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PHILOSOPHICAL LEVEL OF QUALITY ASSURANCE FOR PROFESSIONAL TRAINING OF FUTURE SECONDARY EDUCATION MASTERS IN PHYSICAL CULTURE.

Quality assurance of professional training of future masters under current conditions is rather urgent. Philosophic level of methodology that envisages dialectic and existential approaches is reasonable for scientific study and research of the issue of professional training of future secondary education masters in physical culture. The basic postulate of dialectic paradigm is the fact that development is an eternal and infinite process of changing the old with the new on the basis of inner sources of self-development. Application of dialectic approach assures formation of masters' systematic, creative thinking via implementation of new cognitive areas, fundamentalization of knowledge and skills under conditions of their problematic, evolution and cyclic organization and inter-disciplinary integration. Application of existential approach is stipulated by special attention to personality of those who study, their experience, state of health, self-affirmation, self-development, and self-improvement.

Principles of existential pedagogy have been singled out. They include stimulation of self-development, moral self-regulation, overcoming psychological barriers, situation actualization, social hardening, execution of which promotes formation of masters' personal system of senses and motives, realization of moral choice importance and responsibility for it, as a result of which a need for master's self-analysis arises, personal qualities develop, and student's individuality develops.

Key words: *philosophic level of methodology, professional training quality assurance, future secondary education masters in physical culture.*

Дутчак Ю.В., Сущенко Л.П. Філософський рівень методології забезпечення якості професійної підготовки майбутніх магістрів середньої освіти з фізичної культури. *Забезпечення якості професійної підготовки майбутніх магістрів в сучасних умовах має особливу актуальність. Для наукового пізнання та дослідження проблеми забезпечення якості професійної підготовки майбутніх магістрів середньої освіти з фізичної культури доцільно використати філософський рівень методології, що передбачає діалектичний та екзистенціальний підходи. Основним постулатом діалектичної парадигми є те, що розвиток вічний та нескінченний процес заміни старого новим на основі внутрішніх джерел саморозвитку. Використання діалектичного підходу забезпечить формування у магістрантів системного, творчого мислення шляхом впровадження нових когнітивних напрямів, фундаментилізації знань та навичок за умов їх проблемної, еволюційно-циклічної організації та міжпредметної інтеграції. Застосування екзистенціального підходу обумовлюється особливою увагою до особистості того хто навчається, її досвіду, самопочуття, самоствердження, саморозвитку і самовдосконалення. Виокремлено принципи екзистенціальної педагогіки, до яких віднесено принципи: стимулювання саморозвитку; морального саморегулювання; подолання психологічних бар'єрів; актуалізації ситуації; соціального загартовування, виконання яких сприятиме формуванню у магістрантів власної системи сенсів і мотивів, усвідомлення важливості морального вибору та відповідальності за нього, унаслідок чого у магістранта виникає потреба в самоаналізі, формуються особистісні якості та розвивається його індивідуальність.*

Ключові слова: *філософські рівень методології, забезпечення якості професійної підготовки, майбутні магістри середньої освіти з фізичної культури.*

Дутчак Ю. В., Сущенко Л. П. Философский уровень методологии обеспечение качества профессиональной подготовки будущих магистров среднего образования по физической культуре. *Обеспечение качества профессиональной подготовки будущих магистров в современных условиях имеет особую актуальность. Для научного познания и исследования проблемы обеспечения качества профессиональной подготовки будущих магистров среднего образования по физической культуре целесообразно использовать философский уровень методологии, предусматривающей диалектический и экзистенциальный подходы. Основным постулатом диалектической парадигмы является то, что развитие есть вечный и бесконечный процесс замены старого новым на основе внутренних*

источников саморазвития. Использование диалектического подхода обеспечит формирование у магистрантов системного, творческого мышления путем внедрения новых когнитивных направлений, фундаментилизации знаний и навыков в условиях их проблемной, эволюционно-циклической организации и межпредметных интеграции. Применение экзистенциального подхода обуславливается особым вниманием к личности того, кто учится, ее опыта, самочувствие, самоутверждение, саморазвития и самосовершенствования. Выделены принципы экзистенциальной педагогики, к которым отнесены принципы: стимулирование саморазвития; морального саморегулирования; преодоления психологических барьеров; актуализации ситуации; социального закаливания, выполнение которых будет способствовать формированию у магистрантов собственной системы смыслов и мотивов, осознание важности нравственного выбора и ответственности за него, вследствие чего в магистранта возникает потребность в самоанализе, формируются личностные качества и развивается его индивидуальность.

