

Drohobych Ivan Franko State Pedagogical University

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**PROFESSIONAL ACTIVITY IN THE SPHERE
OF PHYSICAL CULTURE**

(lecture course)

for the specialists of the second (master's) level of higher education, field of study: 01 Education, subject area: 014.11 Secondary Education (Physical Culture).

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This educational handbook is developed in accordance with the curriculum of the academic discipline "**Professional Activity in the Field of Physical Culture**" aimed at preparing specialists of the second (master's) level of higher education in the field of knowledge **01 "Education," specialty 014 "Secondary Education (Physical Culture).**" The handbook delves into the essence and significance of professional activity in the sphere of physical culture, analyzing the regulatory framework governing professional activity in this field. It explores the peculiarities of the professional activity of physical education teachers and the implementation of physical education through club-based work forms. Additionally, it elucidates the organizational and managerial aspects as well as the psychological-pedagogical principles of professional activity in the field of physical culture and the professional training for it.

The handbook is designed for students majoring in specialty 014 "Secondary Education (Physical Culture)" and for anyone interested in the development of physical culture and sports.

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INTRODUCTION

In the modern conditions of Ukrainian society development, there is an increasing demand for the training of specialists in various fields, including physical education.

Among the current directions of activity implemented in the modern sphere of physical education are the formation of the necessary level of development of vital motor skills and physical qualities in individuals, strengthening physical health, social and mental well-being, fostering interest in independent physical culture and sports activities, and acquiring skills of a healthy lifestyle.

One of the important contemporary tasks of higher education is the fundamental improvement of the quality of physical education teachers' training. This implies the necessity of ensuring a high level of competence, professionalism of future educators, and their pedagogical professional culture. The academic discipline "Professional Activity in the Field of Physical Education," the teaching of which is provided by the curriculum for the training of specialists of the second (master's) level of higher education in the field of knowledge 01 "Education," specialty 014 "Physical Education (Secondary Education)," should play a certain role in achieving this goal.

The goal of the lecture course is to provide future masters with the necessary level of knowledge, skills, and abilities regarding the complex of various aspects of professional activity in the field of physical education.

The structure of the academic discipline contains 8 lecture topics, the study of which acquaints masters with the essence of professional activity in general and in the field of physical education in particular, the actualization of tasks of professional physical education activity in modern conditions in accordance with state requirements for its organization and the real state of their implementation.

TOPIC 1. The Essence and Importance of Professional Activity in the Realm of Physical Culture

Plan

1. The essence of the notion of ‘professional activity’ in the realm of physical culture.
2. The meaning of professional physical culture activity and areas wherein it is being pursued.
3. Present conditions in which physical culture is functioning and assignments stipulated for its enhancement and development.

1. The essence of the notion of ‘professional activity’ in the realm of physical culture

In order to justify the notion of ‘professional activity’ in the realm of physical culture, the following keywords are employed:

- activity;
- profession;
- physical culture;
- sports.

Activity, construed as a scientific notion, is described using its following most substantial characteristics:

- as a specific form of a man’s attitude towards the environment;
- as a person’s capacity to make changes in the actual reality and transform the actual reality to the benefit of the people;
- as a prerequisite for society’s existence;
- the structure of the process of activity includes a number of components: purpose, assignment, subjects and objects of activity, technology employed thereby, and the result achieved as a result of the above;

- varieties of activity: production, education/training, upbringing, political, financial, military, physical culture, scientific, practical, theoretical, medical etc;
- level: professional or amateur;
- if a certain variety of activity is being pursued on a professional level, it should be pursued on a quality level, using the required level of knowledge, skills, and abilities pertaining to a specific realm.

The notion of *profession* is being examined as a certain variety of human work activity which serves as the source of the man's subsistence and which requires specialised theoretical and practical training.

Professional activity pursued in a certain realm is the corresponding variety of paid activity which requires specialised professional training. This training is obtained as a result of studying at specialised education institutions or in other outlets offering professional training. Professional activity in the realm of physical culture belongs to the 'human—v—human' professions and includes provision of physical education to children, young people, and adults. This variety of professional activity is of pedagogical nature. Subjects executing the process of physical education and implementing its task include physical culture teachers, coaches, instructors etc. The content of professional pedagogical activity consists in managing physical training, recreation, and sports activities pursued by school pupils and students.

The notion of 'professional activity in the realm of physical culture' calls for an investigation into the notions of 'culture' and 'physical culture'. The notion of *culture* has a number of definitions in science. As we characterise it, we aim to focus on its following peculiarities:

- reflecting the level of material and spiritual life achieved by society;
- a comprehensive expression of the human essence, of the man's physical and mental strength, his level of intellectual, physical, moral, aesthetic development etc;

- the considerable value for the society and for the individual which is profoundly humanistic in its aspirations;
- combining the process of target-oriented human activity and its result;
- constitutes the foundation of society and the basis of human personality.

Contemporary definitions of the notion of *culture* include the following:

a) ‘culture’, construed generally, is an aggregate of society’s practical, material, and spiritual heritage which reflect the historically achieved level of development of both the society and the human individual (as per S. Honcharenko);

b) ‘culture’ stands for the process and the result of individual’s and society’s activity, a tool used to preserve, create, and disseminate material and spiritual values. It aspires to transform and enhance the nature of the human individual, of his spiritual and physical qualities (as per V. Vydrin).

In theory and practice, miscellaneous varieties of culture are highlighted, each differing from others in its content. These include: economic, legal, political, moral, aesthetic, intellectual, national and oth.

One of the said varieties is the physical culture. It has its specific traits, its subject, purpose, specific assignments, technology for resolution, and result. Physical culture indicates a certain level of a person’s physical fitness, physical development, physical perfection, mobile activity, health condition, and maturity of physical qualities etc. Physical culture calls for an organic interaction of physical components with the human spiritual world: the human intellectual capacities, moral framework, aesthetic development, and the power of human will.

In the academic literature, physical culture is defined in a number of ways, for instance:

Physical culture is an element of society’s culture which includes a system of physical education and an aggregate of specialised scientific knowledge and material resources that are necessary in order to enable the development of human physical capacities and strengthening of human health (as per S. Operailo).

Physical culture is an aggregate of society's achievements to benefit the cause of creation and prudent utilisation of special resources, methods, and conditions favourable to the individual's enhancement. Physical culture is an element of the culture in general (as per B. Shyian).

As we explore the notion of physical culture, it is important to consider the fact that the scope of this notion may vary. It may encompass:

- a) physical culture of the society as a whole (as an area of society);
- b) functioning of physical culture as a field within the purview of certain selected institutions, establishments, and/or organisations;
- c) properties (qualities) of a personality as elements of the personality's culture viewed generally.

Professional activity in the realm of physical culture may be correlated with activity on various levels of:

- 1) state or society;
- 2) certain sectors of state or society, specific institutions, establishments and/or organisations;
- 3) specific individual or a group of individuals.

One component of physical culture is sports which is subdivided into:

- 1) mass sports (sports for everyone);
- 2) professional sports (seeking higher achievements).

The Ukrainian Law 'On Physical Culture and Sports' stipulates as follows:

"Sports is an organic element of physical culture, a peculiar realm for expression and unified comparison of human achievements in certain varieties of physical exercises, technical, intellectual, and other kind of training through competitive activity" [The Law, Page 66].

"Sports of higher achievements stands for sports activity that is related to a certain variety of sports which, through advanced, in-depth specialisation and individualisation of education and training, strives to achieve maximum, record-level results in sports" [the Law, Page 73].

Professional activity in the realm of physical culture stands is a paid work activity whose subjects, upon having completed their studies at corresponding professional education and training institutions, are putting their professional specialisation (including pedagogic specialisation) to work in the realm of physical culture on various levels of its functioning (on the general levels of society, in separate sectors of society, as well as on a personal level).

2. The meaning of professional physical culture activity and areas wherein it is being pursued

Professional physical culture activity is of considerable value to the state, to society, as well as to each and every individual. The realm of physical culture as such plays a significant role in the development of economy and culture; it contributes to strengthening of the nation's defence and helps improve the quality of citizen's rest and recreation. Physical culture contributes to the enhancement of citizens' health, to multifaceted development of children, young people, and adults.

The realm of 'physical culture' belongs to the category of social systems. Physical culture as a social system is characterised by the following:

- its activity is human-oriented, i.e. the human individual is the object upon which the influence of the entire system and its separate elements is exerted;
- inseparability of (close interrelation between) the system of physical culture and the general system of state and law;
- complexity of the system of physical culture and the assignments it tackles [Zhdanova, Page 18].

