teacher to work with students with disabilities", to identify the necessary aspects (components) of readiness, to determine their essence and structure. Prospects for additional education of FC specialists: the use of synergetic and andragogical approaches in advanced training courses (the content of the additional professional program, pedagogical conditions, criteria and diagnostic apparatus).

Conclusions. The development of advanced training courses from the perspective of an andragogical approach will contribute to the conscious formation of teachers' professional readiness, taking into account their personal characteristics, professional experience, and motivational guidelines.

Keywords: *professional readiness, physical education teachers, readiness components, additional education, students with health problems.*

Introduction. Regular physical activity and sports contribute to health promotion, effective physical rehabilitation and adaptation of people with various health limitations in modern society. The increase in the number of students with disabilities, including those with disabilities, determines the involvement of more specialists who are able to work with this category of students, additional training of current physical education teachers in the field of adaptive physical activity and adaptive sports.

Physical education specialists note professional difficulties and deficits: psychological and practical readiness to conduct classes with students with various physical abilities and disabilities; methodological readiness to develop adapted curricula; communicative readiness for interaction, which confirms the need for continuous professional development to form aspects of readiness for successful professional activity [2].

At the same time, in the programs of advanced training courses, there is often an insufficient focus of the content on eliminating professional deficits and

the formation of special components of the readiness of physical education teachers to work with students with various health limitations, the peculiarities of adult education (age and intellectual abilities, interests and needs, life and professional experience) are not sufficiently taken into account [4].

In order to expand the professional competencies of FC specialists and to form readiness to work with students with disabilities, it is necessary to clarify the concept of "professional readiness" and identify the components of readiness, to determine the prospects for the development of high-quality additional education, taking into account the specifics of adult education.

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Methodology and organization of research. The research base is the Plekhanov Russian University of Economics. Stages of research:

Stage 1 – clarification of the concept of "Professional readiness of physical education teachers for teaching activities with students with disabilities";

Stage 2 – identification of aspects (components) of readiness;

Stage 3 is a scientific and theoretical substantiation of the prospective development of additional education (advanced training course) to form the readiness of physical education teachers to work with students with various health limitations.

The results of the study and their discussion. The scientific community and representatives of the labor market, noting the discrepancy between the professional competencies of FC teachers and the actual readiness to apply them in practice, point to the need to improve the skills of specialists in order to form a willingness to implement competencies in working with students with disabilities [5]. To clarify the concept of "Professional readiness of a physical education teacher for teaching activities with students with disabilities", the theories and concepts of individual readiness for professional, pedagogical, and inclusive pedagogical activities are considered.

In the study, the phenomenon of "professional readiness for teaching activities with students with disabilities" and the components of this readiness were studied in the field of synergetics: personality – the subject of activity, an open, nonlinear self-organizing emergent system [3]. From the perspective of a synergetic approach, an individual's professional readiness acts as an open complex self-developing system with simpler subsystems (readiness components) included in it, where subsystems, transforming in the process of "overlapping architecture", layering and intersecting, change the entire system and create a new, more economical and efficient system (professional readiness).

Thus, the professional readiness of a FC teacher for pedagogical activity with students with NEOS is an integrative characteristic of a personality (an open nonlinear self-organizing system), which is formed through the synergetic (coherent) interaction of readiness components - subsystems. Professional readiness (an integrative characteristic of a personality) changes under the influence of transformation and the intersection of interdependent subsystems, goes through non-linear (through bifurcation) stages of self-development and self-organization.; It acts as an unbalanced but stable state of readiness of the individual.

Taking into account the different levels of teachers' readiness to implement adaptive physical education

technologies, the components of readiness (personal-motivational-developmental, cognitive-activity, and psychological-communicative) were identified; the essence and structure of the professional readiness of a FC specialist to work with students with disabilities were determined (Fig. 1).