***Ключевые слова**: философский уровень методологии, обеспечение качества профессиональной подготовки, будущие магистры среднего образования по физической культуре.*

Problem. At current stage of Ukraine's development, important aspects are reformation and modernization of social and economic as well as spiritual and cultural spheres of society. Primary aim of modernization and improvement of higher education in Ukraine is achieving a brand new level of quality of future specialists training.

New level of social life calls for more people corresponding to content of fundamental knowledge and their information and technology implementation within outlook and methodological motivation and practical conscience. Study of this issue should be promoted by the level of professional training of specialists (professionals), quality of which in higher educational establishments should be adequate to social general and civilization demands of society.

Analysis of references proves that the study of the system of general higher education, namely professional training of masters quality assurance has been done by a big number of researchers. This issue has been analyzed in works by native researchers (O.O. Bazaluk [1], V.A. Zhadko [3], I.D. Nishchak [5] and others). Foreign researchers (H. J. Machumu, S. H. Kisanga[6] and others) pay special attention to issues of higher education quality assurance.

The aim of the article is to characterize philosophic level of methodology of quality assurance for professional training of secondary education masters in physical culture.

Results. A significant interest to philosophic problematic in educational activity is due to objective and realized by contemporary researchers role of education in tackling present-day global issues as philosophy of education creates complex and inter-branch study of educational system, successfully combining social studies with pedagogy, directs and fills pedagogy with new knowledge, methods, means, goals with purpose of future generation's outlook formation.

The need to use philosophic method grows and is determined by multiple factors, among which O.O. Bazaluk and N.F. Yukhymenko distinguish, first of all, by crisis state of education due to social shift from postindustrial to informational; second of all, by topicality of new common human values that require formation of an individual able to think using space-scale categories; third, by the need in specially-organized systems of passing cultural experience under conditions of general national education; fourth, by the need to guide and correct educational process of future specialists [1, p. 9].

At philosophic level of methodology (highest level), categorical structure is analyzed; general character and social value of the issue are revealed.

We adhere to the idea by V.A. Zhadko, P.O. Bidzil, according to which quality of the system of higher education depends on how it is able to elevate person's conscience from empirical level of knowledge that constantly appeals to their correlation with subject and goods forms of cognition objects' being to theoretical and conceptual as methodological and essence by means of which its life activity gains direction that is harmonious with natural and social environment [3, p. 122]. Further, the researchers state that the notion of quality means sustainability of objects primary features (number) that assure its integrity and functional fitness.

When characterizing the system of higher education quality assurance, H. J. Machumu, S. H. Kisanga note that this is a process of making parties of interest sure that educational services (start, process, results) meet their expectations [6, p. 150].

Dialectic approach will be realized through use of dialectic principles (general connection, development, contradiction, deprecation); categories (general and single, cause and result, necessity and chance, content and form, essence and phenomenon, possibility and reality); laws (the law of unity and opposites contradiction, the law of mutual transition of quantitative and quality changes, the law of double negation).

Consideration of dialectic principle of general connection allows us to view quality assurance for professional training of future secondary education masters in physical culture as a single unit, a certain system, elements of which are tightly connected. At the same time, each element of the system requires a complex study and indicates on the need to reveal causality of pedagogical forms and phenomena.

Principle of development of the law of double negation are realized in designing the system of quality assurance for professional training of future secondary education masters in physical culture from the point of view of a retrospective analysis and basic tendencies of its growth and spiral development. The law of double negation characterized development from simple to complex. We adhere to the idea of Z. K. Meretukova, who views negation as a moment of development of nature, society, personality, in which old features of peculiarities specific to certain state are transformed or changed by the new ones, more perfect. Negation is a "change" of one lower level of development with a higher one while keeping the valuable and necessary, which has formed at previous stages of development.