Principal characteristics of the realm of 'physical culture' are as follows:

- its openness (its relations with the variety of the state's social construct, the level of social and economic development, demographic structure of the population, population's interests and traditions);
- integrity (convergence of the system's components: purpose/objective, means to an end, academic, scientific, methodological, and material resources, human resources);

- purposefulness (striving to achieve the goal and fulfil specific assignments);
- dynamism (ability to introduce changes to assignments, organisation of the specialists' activity, support rendered to the sector, and improve the results of the system's activity);
- structured nature (certain specifics of the system's structure and its managing bodies).

The social character of the realm of physical culture defines its social value and importance for each and every human individual. The activity of professionals in the realm is aimed at strengthening the health of population, increasing work performance of citizens, their work activity. The professionals aim to physically educate and shape the physical culture among children, young people, and the country's population as a whole.

Functioning of the realm of physical culture ensures that the citizens have their needs satisfied as far as physical culture and sports are concerned and are able to communicate and pursue meaningful leisure activities. Professional activity in the realms of physical culture, recreation, and sports is being conducted in a number of realms: education, production, social sphere and day-to-day activities.

Considering the existence of various groups of population and peculiarities of social conditions in which they pursue their daily activities, we can highlight the following sectors and groups of individuals:

- physical training of militarymen in the Ukrainian Armed Forces;
- physical training of children in rural communities;
- physical culture, recreation, rehabilitation, and sports for special needs individuals (disabled citizens);
- managerial activity in the realm of physical culture on a variety of levels and in a variety of sectors.

Thus, professional activity in the realm of physical culture and sports encompasses a number of sectors, levels of human activity of the country's

population, and pertains to people from miscellaneous age groups, professions, and areas of residence.

3. Present conditions in which physical culture is functioning and assignments stipulated for its enhancement and development

Physical culture is a dynamic system. The realm of physical culture and professional activity in this realm are marked by specific traits of their own. There exists an entire range of pressing issues, unresolved problems, and crisis phenomena that are related to the social and economic situation of Ukraine as a whole. The most serious shortcomings of physical culture in present-day conditions are:

- the worsening of the health condition of the population across various age groups;
- insufficient physical mobility of children, young people, and adults;
- low level of teaching and learning activities and lack of funding such activities require;
- insufficient quality of facilities required by physical culture and sports which fails to satisfy the actual needs of children, young people, and the population as a whole;
- insufficient number of highly qualified specialists and sports men and women due to their frequent travel abroad for work;
- low level of healthy lifestyle skills among school pupils, young people, and adults; unwillingness to pursue physical culture and sports.

Present strategy for the development of physical culture and sports are defined in the Ukrainian National Strategy for Recreative Mobile Activity by the year 2025 entitled “Mobile Activity—Healthy Lifestyle—Healthy Nation”.

The objective of the National Strategy is to shape conditions across the Ukrainian society which would boost mobile activity and healthy lifestyle and thus help cherish the health of citizens as the paramount social value in Ukraine.

Its main tasks are:

- to co-ordinate actions of all stakeholders, local and municipal authorities;
- to devise recommendations on recreative mobile activity (defining scope, intensiveness, variety, and kinds) in order to strengthen the health of individuals of different sex and age;
- to develop a set of indicators to evaluate the level of physical health of various groups of population;
- to contribute to the creation of ‘Active Ukraine: a Healthy Nation’, an all-Ukrainian fund for mobile activity and healthy lifestyle;
- to create infrastructure of modern-level sports facilities close to citizens’ homes, in places of mass leisure of citizens, and at general education institutions;
- to shape a value-based system of attitude to one’s health among young people and young adults; to enhance their physical development and physical fitness;
- to establish a network of centres boosting physical health of the population, ‘Sports for Everyone’, and to improve the legal framework necessary to accommodate the said framework;
- to increase the number of publicly available sports activities for active family-based leisure in mass recreation locations;
- to construct safe routes for pedestrian, cycling, and water sports and tourism;
- to engage young people and children’s organisations to activities promoting the recreative mobile activity of the population;
- to modernise the system of physical education in education establishments;
- to make managers of education establishments responsible for the support, development, and modernisation of physical education and ensuring the proper level of mobile activity;

- to ensure that physical education of children at general education institutions is properly monitored by medics and teachers;
- to introduce sports that are popular among children and young people into base curriculum and extracurricular activities in general education and higher education activities.

This will ensure that more attention will be paid to boosting mobile activity and strengthen the life of children and young people.

Self-evaluation quiz

1. Please elaborate on the essence and meaning of following notions: *activity, profession, professional activity*.
2. How is the notion of *professional pedagogic activity* construed?
3. Please elaborate on the essence and meaning of the notions of *culture* and *physical culture*.
4. Please define the notion of 'professional activity' in the realm of physical culture.
5. How is physical culture characterised as a social system?
6. Please name sectors/areas in which professional activity is being pursued in the realm of physical culture and sports.
7. Please analyse the present-day condition in which physical culture functions in Ukraine.
8. Please elaborate what kind of activities are stipulated by the Ukrainian National Strategy for Recreative Mobile Activity by the year 2025 in order to enhance physical culture and sports activity.

TOPIC 2. Legal and Regulatory Framework and Scientific Support of Professional Activity in the Realm of Physical Culture

Plan

1. Characterisation of regulatory and legal foundations for professional activity in the realm of physical culture.
2. The significance of academic researches for the successful accomplishment of professional activity in the realm of physical culture.

1. Characterisation of regulatory and legal foundations for professional activity in the realm of physical culture

Professional activity in the realm of physical culture is being pursued on the basis of present-day legislation (Constitution of Ukraine, Laws of Ukraine, and other normative and regulatory acts).

The legal basis for the development of the branch of physical culture is comprised of over 50 laws, Presidential Decrees, various directives that have been passed by the state authorities since 1992. These include some Laws of Ukraine, specifically:

- The Law on Higher Education (2014);
- The Law on Physical Culture and Sports (1993);
- The Law on Extracurricular Education (2002);
- The Law on Pre-school Education;
- The Law on General Secondary Education;
- The Law on Higher Education and oth.

Normative and regulatory documents governing the realm of physical culture include:

- National Doctrine for Development of Physical Culture and Sports (2004);
- State Programme for Development of Physical Culture and Sports (2017);

- National Strategy for Recreative Mobile Activity by the year 2025 entitled “Mobile Activity—Healthy Lifestyle—Healthy Nation” (2016).

Analysis of legislation and other legal documents shows that these are of broad directive significance: they stipulate the overall goal of the realm of physical culture and sports as well as the activity of its subjects. These documents reveal the peculiarities of physical culture and sports activities in various types of academic institutions.

The Ukrainian Law “On Physical Culture and Sports” reveals the following: general provisions on physical culture and sports, realms and directions for implementation of physical culture, state management in the realm of physical culture, and the matters of self-governance. Each section of the aforementioned Law has its own structure and is comprised of certain articles, each of which stipulate their content precisely and concisely.

The Law defines physical culture as an element of society’s overall culture. It has been stressed that the goal of physical culture is to strengthen human health and boost the development of man’s physical and moral qualities, human stamina and human intellectual capacities, all in order to shape the human being in harmony.

The objectives of physical culture and sports are: to improve health, physical, and mental state of citizens; to contribute to economic and social progress of society; and to establish and strengthen Ukraine’s international authority in the global community.

The state recognises the self-sufficient status of physical culture and sports movement in Ukraine. The Olympic Movement enjoys universal support in Ukraine as all-Ukrainian physical culture and sports societies, national sports federations etc are being comprehensively supported by national authorities.

The Law (Article 4) defines the citizens’ right to engage in physical culture—a right which they shall enjoy regardless of their origin, social, and

property status, race or ethnicity, sex, education, religious denomination, occupation, and/or place of residence.

The chapter dealing with realms and scopes of implementation of physical culture contains articles pertaining to physical culture and recreation activities in the realms of production, social and everyday care, and education. Certain articles focus on physical culture, recreation, and sports activities pursued by disabled people and other categories of citizens.

It is being stressed (see Article 15) that the state shall promote the development of mass sports activities which is centred around diverse physical culture and sports clubs; that the state shall encourage enterprises, institutions, and organisations to engage in this process and contribute to it.

The chapter focused on sports elaborates on various kinds of sports, sports competitions, sports classification, high performance sports, national sports teams, refereeing, officiating, umpiring in sports, professional activity in sports, as well as on methods and substances banned in sports, sports prizes, awards and symbols.