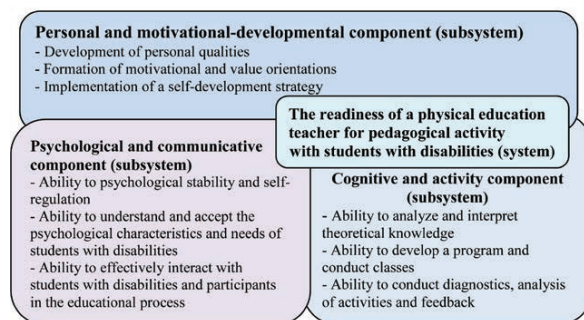


Figure 1 – The essence and structure of a specialist's readiness system

From the perspective of the problems of a teacher's professional readiness for this pedagogical activity, the analysis of general professional competencies (GPC) in bachelor's degree programs ("Physical education" and "Physical education for people with disabilities") and labor functions according to professional standards ("Coach-teacher" and "Coach-teacher in AFC and sports"). The generalized results of the study were correlated with the presented system of professional readiness and its subsystems (personal-motivational-developmental, cognitive-activity and psychological-communicative).

In the structure of each component of the teacher's readiness, the criteria of readiness were identified, taking into account the necessary general professional competencies and labor functions for working with students with disabilities, as well as criteria for evaluating the components of readiness (personal-motivational-developmental, cognitive-activity, and psychological-communicative).

In the long-term development of high-quality additional teacher education, researchers point out the need to apply an andragogical approach focused on the characteristics and needs, life and professional experience of adult learners, which will contribute to the effective formation of readiness for professional activity and self-development of teachers.

From the perspective of the andragogical approach, the model of readiness formation acts as an andragogical model of learning (conditions and

structure of learning), which includes an andragogical model of teaching (implements learning conditions through the activity of an andragogue teacher) and andragogical model of teaching (constructs the activity of an adult learner in the learning model) [1].

Effective formation of the readiness of FC teachers within the framework of the advanced training course is possible if: the learning process as a pedagogical system (andragogical learning model), the teaching process as a subsystem (the activity of an andragogue teacher) and the learning process as a subsystem (the activity of a FC specialist in the role of an adult learner) are coherently coordinated and based on andragogical principles. In order to form the professional readiness of a physical education teacher for teaching activities with students with disabilities, it is necessary to solve the following tasks:

1. Formation of a personal, motivational and developmental component based on a value-semantic orientation (acquisition of personal meanings) and cultural conformity (acceptance of humanistic values).

2. Formation of the cognitive-activity component: focusing knowledge on the professional deficits of students, taking into account their experience (individual and personal approach) through solving real problems (environmental conformity).

3. Formation of the psychological and communicative component through role-playing (conformity to nature); development of empathy and acceptance of the characteristics and needs of students (value-semantic orientation).

4. Definition of pedagogical conditions: development of corporate and personal motivation for professional self-development of students-FC specialists; consideration of the characteristics of adult learners; andragogical style of interaction; diagnosis of each stage of training.

From the standpoint of the andragogical approach, in order to effectively form the readiness of FC specialists to work with students with disabilities, it is necessary to identify the initial level of students' readiness for this work (resources and experience, motivation and deficits in the field of adaptive physical education). Taking into account the identified professional deficits and difficulties, an additional professional development program is being developed, which includes step-by-step completion of problematic educational modules of the program and practical assignments. Practice-oriented classes and a strategic session are modeled in the format of workshop mara-

thons for the exchange of knowledge and experience, reflection and feedback between andragogues and listeners. Assessment of the formation of professional readiness of specialists includes criteria and indicators related to the components of readiness, which are checked through theoretical testing, questionnaires, information trail analysis and general expert assessment.

Conclusions. The prospects for high-quality additional education (advanced training courses), taking into account synergetic and andragogical approaches, will make it possible to design an educational and developmental environment for adult learners, where each FC teacher has the opportunity to form a conscious willingness to teach with students with disabilities, based on their life and professional experience, culture and values; taking into account personal and age differences. characteristics and needs; striving for personal and professional self-development.

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