Dialectic law of unity and opposites contradiction stipulates the need to reveal, realize, and overcome external and internal contradictions that manifest themselves in the process of education (contradictions between personality's possibilities and demands

set for it); in execution of activity of a secondary education master in physical culture (contradictions between professional competences and stakeholders' demands; accumulation of new knowledge and inertia of traditional thinking; necessity of high level of scientific creativity, and insufficient social and economic conditions of its assurance) and allows to form new quality of professional training of future secondary education masters in physical culture. We are positive that the described contradictions must be taken into account when designing content of professional training of future secondary education masters in physical culture.

Evaluation of efficiency of quality assurance system for professional training of future secondary education masters in physical culture will be based on the law of transition of quantitative changes to quality ones. We agree with statement by I. D. Nishchak regarding "the law of transition of quantitative changes to quality ones in the system of education envisages constant and systematic improvement of the level of knowledge, which stipulates new leap in person's intellectual development; explains the mechanism of correlation of traditions and innovations in educational process. Innovations replace traditions gradually changing traditional forms and methods of educational process organization, which stipulates, at some stage, appearance of new quality of the state of educational system, and provides more successful mastering of integrated human experience" [5, p. 250].

We are positive that realization of dialectic approach in the process of designing the system of quality assurance for professional training of future secondary education masters in physical culture will be stipulated by the following principles: dynamism, determinism, predictive value, unity of scientific and educational forms of cognition (fig. 1).

Principle of dynamism lies in analysis of quality assurance for professional training as a system that constantly develops and improves.

Principle of determinism defines influence of various factors (conditions) in the educational process on the results. Foreseeing new tendencies and changes in professional training and their reflection the content of vocational training of future masters characterize predictive value principle. Principle of unity of scientific and educational forms of cognition lies in analysis of scientific and educational cognition as a single link in cognitive process.

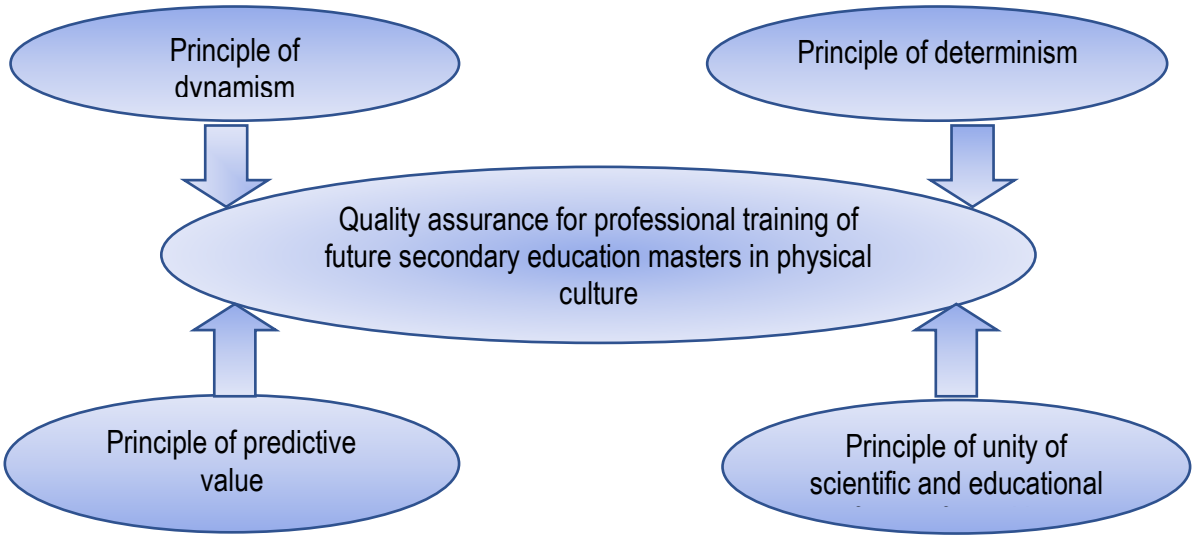


Fig. 1. Principles that are stipulated by dialectic approach

Thus, dialectic approach in research of the process of quality assurance for professional training of future secondary education masters in physical culture will provide formation of masters' systematic and creative thinking via implementation of new cognitive areas, fundamentalization of knowledge under conditions of their problematic, evolution and cyclic organization, and inter-disciplinary integration.