The Law pays important attention to self-governance in the realm of physical culture. It defines the essence and activities that shall be pursued by a sports federation, by the National Sports Federation, by the National Olympic Committee of Ukraine, by the All-Ukrainian Sports Association and suchlike

The Ukrainian Law “On Extracurricular Education” (2002) highlights sports and physical culture as one of the activities pursued by an extracurricular education institution. The said law “shall ensure the development of the pupils’ physical capabilities, create conditions for recreation, improvement of their endurance, meaningful rest and leisure, physical culture and sports practice, and embracing skills for a healthy lifestyle» [4, Page 63].

The Executive Decree of the Ukrainian Cabinet of Ministers “On Extracurricular Education Institutions” classifies sports schools for children and young people as follows:

- comprehensive sports schools for children and young people;
- sports schools for children and young people focusing on specific kinds of sports;
- sports schools for children and young people with disabilities;
- specialised sports schools for children and young people (Olympic reserve);
- specialised sports schools for children and young people with disabilities (Paralympic reserve);
- high mastery (high performance) sports schools.

Extracurricular institutions mentioned in the above Executive Decree include the following: centres, clubs, tourism, sports and sightseeing bureaus for pupils and young people, young tourists stations. The Decree stipulates rights and obligations of coaches (teachers) of the said organisations and elaborates on specifics of the organisation of their activity.

Therefore, awareness of legal, normative, and regulative foundations of physical culture and sports activities is one of the prerequisites for successful professional activity in this realm.

2. The significance of academic researches for the successful accomplishment of professional activity in the realm of physical culture

The efficiency of functioning of the sector of physical culture and sports—and also of the professional activity of its subjects—depends upon how modern scientific achievements in this sector are being developed and used by its specialists.

One organic element of the system of physical education for children and young people—and a fundamental component of its enhancement and

improvement of professional preparedness of specialists—is the scientific support which comprises the following:

- development of a programme pinpointing areas of immediate interest for potential researches on physical culture and sports;
- development of programmes and normative regulations for physical education;
- creating computer technologies for development of individual physical culture and recreation curricula and plans for sports training;
- creating a network of regional scientific and research centres, scientific laboratories and suchlike. [4, Page 165].

Scientific researches in the realm of physical training and sports shall be conducted by specialised academic institutions and higher education establishments. Scientific researches shall be conducted by professors, associate professors, PhD doctors and associate PhD doctors.

Lines and topics of researches in this area are quite diverse as they cover legal foundations of professional activity, organisational foundations, scientific and methodological problems pertaining to the activity of its subjects. The object of researches is the impact of physical culture and sports upon the human organism and human performance. These, among other things, include: issues of recreation and rehabilitation forms of work, psychological and pedagogic aspects pertaining to pursuing various lines of physical training and sports, issues pertaining to training of specialists in physical education, recreative physical culture, tourism etc.

Results of the said researches shall be disclosed in monographs, collections of scientific papers, articles, methodological recommendations, programmes, and shall be implemented in the form of practical activity. Another widespread practice is showcasing the efficiency of researches within the framework of nationwide and international conferences, symposia, and academic seminars.

Pressing issues are being examined in dissertation theses focusing on physical culture and sports in the realm of education, for instance: pedagogic conditions for improvement of physical education provided to pupils of a general education school (T. Tsiupak); organisation and methodological foundations for extracurricular physical culture and sports activities with pupils (T. Palahniuk); shaping positive attitude and interest towards physical culture (Ye. Stolitenko); preventing the emergence of pernicious habits in teenagers by diverting them towards physical culture (A. Turchak) and others.

Scientific and methodological foundations for physical culture teacher's activity have been presented in a textbook authored by Professor B. M. Shyian entitled *Theory and Methodology of Physical Education of School Pupils*.

Specifics of development of the Ukrainian sports science are being regularly analysed in a specialised journal, *Physical Education at School*. There is ever more papers focusing on physical education of various groups of population, theory, and methodology of physical education of school and college students. Another actively pursued field of study is the research into the genesis and development of physical culture and sports.

That said, high performance sports has not been paid adequate attention to so far. There is not enough scientific researches into matters of sports physiology, psychology of sports, promotion of recreative, rejuvenative, touristic and sports activities.

A substantial chunk of scientific investigations and researches in the realm of physical culture is conducted by the Laboratory of Physical Development at the Institute for Upbringing Issues of the Academy of Pedagogical Sciences of Ukraine in Kyiv City. In the past years, academic researchers of the said laboratory have developed the following whitepapers: the Concept for Physical Education in Ukrainian education system (by M. Zubalii and E. Vilchkovskyi); Criteria for Assessment of the Condition of Health, Physical Development and Motor Readiness in Preschool Children (by E. Vilchkovskyi), the Physical Culture Programme for Institutions of General Secondary Education (by M. Zubalii, A.

Borysenko, S. Zhevaha, Ye. Stolitenko); syllabus entitled *Fundamentals of Health and Physical Culture* for school forms 1 to 2; draft State Standards for the education sector entitled *Physical Culture and Health* (primary, middle, and high school), criteria for evaluation of academic achievements of school pupils as far as physical culture is concerned (graded 1 to 12 points); draft Physical Culture Concept for General Secondary Education Establishments (12-year schools) and components of healthy lifestyle in high school students; Draft State Requirements Pertaining to Physical Education Syllabi in the System of Education (by M. Zubalii and E. Vilchkovskiy, R. Raievskiy), Draft State Requirements Pertaining to the System of Education of Children, School and College Youth, as well as other documents.

The results of academic studies performed by researchers at the said laboratory are of substantial practical significance. They support the development of scientific and practical prerequisites for innovative processes in physical culture that have been unfolding in education over the past couple of years.

Hence, it may be concluded that, same as is the case in other sectors, professional activity in the realm of physical training is based on a firm interconnection between practice and science in the subject area.

Self-evaluation quiz

1. What serves as a normative and legal basis of professional activity in the realm of physical culture?

2. Please name normative and legal acts regulating physical culture, recreative, and sports activities. Please analyse any 1 or 2 of these, at your own discretion.

3. What is the essence of legislative and legal acts for the realm of physical culture and sports?

4. How are sports schools for children and young people classified?
5. What is the objective of scientific support provided to the sector of physical culture?
6. Where are scientific studies conducted in the realm of physical culture and who conducts them? Which issues do these studies focus on?
7. How is the efficiency of scientific researches showcased? How are results being reported?

TOPIC 3. Organisation and Management Aspects of Professional Activity as a System in the Realm of Physical Education

Plan

1. The essence of professional activity in the realm of physical culture as a system and its conceptual framework.
2. Components of professional activity in the realm of physical culture and their description.
3. Principles of pursuing professional activity.
4. The objective and assignment of professional activity.
5. Motives and functions of activity.

1. The essence of professional activity in the realm of physical culture as a system and its conceptual framework

Professional physical culture activity in a society is a complex social phenomenon which has its peculiarities and comprises a certain system.

The *system* in question is construed as a complex entity, a composition or a combination of elements/components of a certain phenomenon which is in an interconnection and invested with certain qualitative features. There exist several systems of this kind in a society: political, economic, educational, upbringing-focused and others. One leading system among this is the physical culture and sports as well as its component: professional activity.

The structure of the system is comprised of a number of organisations that are unequal in terms of hierarchic level and content of their activity. The notion of *organisation* is to be applied in a number of different meanings, including

- institution or establishment wherein a group of people works together as they pursue joint activity;
- structure, internal framework, shape of a system;

- process of activity that is aimed at ensuring order, clarity, and systemic efficiency.

Professional activity in the realm of physical culture is a manifest reflection of characteristics described in the first and the third aspects above.

The basic component (subject) of any social system is a human individual. Human individual pursues a conscious, target-oriented activity which ensures the efficiency of the system functioning. A subject is a vehicle of practical activity and cognition that is performing the necessary changes in the social milieu, its sections, as well as inside oneself.

It should be noted that conscious, target-oriented impacts intended to boost the system into development are exercised by subjects that are not only individuals but also certain bodies of organisations and institutions acting as collective subjects of governance pursuing joint activity.

One important structural element of any system is governance. Governance stands for systemic target-oriented impact upon the system in order to improve its quality and efficiency of its functioning. There exist several levels of governance within a system (as is the case within the system of physical culture, too), including:

- the country, its entire social sector of *physical culture*;
- the activity in the sector, its physical culture organisations, sports societies, education establishments;
- individual's personality: integration of target-oriented physical culture impacts upon a personality and shaping of personality's physical culture.

The objective of professional activity is focused on the end result which is planned to be achieved in professional activity viewed as a system.

Activity's functions reflect the character and the direction of actions that are to be taken by the subject of activity in order to ensure proper quality.

Governance stands for activity of a certain body (authority) and/or an official aimed at joining effort by specialists, certain institutions, or establishments / organisations.

Professional activity in the realm of physical culture may pertain the entire sector of the country's physical culture as well as its elements which comprise an integral system.

Structurally, physical culture and sports is comprised of: human resources, science, education establishments, organisations and institutions, activity pursued by NGOs, the process of physical education, information, scientific, and methodological support, facilities and resources, professional activity.

Professional activity in the sector is complex, multifunctional and multifaceted and comprises a certain system.

2. Components of professional activity in the realm of physical culture and their description

Professional activity in the realm of physical culture is comprised of separate interconnected components. These include, among others:

- subjects of activity,
- principles of its implementation,
- objective and specific assignments,
- motivations,
- tools used to implement it (technologies, functions),
- result.

Subjects of activity include:

- a) state (nation-wide) structures of governance;
- b) bodies of civil governance.

State subjects governance managing physical culture as sector include: Verkhovna Rada of Ukraine (Ukrainian Parliament); Cabinet of Ministers of Ukraine (Ukrainian Government) as well as Ukrainian Ministry of Youth and Sports, Ministry of Education and Science, Ministry of Health Care, Ministry of Culture and Information Policy and others).

These are central government bodies managing sectors and professional activity in our country.

On the regional level, there exist governance bodies acting within a more narrow scope that are regulating physical culture activity in certain regions, institutions, organisations, associations, such as: local councils on the level of provinces, cities, counties; county and province state administrations (governors' offices). These include corresponding committees, departments of physical culture and sports.

Public governance bodies are structured territorially and are being funded from a number of funding sources. NGOs include a significant number of national federations tending to various kinds of sports: Ukraine boasts over 50 of these.

A federation is an independent civil association which, in accordance with the Ukrainian Law "On Physical Culture and Sports", deal with management and development of various kinds of sports. Their primary assignments include training sportsmen and sportswomen, coaches, judges etc; supporting our athletes at Olympics and championships of all levels; providing social care and assistance to athletes and coaches; promoting sports as a way of life.

National Federation of Ukraine in a certain kind of sports streamlines activities pursued by provincial and city federations in the same sports. A federation of a certain kind of sports is headed by its president. There exist federations focusing on football (soccer), rhythmic gymnastics, boxing, judo etc etc.

Lately, new organisations have been founded, including: National Olympic Committee of Ukraine (NOC, 1990), Ukrainian Sports Association (USA), Sports Association of Ukrainian Students and Ukrainian Sports Union of School Pupils.

Subjects of professional activity in the realm of physical culture and sports working with citizens individually include:

- physical training/education teachers;
- college teachers and physical culture instructors;
- coaches and oth.

These professionals are implementing the objective and assignment of physical culture and sports activities as they are working with pre-school children, school and college students, as well as adults, considering their respective physical condition, needs, interests, and physical capacities.

3. Principles of pursuing professional activity

The notion of principle stands for leading ideas, input prerequisites and requirements pertaining to professional activity. Paramount principles in the professional activity include:

- principles of target-orientedness: actions must be subordinated to the stipulated target and to activity assignments;
- integration: various lines of action, forms and methods, resources of physical culture and sports should be aggregated ;
- systemic nature: there should be an organic interconnection between structural components;
- differentiated approach: subjects and their actions must be subordinate to the implementation of task and technologies of physical culture activity;
- cultural standpoint: moral, aesthetic, and spiritual development of an individual must be cherished;
- democratic principles and humanism;
- customised approach: individual peculiarities, level of physical development, inclinations/talents, needs of an individual personality all should be cherished;
- prioritisation of recreative assignments: improvement of health, shaping healthy lifestyle skills and inclinations;
- creativity: innovative approaches should be applied.

4. **The objective and assignment of professional activity**

The objective of professional activity in the realm of physical culture calls for physical development of a personality, shaping of personality's physical culture as a part of the general culture, social and individual values, strengthening human health, development of needs and interests, creating a favourable environment for active physical culture and sports activity, adhering to a healthy lifestyle.

This objective of activity shall be achieved by way of implementing its lines of action and assignments. Lines of managerial (governance) actions include:

- designing state policy, legislative and regulative basis for this sector;
- supporting activity with scientific and methodological resources;
- building essential facilities and resources as well as an information base;
- ensuring that the sector of physical culture has enough human resources;
- organising physical culture, recreative, and sports activities;
- promoting physical culture and sports as well as healthy lifestyle.

Physical culture, recreative, and sports activities have the following assignments:

- implementing state policy in the realm of physical education and outlining prospects for its development on all levels of education system (pre-school, middle, high school, vocational schools, and college institutions);
- developing and implementing the State Standard for the Realm of Physical Education;
- arranging for normative, curricular, scientific, methodological, and information support in the system of education;
- co-ordinating scientific studies into matters of physical education of school and college students;
- overseeing the implementation of physical culture and sports activities in education institutions.

5. **Motives and functions of activity**

Professional activity is deeply impacted by motives underlying it.

Motive is the invocatory cause for human actions and deeds. Various human needs serve as basis for the motives of human activities.

Motive of pedagogical activity is an internal driving force that urges the teacher (pedagogue) to take active professional action. Activity pursued by a physical training teacher are driven by the following motives:

- professional interest;
- inclination towards physical culture and sports activities,
- belief in the fact that this kind of activity is important;
- sense of duty and responsibility;
- need to communicate with children, young people etc.

Successful implementation of professional activity may be ensured by implementation of the following functions:

analytical: aimed at establishing (detecting) the level of physical development of subjects of activity as well as determining the level of their achievements in the subject sector and analysis of existing problems;

forecasting: one related to determining skills and assignments of activity;

constructive: one involving a selection of means used to conduct activity;

organisational: one reflecting the content, forms, and methods of activity;

coordinative: one related to aligning interaction between subjects;

controlling/overseeing: one presupposing verification of results of the kinds of activity that had been pursued.

Hence it may be concluded that professional activity in the realm of physical culture is a complex system supporting and ensuring the efficiency of joint activity of all of its components.

Self-evaluation quiz

1. Please elaborate on the essence and meaning of following notions: *system, organisation, subject, governance, functions*.
2. Please explain what *professional physical culture and sports activity as a systemic phenomenon* is—in your understanding.
3. Please name components/elements of professional physical culture activity.
4. Please characterise principles of pursuing professional activity.
5. What is the objective of professional physical culture activity?
6. Please analyse the assignments of subjects of physical culture and sports activity.
7. Please explain the peculiarities of the function of professional activity.

TOPIC 4. Implementation of Professional Physical Education in Miscellaneous Dimensions of Society

Plan

1. Sectors of activity and positions held by specialists in physical culture.
2. Functional duties of subjects of professional physical culture activity in the realm of education.
3. Professional physical culture and sports activity in education establishments.
4. The realm of manufacturing as an object of physical culture activity.
5. Physical culture and sports activity pursued locally in the social services sector.

1. Sectors of activity and positions held by specialists in physical culture

Professional physical culture activity may be pursued in a number of sectors of the society, including:

- education,
- physical culture and recreation,
- sports,
- manufacturing,
- social services (close to home).

Specialists in physical education and physical culture may hold the following positions:

- physical culture instructor at a pre-school institution;
- physical education teacher at school, grammar school, lyceum, vocational school, college, higher education institution;
- tourism and recreation organiser / manager / instructor;

- physical culture methodologist;
- mass recreation activities instructor / organiser;
- teacher / trainer;
- employee of a sports club, rest and recreation facility / camp [1, Page 77].

2. Functional duties of subjects of professional physical culture activity in the realm of education

The realm of education comprises:

- pre-school institutions for children (kindergartens);
- general education schools, grammar schools, lyceums, extracurricular institutions, professional technical/vocational institutions, higher education institutions.

In order to fulfil the tasks of physical education, these institutions have the following positions on their staff schedule: teacher, manager, instructor, physical education teacher.

Functional duties of the subjects of professional activity in the realm of physical culture have been stipulated in the whitepaper entitled “On the organisation of physical education and mass sports in pre-school, general education, and professional (vocational) technical education institutions of Ukraine” (2005).

Manager of a pre-school education establishment is responsible for:

- the condition of physical education and physical culture and recreation work;
- the condition of health and physical development of his trainees;
- creating conditions for physical education classes (trainings); classes/trainings with children falling into the category of a special medical group; physical culture and recreation activities within the daily timetable, sports clubs sections and sports associations;
- creating conditions in order to make sure that trainees are involved in a scientifically justified amount of motor activity;

- exercising control over the organisation of physical education process;
- conducting yearly medical checkups of children;
- providing trainees with all the necessary sports inventory and equipment;
- preparing a report on the status of physical education and physical culture and recreation work before parents and the community.