Existential approach stipulates intensification of education individualization, interest to personal experience, state of health, and emotions of each individual that studies.

As noted by M. M. Vasylenko, primary idea behind existential approach is distinguishing formation of a person that can optimally live its life, using personal potential and realizing itself in socially-valuable activity [4, p, 231]. We are positive that professional activity of secondary education masters in physical culture is socially important.

Analysis of psychological and pedagogical references shows that researchers distinguish the following basic principles of existential pedagogy:

- the principle of person's self-development stimulation as a primary demand that envisages formation of motives of self-education. The most important prerequisites of realization of this principle is self-cognition, reflection, life events planning;
- the principle of moral self-regulation that envisages pedagogical assistance to students in executing moral expertise of events on the basis of formed norms and behavior;
- the principle of overcoming psychological barriers that manifest themselves as external and internal obstacles, which create resistance via manifestation of subject's life, its activity;

- the principle of situation actualization envisages that each event should contain situational dominant that actualizes person's inner state, defines within its content what is important for it, and what is expressed in its emotional evaluation;
- the principle of social hardening envisages engaging students in situation that demand willpower efforts for overcoming society's negative impact, mastering certain means of its overcoming, person's adequate individual peculiarities, formation of social immunity system, stress resistance, reflection position.

Thus, existential approach in quality assurance for professional training of future secondary education masters in physical culture envisages creation of conditions for formation of masters' moral choice and responsibility for it, as a result of which masters' need for self-analysis arises, personal qualities form, and their individuality develops. Individuality is provided with ability to take an independent position regarding circumstances; formation of artistic values priority as basic means of their realization – labor. Labor is not understood as human activity, but as meaningful and creatively-elaborated contribution to life of the society.

Conclusions. Philosophical level of methodology of quality assurance for professional training of future secondary education masters in physical culture has been characterized. It has been revealed that application of dialectic and existential approaches to quality assurance for professional training of future secondary education masters in physical culture provides formation of masters' systematic and creative thinking via implementation of new cognitive areas, knowledge fundamentalization under conditions of their problematic, evolution and cyclic organization and inter-disciplinary integration, which will result in promotion of advanced development of a future professional's personality.

Perspectives for further scientific research lie in formation of general scientific and specifically scientific levels of methodology of quality assurance for professional training of future secondary education masters in physical culture.

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THE METHODOLOGICAL APPROACHES TO THE PROFESSIONAL TRAINING OF FUTURE TEACHERS OF THE PHYSICAL EDUCATION FOR THE PHYSICAL- HEALING WORK AT HIGH SCHOOL

The article is devoted to the research of the new methodological approaches to the professional training of future teachers of Physical education for the physical-healing work at high school. The dynamics of modern social-economical transformations exacerbates the problem of saving and strengthening of the country's population, increasing the role of the Physical education in the life of each personality. It is well known that the using of the various types of the physical-healing activity provides such aspects as: the prevention of diseases, increasing of the efficiency increasing of the life expectancy, organization of the complete leisure activity, efficiency of fighting with harmful, bad habits (addictions). It also creates the conditions for the revealing and cognition of own opportunities, abilities and provides the optimal volumes of the motor activity. These factors predetermine the necessity of the professional training of the qualified teachers of Physical education, capable of the continuous professional training throughout their life. These teachers will be able to adjust to the new (rapidly changing) conditions of the pedagogical work. These teachers will be ready for the creative search and for the professional self-development.

The conditions of the renovation of the pedagogical education include the continuity of the general-cultural and