Manager of a secondary education institution shall be responsible for:

- the condition of physical education, physical culture, recreation, and sports activities in an educational establishment;
- control over the condition of health and physical development of pupils;
- creating conditions for physical education classes (trainings); classes/trainings with pupils which, due to the condition of their health, fall into the category of a special medical group; extracurricular physical education classes (physical culture, recreation, and mass sports events, operation of sports clubs, associations, teams etc);
- making sure that trainees are involved in a scientifically justified amount of motor activity;
- making arrangements for yearly medical checkups of school pupils;
- providing trainees with all the necessary sports inventory and equipment as per typical requirement lists etc.

A physical education teacher:

- ensures that the syllabus is completed (implemented);
- fosters awareness towards one's health as a paramount treasure in school pupils; shapes healthy lifestyle skills;

- ensures that sanitary and hygienic requirements as well as health and safety requirements are complied with during curricular and extracurricular physical education lessons/training sessions;
- applies modern upbringing and training methodologies;
- organises diverse forms of extracurricular sports, physical culture, and recreation activities with school pupils;
- conducts classes with pupils falling into the category of a special medical group;
- provides methodological assistance to school teachers as far as physical culture and recreation activities are concerned etc.

3. Professional physical culture and sports activity in education establishments

Professional activity in education establishments is diverse, substantive, and complex in its nature. It is aimed at strengthening the health of school pupils, development of their physical capacities, engaging them in active physical culture and sports activities and trainings, shaping need in systematic physical culture and sports activities etc.

The assignments and professional functions of physical culture specialists are implemented in various forms of educational process: curricular, extracurricular, out-of-school activities etc.

Principal forms of organisation are:

- lessons and physical culture and recreation activities within the school day (physical culture exercises, physical culture entertainment during breaks between lessons);
- physical culture sections, training sessions within recreation groups, sports clubs etc;
- sports competitions, tournaments, days and festivals celebrating healthy lifestyle, physical culture and sports holidays, tourism outings etc.

Verification of efficiency of professional activity in the realm of physical culture is conducted along the following lines: education, teaching and training, sports, physical culture and recreation, mass physical culture activity, methodological development, and science and research.

The line of science and research is especially important nowadays for the high school; the line of education training, and sports is what diverse sports schools focus on.

4. The realm of manufacturing as an object of physical culture activity

The realm of physical culture is also important as a social subdivision of the manufacturing sector. Within industrial enterprises, organisations, and institutions, one should create conditions for the employees to be able to go in for sports and pursue physical culture activities after work hours. It is advisable that industrial enterprises have their own sports gyms, exercise machines, stadiums, health centres, sports clubs, resort outlets etc) and to organise miscellaneous physical culture and sports activities.

In modern-day conditions, this kind of activity has been all but abandoned; however, certain large enterprises still maintain such facilities and practices.

Physical culture within industrial enterprises is defined as a system of recreational, professionally applied physical culture activities aimed at supporting employees' health, increasing and preserving human ability to pursue labour activity within industrial enterprises.

Physical culture in the realm of industry fulfils the following tasks:

- strengthening the health of employees;
- creating favourable conditions for people to master their profession, enhance their qualification and professional performance;

- contributing to prompt restoration of work capacity and reduction of fatigue,
- combining physical exercises with hygienic and physiotherapeutic procedures in order to prevent unfavourable impacts.

The following lines of action in physical culture in industrial sector may be outlined:

- production gymnastics;
- post-work revitalisation;
- preventive measures to be taken against negative impact upon employees' health etc.

Every enterprise should have its own Physical Culture Council. Such Council should plan its activity alongside the following lines of action: physical culture and recreation, teaching and sports, propaganda/promotion, education. Enterprise's administration, professional committee, and medical and sanitary services must actively co-operate and jointly implement physical culture and recreation tasks.

5. Physical culture and sports activity pursued locally in the social services sector

Professional activity in the realm of physical culture, recreation, and sports faces a number of challenges nowadays. In the past decades, a substantial number of specialists (organisers, pedagogues) have left the profession and/or the country whereas a significant number of sports facilities that had previously been used for physical culture and sports activities and accommodation for athletes have fallen into disrepair.

In the past couple of years, certain physical culture and sports clubs have come to resume their activities and new recreation facilities have been set up.

On the regional level, the *Sports for Everyone* programme aims and plans to conduct:

- sports competitions like “Dad, Mum, and Myself: a Family of Athletes”, “Jolly Starts” etc;
- relay races, field-and-track cross-country races like “Let Us Unite Ukraine in Motion”;
- restoring places for rest and recreation of citizens close to their homes;
- furnishing children’s playgrounds and sports playing fields with equipment necessary for young people and adults to pursue various kinds of sports.

Self-evaluation quiz

1. Please name sectors in which professional physical culture activity is being pursued.
2. What kind of positions can a specialist in physical culture hold?
3. Please reveal functional duties of subjects of professional physical culture activity in the realm of education.
4. What are the peculiarities of physical culture activity in the realm of manufacturing and social services in the current conditions?

TOPIC 5. Characteristics of the Professional Activity of the Teacher of Physical Culture

Plan

1. Physical culture teacher as the primary subject of physical education of school pupils; his pedagogical functions.
2. Basic Features the Professional Activity of the Teacher of Physical Culture
3. Teacher of physical culture as a researcher

1. Physical culture teacher as the primary subject of physical education of school pupils; his pedagogical functions

Pedagogic activity of a teacher is aimed at resolving concrete pedagogic tasks or problems. The aggregate of such actions stipulates the fulfilment of a certain pedagogic function by the teacher.

All of the pedagogic functions are divided into two groups.

The first group of functions includes the following:

- orientational,
- developmental,
- mobilising (development-boosting),
- information-oriented.

The second group of functions (organisational and structural):

- constructive (determining the objective and tasks of the education process),
- organising (supporting miscellaneous activities in the pupils' education activity),
- communicative (business communication with other teachers and school administration);
- gnostic (research activity, supporting cognitive activity in the process of education).

In order to fulfil pedagogic functions, the teacher should commend the following pedagogic skills.

Pedagogic skills is an aggregate of miscellaneous actions taken by the teacher that reveal the teacher's individual traits and testify to his subject-centred and professional competence.

The entire aggregate of pedagogic skills may be subdivided into several groups. The correlation of these skills, the level of their development, and specific interconnection between them shape the individual style of each teacher .

2. Basic Features the Professional Activity of the Teacher of Physical Culture

Professional activity pursued by a physical education teacher at school is aimed at teaching and upbringing of children. Structurally, pedagogic activity is subdivided into the following components:

- cognitive,
- professional and pedagogic,
- constructive (design and planning),
- values and orientation;
- communicative;
- organisational.

The above components ensure the integrity of pedagogic activity as they are tightly interconnected.

The following functions may be highlighted in the pedagogue's activity:

- shaping the outlook and upbringing (ideas and morality),
- science and cognition (education and learning),
- career guidance (vocation counselling),
- art and upbringing (aesthetic education),
- physical enhancement (physical training and health),

- managing the process of teaching and upbringing.

All of the abovementioned functions are interrelated and interconnected. Contemporary pedagogics highlights the following traits of character of a teacher's personality: professional orientedness, overall level of cultural development; scientific and methodological preparedness, fascination with work in the realm of education.

Professional qualities (components) of a teacher's personality include the following:

intellectual: attentiveness, power of observation, good memory, target-orientedness of thinking; proper level of language development; inquisitiveness;

will-related: confidence in one's own capacities, striving towards discipline, initiative, organisation, independence, stamina, decisiveness;

emotional: optimism, vigour, good-willingness, tolerance;

attitude towards pupils: friendliness, insistence on high standards, responsiveness; tactfulness.

The abovementioned components of the personality of a physical culture teacher impact the efficiency of the pedagogic impact upon pupils. Professional activity is heavily impacted by the content of the physical culture teacher's special training, specifically, by his knowledge, abilities, practical skills etc.

3. Teacher of physical culture as a researcher

Research activity has a special place in the work of a teacher of physical culture. Efficient work of a physical education pedagogue calls for the following:

- conducting research into physical development and physical preparedness of school pupils;
- studying the structure of a class or a group of pupils;
- observing and analysing lessons;
- selecting adequate tools and methods of teaching;
- analysing one's own activity and the experience of colleagues;
- appraisal of efficiency of various modes of muscular activity;

- planning lessons and sports training sessions in sections;
- establishing allowable loads pupils are able to carry as they execute physical exercises differing in terms of character and intensity.

Hence, a research is a detailed scientific analysis of any pedagogic phenomena conducted in order to study and comprehend their mechanisms, causes, and effects.

There are three varieties of pedagogic researches in physical education:

- methodological work that are not aimed at revealing laws. Such works include, for instance, studies focusing on the experience of pedagogue's work;

- scientific and methodological works aimed at looking for new ways to implement tasks of physical education (methods, means, tools, forms) and replicating known tendencies in the course of an experiment;

- scientific and research works covering a broad number of issues some of which extend outside the realm of methodology of teaching and upbringing and are able to resolve problems pertaining to technique of physical exercises, managing the process of physical education, economics of physical education and sports, and so on, and so forth.

Pedagogic methods of research in physical education are divided into four groups:

- methods used to obtain information (analysis of bibliography, documentary sources, polling/questionnaires);

- methods of organisation of the education process (experimental, control, individual);

- assessment, polling (questionnaires, interviews, conversations), recording details of technique used in the course of exercising, taking shorthand notes;

- mathematic processing of data thus obtained.

In order to be able to master psychological and pedagogic foundations of physical culture activity, one has to conduct an in-depth study of the compendium of knowledge in psychology, pedagogics, and related subjects that are being taught in higher education establishments and to be able to integrate them with special knowledge, skills, and abilities in the realms of theory and methodology of physical education.

Self-evaluation quiz

1. Please elaborate why is it that a physical culture teacher is a primary subject of physical education in school.
2. What kind of tasks of physical education does a physical culture teacher at school execute?
3. Please describe the functions of a physical culture teacher. What is their essence about?
4. How is the research activity of a physical culture teacher manifest itself?
5. What kind of personality traits should characterise a physical culture teacher?

TOPIC 6. Implementation of Physical Education in Club-based Forms of Professional Activity

Plan

1. General notion of a club and club activity in the realm of physical culture.
2. Club as a contemporary form of organisation of physical culture, recreation, and sports activities.
3. Principles, tasks, and technology of activity of physical culture, recreation, and sports clubs in the realm of education.
4. Activity of physical culture, recreation, and sports clubs close to home.

1. General notion of a club and club activity in the realm of physical culture.

Physical education is taking place in a variety of organisation forms of physical culture, recreation, and sports activities. One of such forms is the club-based work.

The notion of *club* is construed as “a social institution uniting people from the same social circle who wish to jointly rest, recreate, entertain as they have common political, scientific, artistic, sports, and other interests [Encyclopaedic dictionary, Page 91].

Physical culture, recreational, and sports clubs are part of a network of clubs existing in our country. The club-based activity is aimed at satisfying physical culture, recreational, and sports interests of citizens.

Physical culture and sports clubs have the following tasks:

- to satisfy interests and needs of diverse categories of population as far as health improvement and strengthening is concerned;
- ensuring that citizens maintain a healthy balance in the development of their mental and physical powers;

- organising valuable and exciting leisure using physical culture and sports tools;
- enhancing one's sports mastery;
- ensuring that people enjoy communication on the basis of common interests, development of physical capacities, enrichment, and awareness as far as physical culture and sports matters are concerned etc.

2. Club as a contemporary form of organisation of physical culture, recreation, and sports activities

There exist diverse kinds of physical culture, recreation, and sports clubs. They are subdivided according to the following criteria:

- the age of visitors (children, young people, adults);
- the assignment and the content of activity (recreation, sports, combined/complex activity etc);
- by kind of sports (track and field, football/soccer, boxing, gymnastics / callisthenics, tourism etc);
- by geography/location (urban / rural environment);
- by departmental subordination (sports club at an enterprise, trade union sports club, a sports club managed by an education institution etc);
- management and funding (state funded and operated versus commercially owned and operated).

With the above criteria in mind, we differentiate between clubs for children, young people, school pupils, and college students.

Scientific sources contain the following description of clubs for children and young people:

- school-based clubs are one efficient form of children's leisure contributing to their multifaceted development. Unlike sections, such clubs may welcome all the school pupils offering them the possibility to engage in miscellaneous activities;

- clubs for children (focusing on recreational physical culture and sports) may be set up not only at schools but also locally, close to children's homes;

- students' sports and physical culture and recreation clubs set up at higher education establishments.

In modern-day conditions, issues of development and enhancement of club-based activities in the realm of education has become particularly important. This is due to negative phenomena detected in the health of young people and similar factors.

Negative phenomena, among others, include:

- healthy lifestyle having become less fashionable/prestigious;
- a considerable reduction in the number of physical culture and sports options due to the high level of commercialisation of the club-based activity;

- insufficient level of funding provided to state-funded and -operated physical culture and sports institutions;

- insufficient emphasis placed upon physical culture and sports at education institutions.

Hence it may be stated that one important line of work with children and young people is engaging them in physical culture, recreation, and sports activities both close to their homes and in education institutions.

3. Principles, tasks, and technology of activity of physical culture, recreation, and sports clubs in the realm of education

The activity of physical culture, sports, and recreation clubs is based upon the existing normative and legal foundation.

This foundation is comprised of laws, decrees, and executive orders wherein peculiarities of the clubs' activity are defined as well as their legal status.

The Ukrainian Law “On Physical Culture and Sports” (Article 7, Section 1) states the following on the matter of sports clubs:

a *sports club* is a physical culture and sports organisation bringing together athletes and sports aficionados who intend to satisfy their common interests in the realm of physical culture and sports. It may be professional or amateur in its nature.

Clubs have the following tasks and goals:

- to provide physical culture, recreation, and sports services;
- to engage highly qualified specialists to conduct classes, trainings, and other physical culture and sports activities;
- to conduct public awareness campaigns focusing on physical culture and sports;
- to develop professional sports.

The activity of a sports club is regulated by its statute (articles of association).

Sports clubs may:

- to form unions, associations, or to enter existing unions or associations of sports clubs, including international ones;
- to take part in the implementation of physical culture and sports programmes by agreement with parties.

The objective and goal of the activity of physical culture and sports clubs at education establishments is defined by a “*Generic Statute of a Club devised by the Sports Association of School Pupils of General Education and Professional Technical (Vocational) Education Institution*” (Clause 2.1.):

- The objective of activity of a physical culture and sports clubs is to create favourable conditions for training by using diverse forms of recreation, physical culture, and kinds of sports for both pupils/students and school/college teachers.

First and foremost, clubs intend and aim to:

- engaging children and school pupils to participate in regular physical culture, sports, and tourism activities;
- organising and conducting mass physical culture and recreation activities and competitions;
- creating and enhancing sports facilities;
- implementing comprehensive physical culture, rehabilitation, and sports activities in the realm of education;
- raising awareness among pupils of the fact that they need to strengthen their health and healthy lifestyle habits by resorting to physical culture and sports activities (Page 427).

Club activities include:

- physical culture and recreation (aimed at strengthening of health and promoting healthy lifestyle);
- physical culture (including participation in diverse sports for children and young people, as selected by club members);
- recreational (offering interesting and beneficial leisure options involving physical culture and sports);
- educational (supplying pupils with multifaceted information on physical culture and sports issues, contributing to shaping an interest and need in physical culture and sports sessions and trainings).

In its activity, club is governed by the following principles:

- common interests shared by all club members;
- self-initiated activity;
- voluntary principle of participation in club matters;
- focus on physical culture, recreational, and sports in education activity.

Clubs at education institutions pursue a number of miscellaneous activities:

- trainings within sports sections,

- sports competitions (cross-country races, relay races, dorm olympics, touristic outings, quizzes etc),
- sports festivals (events, days of health, meeting with athletes),
- various games (“*Cossack Festivals*”, “*Let’s Go Lads*”, diverse action-oriented games etc).

4. Activity of physical culture, recreation, and sports clubs close to home

Physical culture, recreational, and sports clubs situated close to home constitute a component of physical culture and sports activities that are taking place in both urban and rural localities, at mass entertainment locations, within sports grounds and stadiums.

One pressing matter that has come to light most recently is the issue of restoration of physical culture, recreation, and sports clubs close to citizens’ homes. This is due to the important role which they may play in the process of organisation of leisure, recreation of people of various age categories, upbringing of children and young people.

Miscellaneous physical culture and sports clubs for children and young people are created; clubs for senior citizens focusing on various kinds of recreational physical culture, sports, tourism etc.

Physical culture, recreation, and sports clubs situated close to home fulfil a number of miscellaneous tasks, in particular:

- they create conditions for citizens of all ages who wish to go in for sports and take up physical culture activities;
- they unite children, teenagers, young people in groups, sections, and teams to pursue physical culture, recreation, and sports activities;
- they strengthen health, develop physical capabilities, support motor activity etc;
- they engage children and young people to participate in sundry forms of physical culture and sports activities: competitions, games, sports festivals etc;

- they foster healthy lifestyle habits and promote interesting and beneficial forms of leisure;
- they provide physical culture and recreation services to club members according to their needs and peculiarities.

Locally situated clubs pursue activity in a variety of forms and using a number of diverse methods, specifically by:

- organising extracurricular sports sections in various kinds of sports;
- conducting contests, sports competitions, sports matches (games), sports festivals;
- organising mobile games, relay races, sports and athletic meetings/Dorm Olympics, Jolly Starts, Days of Health and Sports and suchlike.

Self-evaluation quiz

1. How do you understand/construe the notion of a *club*?
2. What is the purpose of physical culture and sports clubs?
3. According to which criteria are clubs classified/characterised?
4. What kind of physical culture and sports there exist?
5. Please describe the normative and legal foundation for the activity of physical culture and sports clubs.
6. Please describe the principles of clubs' activity.
7. Please substantiate why is club-based activity so important nowadays in the realm of education.

TOPIC 7. Psychological and Pedagogical Foundations of Professional Activity in the Realm of Physical Culture

Plan

1. The essence and meaning of psychologic and pedagogic principles in professional physical culture activity.
2. Psychological and pedagogic professional culture of a subject of physical culture activity.
3. The creative character of professional activity in the realm of physical culture.

1. The essence and meaning of psychologic and pedagogic principles in professional physical culture activity

Professional activity in the realm of physical culture belongs to the *human-to-human* interaction category of professions. Its significant characteristic is that it is based upon scientific psychological and pedagogic foundations. Professional activity in the realm of physical culture belongs to the *human-to-human* interaction category of professions.

The principal prerequisite for its professional implementation is that one should comprehend a human individual; one should know the peculiarities of its mental development, behaviour, one should be able to establish contacts, interact, and impact a human individual as well as be able to organise joint activity.

A physical culture teacher, a pedagogue who is an organiser, a physical culture instructor, a coach are going to work with children of different age groups, with young people, with adults of different age categories. This calls for the ability to deeply understand the peculiarities of mental state of their trainees as they must know theoretical provisions of modern-day psychology and pedagogics and must be able to put these in practice.

A modern-day physical culture and sports professional should be very familiar with peculiarities of school pupils, students, senior citizens (from the

standpoints of intelligence, the realm of emotions and will, as well as motivation urging one to take up physical culture and sports); he or she must be also familiar with the specifics of interests and mental processes, such as attention, thinking, perception, memory etc).

2. Psychological and pedagogic professional culture of a subject of physical culture activity

Psychological and pedagogic foundations of physical culture activity are reflected in practice as we view its subjects through the prism of **psychological and pedagogic culture**.

Professional activity in the realm of physical culture and sports is characterised by a set of indicators of psychological and pedagogic nature, specifically:

- the level of psychological and pedagogic knowledge and skills and the ability to apply these in practice, i.e. **professional competence**;
- the ability of interest and responsible attitude towards profession and understanding how valuable it is for the society, by and large;
- creative approach, awareness of issues and the ability to find one's own decisions as to how they should be resolved;
- steadfast enhancement of knowledge, self-actualisation, tactfulness;
- existence of a set of psychological and pedagogic capacities and skills.

Capacities and skills are divided into the following categories: gnostic, designing, constructive, organising, communicative:

Gnostic capacities and skills pertain to the cognitive realm of the subject of activity as he is the one expected to command knowledge, to be able to analyse pedagogic situations, to be able to think productively,

creatively, and critically as well as to have a good command of written and oral word and high culture of speech.

Designing capacities and skills pertain to determining the objective and tasks of one's activity, event, communication with participants of an activity.

Constructive capacities and skills mean the ability to make a selection of ways and means of fulfilment of tasks.

Organising capacities and skills stand for the ability to implement everything that had been planned earlier; select tools to be used in order to implement the devised tasks and the plan; to select activity participants to the process of their implementation, to delegate tasks, to make sure other preparatory activities are completed, and then to conduct activities strictly adhering to the plan and to arrive at the balance and suchlike.

Communicative capacities and skills consist in the ability to establish interconnection with participants of physical culture activity based upon democratic and humane principles.

Professional culture means that one possesses the following qualities:

- power of observation;
- commitment, persistence, and initiative;
- industriousness and target-orientedness, focus on the objective;
- smartness, quick responsiveness to diverse situations and circumstances;
- stamina and self-restraint;
- integrity, self-reflection, fairness, insistence on high standards, kindness, fidelity to one's principles, right-mindedness;
- democratic principles, humanity, tolerance.

Creative character of professional activity calls for the following:

- seeking ways and means to resolve miscellaneous professional tasks and situations;

- the ability to think professionally and to take creative approaches as one uses knowledge from the realm of psychology, pedagogics, methodology in physical culture activity;
- the ability to modify the normative programme, to adapt one's activity to peculiarities of a group of pupils or of an individual pupil;
- command of skills required to pursue research activity, define the objective of a research, analyse professional activity, correct and enhance it.

Research activity has a special place in the work of a teacher of physical culture. Efficient work of a physical education pedagogue calls for the following:

- research into the physical development, physical preparedness and functional condition of school pupils;
 - studying the class or a group of pupils;
 - observing and analysing lessons;
 - selecting adequate tools and methods of teaching;
 - analysing one's own activity and the experience of colleagues;
 - appraisal of efficiency of various modes of muscular activity;
 - planning lessons and sports training sessions in sections;
 - establishing allowable loads pupils are able to carry as they execute physical exercises differing in terms of character and intensity.
- evaluating the dynamics of indicators of physiological functions, operational and cumulative effects that have been achieved as a result of physical exercises.

Hence, a **research** is a detailed scientific analysis of pedagogic phenomena conducted in order to comprehend their mechanisms, causes, and effects so that one can generalise and determine efficient tools, forms, and methods of psychological and pedagogic impact that should be applied.

We differentiate between **three varieties of pedagogic researches** in physical education:

- **methodological researches** are aimed at detecting conditions and factors impacting the efficiency of pedagogic process; studying and generalising positive work experience;
- **scientific and methodological researches** are ones whereby new ways (methods, tools, forms) to implement tasks of physical education are sought and whereby experimental verification of known consistent patterns is performed;
- **scientific researches** study a wide range of issues and are aimed at improving the process of using tools of physical culture and sports to resolve issues pertaining to strengthening of health of children and young people, fostering healthy lifestyle habits among persons of various age groups, and shaping physical culture as an important element of general culture of a personality.

Methods of pedagogic research in physical education are divided into four groups:

- 1) theoretical: analysing scientific bibliography, documents, statistical information, systematisation, and generalisation;
- 2) empirical: organisation of empirical researches (ascertaining and educational experiments);
- 3) evaluative: polling (questionnaires, interviews, conversations), time studies, recording details of technique used in the course of exercising, taking shorthand notes;
- 4) mathematical processing of data thus obtained.

Hence, it may be concluded that, in order to ensure professional mastering of scientific principles underlying physical culture activity, one should command a compendium of knowledge in psychological and pedagogic disciplines and should be able to integrate them with special knowledge, skills, and abilities taught by the theory and methodology of physical education.

Self-evaluation quiz

1. What category of professions does pedagogic activity in the realm of physical culture fall into?

2. Please explain why is it that physical culture and sports activity demands that its psychological principles be observed?

3. How can one characterise or describe the psychological and pedagogic culture of subjects of physical culture and sports activity? Please name its indicators.

4. Please name and describe principal psychological, pedagogic, and moral qualities of a subject of professional physical culture activity.

5. Please explain what is the essence of the creative character of activity in the realm of physical culture.

TOPIC 8. Preparing to Pursue Professional Activity in the Field of Physical Culture

Plan

1. Structure of training of professionals in the realm of physical culture
2. Peculiarities of professional training of specialists preparing to pursue physical culture and sports activity

1. Structure of training of professionals in the realm of physical culture

One important prerequisite for the efficient functioning of the realm of physical culture and sports is the ample number of professionally trained, competent, qualified specialists that are ready to take up work in the said realm: school and college teachers, instructors etc.

The matter of professional training of specialists working in the sector of physical culture and sports is most important nowadays, viewed from a number of standpoints: organisational, managerial, scientific, methodological.

To support the execution of this important assignment, there is a state system of manpower training in place. The Ukrainian Law *About Physical Culture and Sports* (specifically, one of its Articles that is entitled ‘*Manpower Training for Physical Culture and Sports*’) stipulates that the state shall support training and retraining specialists in the realm of physical culture and sports.

Ukraine has a manpower training system for the sector of physical culture and sports. This system includes a number of institutions of various types and levels of education. These include:

- higher education establishments specialising in physical culture and sports;
- faculties/departments of physical culture (physical education) at classic universities;

- faculties/departments of physical culture (physical education) at pedagogic universities;
- faculties of physical culture at other higher education institutions;
- physical culture colleges;
- specialised sports-focused education institutions.

On the nationwide (state) level, the specialisation of professionals is defined as per State Classifier. The updated list of knowledges and competencies used as benchmark to train higher education students has been approved in April 2015. As per said benchmark document, the following realms of knowledge and specialities have been defined which correspond with specialisations that future physical culture and sports specialists are currently training/studying and which they will obtain upon graduation:

realm of knowledge: 01: Education/Pedagogics,

specialisations: 014: Secondary Education (Physical Culture) and 017: Physical Culture and Sports.

The level of a Higher Education Institution is defined as per level of its state accreditation. *Accreditation of a higher education institution* is the official recognition of the higher education institution's right to conduct professional training of specialists in a certain sector or realm and specialisation (speciality), as per state requirements and education standards.

The education system also provides for training scientific specialists: Doctors of Philosophy and Doctors of Science. This training takes place within Postgraduate and Postdoctoral Studies.

Postgraduate Studies is a form of training of scientific specialists of higher qualification. The duration of these studies is four years. Within this timespan, the aspiring Doctor of Philosophy is expected to conduct a

dissertation thesis, to execute the dissertation work plan, and to submit it for examination by a specialised council, awaiting defence.

Postdoctoral Studies is the paramount level of scientific training. One gets enrolled on a competitive basis provided one has already obtained the PhD degree (Doctor of Philosophy) and has additional scientific achievements in the selected sector of studies. The duration of postdoctoral studies is three years. Upon completion of the doctoral study, its results are submitted for examination by a specialised council awaiting defence.

If a person plans to conduct the study on one's own, he or she is awarded the status of an aspiring scientific degree holder and thus he or she proceeds to scientific investigation and shapes the results of the study in the form of a dissertation, under the supervision of a scientific consultant. Upon completion of the scientific study, the dissertation work shall be submitted for examination by and then defence before a specialised council.

2. Peculiarities of professional training of specialists preparing to pursue physical culture and sports activity

The academic process in Ukrainian higher education establishments is aimed at training an educated, harmoniously developed personality able and willing to update his or her knowledge at all times, capable of quickly adapting to changes in the social and cultural area, and also able and willing to self-enhance and self-educate at all times.

The process of professional training of specialists takes place according to the following principles:

- scientific principle,
- systemic principle,
- consecutive (legacy) principle,
- humanistic principle,
- democratic principle,
- student-focused approach etc

The education process provides for a set of education and upbringing measures to be taken in order to fulfil the requirements of the education content, as stipulated by the acting State Standard.

Depending upon the level of higher education which the aspiring specialist has obtained (primary/short cycle), that is: first level (Bachelor's studies), second level (Master's studies), he or she shall be awarded the corresponding degree of higher education: Junior Bachelor, Bachelor proper, or Master.

One important prerequisite for top quality training of specialists is the proper scientific and methodological support underlying the education process, that is: the existence and availability of cutting-edge technical tools and equipment used in the course of studies, the availability of the necessary sports structures, inventory, information support materials etc.

Scientific and methodological support of the education process includes:

- study plans (syllabi);
- working programmes in all disciplines;
- internship programmes;
- textbooks and guidebooks;
- test assignments in all study subjects (disciplines);
- assignments to be executed within seminars and laboratory classes;
- individual assignments for unsupervised work;
- methodological materials used to execute term papers, Bachelor's theses, Master's theses.

The content of professional training (its obligatory general education, specialised, and elective components) shall be determined by the professional education programme.

The Professional Education Programme contains a list of obligatory and elective study disciplines. The regulative portion of the education

content shall be determined by state education standards whereas the elective shall be determined by each education establishment.

The main education document containing a comprehensive outline of how the study process is organised is the study plan (curriculum). This is a regulatory document stipulating the following:

- the list and the scope of study disciplines (subjects) and their order (sequence);
- specific forms of intramural classes (class exercises) and the ratio of intramural vs unsupervised work by students;
- academic calendar;
- forms and tools used to conduct interim and final assessment.

A student who is an aspiring specialist in the realm of physical culture and sports and is mastering professionally important blocks of knowledge, skills, and abilities, particularly related to:

- special theoretical disciplines (physical education, training the athletes, organising work in the field of recreation and sports);
- medical and biological disciplines (anatomy, physiology, physical rehabilitation, therapeutic physical culture);
- general humanities (philosophy, history, Ukrainian language as applied professionally etc.);
- psychological and pedagogic, applied (methodological) disciplines (psychology, pedagogics, theory and methodology of education etc);
- shaping scientific and research skills;
- conducting organisational, pedagogic, and sports activities;
- enhancing the level of one's own sports preparedness.

University professors devise teaching methodology guidances in various academic disciplines (working programmes, syllabi, lectures, plans of seminar classes and methodological advice on how to prepare to seminar classes, topics for individual creative investigations, lists of questions for exams or pass/fail exams).

There are following forms of organisation of the study process: intramural classes (lectures, seminars, practical classes and laboratory classes), executing individual tasks, unsupervised work, academic and on-the-job internship, control activities (individual assignments and test papers).

Lecture is the basic form of organisation of the studying process at higher education establishments. Its purpose is to present and explain theoretical material and make sure it is comprehended accurately. Topics of lectures shall be defined by the working programme of each specific discipline (subject). As a rule, lectures are conducted by professors, associate professors, assistant professors, senior teachers at a higher education institutions as well as visiting lecturers (academicians and specialists from the industry).

A seminar is a form of intramural class held within an academic group wherein the teacher/professor sets up a discussion focusing on pre-determined topics which the students address with their reports and speeches.

The teacher/professor assesses reports prepared by students, their speeches and exchange of opinions in a discussion, their ability to express their position and defend it.

An individual assignment is one that each student executes on his own. The objective of an individual assignment is to foster the development of creative capacities of school pupils, systematise and expand the scope of their knowledge in certain issues related to a single or to multiple study disciplines.

Curricula of Secondary Education (Physical Culture) and 017: Physical Culture and Sports call for active and broad application of individual practice. Such form of studying activity creates favourable conditions both for better mastering of scientific disciplines and for the

student who is thus able to achieve better indicators (achievements) in the selected kind of sports.

A consultation is a special form of class whereby the student has the ability to receive answers to specific questions from the teacher and to seek help in case he or she encounters any difficulties. Consultations may be held in groups or may be individual. Individual consultations take place in those cases when the matter pertains to the execution of an individual task or a plan of the student's sports training.

Contemporary European integration processes in the realm of higher education have prompted Ukraine to join the Bologna Process. After our country has joined the European Education Area, we have seen an acceleration of modernisation in the education training of specialists in the system of Ukrainian higher education. Here is a list of most significant changes that have taken place in higher education:

- multi-level structure of higher education (Bachelor, Master, Doctor);
- implementation of the credit and module system;
- compatibility between structures and qualifications;
- bilateral recognition of diplomas;
- academic mobility of students and professors;
- boosting scientific work of professors and students etc.

Such system of organisation of the study process has called for the implementation of credits and content-based modules.

Credit is a unit used to measure academic workload required to become properly familiar with modules (30h on average).

Module is a logically completed portion of education and professional programme (either within a study discipline or within an internship).

The credit and module system determines the scopes of all kinds of study and scientific research work by students.

One notable feature of the innovative nature of the process of professional training is enabling international student exchange, active participation of teachers

and students in international education programmes (Erasmus+), joint research projects etc. Not only can students take up academic and on-the-job internship domestically, in Ukrainian institutions and establishments, but they are also able to study the practical experience of organisation of physical culture and sports activity abroad.

Self-evaluation quiz

1. Why is training of specialists in physical culture and sports activity so important nowadays?
2. How does Ukrainian Law “On Higher Education” defines various levels of higher education?
3. What does *Accreditation of a Higher Education Institution* mean? Who conducts this process?
4. What does ‘content of education’ stand for? Which education documents define it?
5. Please name components of scientific and education support provided to the teaching and learning process. Please characterise its components.
6. Please explain what a ‘credit and module system’ is?
7. Please describe the specifics of students’ scientific and research work?
8. What does ‘academic integrity’ stand for?
9. What is the purpose of international students’ mobility?
10. Where do they train scientific specialists in the realm of physical culture and sports?
11. Which peculiarities of academic process does Bologna Declaration specify?

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Oleksandr LOHVYNNENKO

**PROFESSIONAL ACTIVITY IN THE SPHERE
OF PHYSICAL CULTURE**

(lecture course)

for the specialists of the second (master's) level of higher education, field of study: 01 Education, subject area: 014.11 Secondary Education (Physical Culture).

**Дрогобицький державний педагогічний університет
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