

# The Role of Professional-Applied Physical Education in the Formation of Competences of Future Teacher

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**Abstract**—Physical education has contained rich and positive educational function as one important method to mold and cultivate talents. Viewed from the professional and non-substitutive angle, the most essential competencies are knowledge and skills in physical education. This paper studies the formation of professional competencies of future teacher by means of applied physical education. It focuses on the forms and methods of resistance to adverse conditions of professional activity of a teacher by means of physical education. Finally, the paper comes to the conclusion that attitude of students to the discipline of "Physical Education" is a mandatory for pedagogical specialties.

**Keywords**—pedagogical activity, competences of the future teacher, professional-applied physical education

## I. INTRODUCTION

Modern approach to activity teacher educational institutions is evaluated possession professional competence, between those important values in pedagogical activity remains salubrity, high culture, honored authority teacher. According to the OKVED Code 85.13, one from main aims modern education in Russia directed on formation and formation moral belief, aesthetic taste and healthy image life, high culture interpersonal and inter-ethnic communication, mastering basics sciences, official language (Russian Federation), skills, mental and physical labour [3]. According to the latest version of the Federal Public Standards, subject-based physical education courses are offered to form Universal Competence (UC-7) - "Ability to support appropriate levels of physical preparation to ensure adequate social and professional activities" [5]. This discipline is mandatory not only for future educators, but and for other directions training specialists.

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The purpose of this study is to determine value lessons professionally-applied physical education at formation competence and personal qualities future teacher.

In the hypothesis of quality work, our hypothesis of quantity is advanced.

Hypothesis: What kind of normal education for students and the application of sports culture in regular classes will help to maintain the appropriate level of sports preparation and ensure adequate social and professional activities?

The main occupational hazards of teaching activities can be attributed to insufficient motivation, decreased motor function, noise, infection and neurotic mental fluctuations [2]. The reasons for harmful conditions pedagogical activity can be: holding lessons in indoors; monotonous daily working pose at teacher standing or sitting; usually, stressful workday. As M. Kolokoltsev embodied in their work "Physical culture: guidelines for the implementation of independent work", physical culture as training discipline in system education is designed to form harmonious personality, capable directional use variety of means physical culture and sports for conservation and strengthening health, mind-body training and self-preparation in various types activity, in volume number and professional [1].

## II. METHODS AND ORGANIZATION RESEARCH

In the course research, we questioned respondents in order to determine the value lessons of applying physical culture, and forming professional competence and personal quality future teacher (in all 106 respondents). Questions were conducted at the base of North-Eastern Federal University named after M.K. Ammosov, where students participated in pedagogical directions.

From the content, the questionnaire survey reflected the definition of the questions, as far as the evaluation of the

significance of future teachers' physical education teaching. It is necessary for teacher to productive and professional activity, which is also conducive to the professionally-applied physical culture and sports. It should be noted that in the North-Eastern Federal University teachers are trained in several divisions [4], which can be divided into:

1. Humanitarian. Its theoretical basis is the social function of distance education, humanitarian education, life-long and over-all education humanism learning and teaching;

2. Natural and scientific. The traditional educational ideology stresses the teaching of natural science but neglects the humanity and quality education. Therefore, there are still many shortcomings in traditional educational practice;

3. Technical, but the physical education lesson is conducted by the department of physical education. Technical Education is an important kind of practical education which is developing fast.

The task of our goal is to study the general and special orientation of physical education. We think that the special part of the competence in physical education is given insufficient attention.

Applied physical education is aimed at developing the future professional competence of a specialist in a specific professional field. All this can be achieved in the framework of the subject "Physical Education". The curriculum should include the topics of professional-applied physical education, taking into account the specifics of the profession, which will contribute to the effective formation of other professional competencies. In further studies, we plan to concretize the content of physical education for specific professions.

III. RESULTS AND DISCUSSIONS

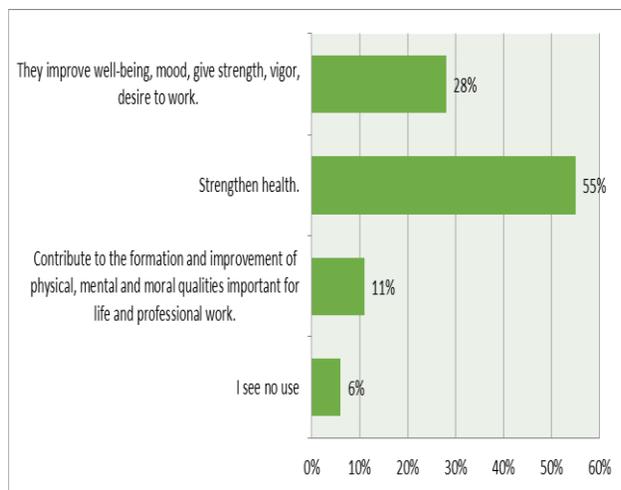


Fig. 1. Answers on question: what favor from lessons professionally-applied physical education and sports you see for itself?

The results of the analysis presented in Figure 1 show that 55% of the 55% of the respondents consider that classes of professionally-applied physical culture and sports can strengthen their health; 28% of the respondents consider that classes of professionally-applied physical culture and sports can improve health, mood, gives force, vivacity, desire work; and 11% think it is the physical, psychological and moral qualities that promote formation and improvement of life and professional work; but 6% of future educators think the lessons of professionally-applied physical education and sports are useless.

The research on the results reveals how many teachers will engage in physical exercise and sports in the future. 24% of the students are engaged in sports activities, 27% are engaged in recreational physical education, 15% are engaged in individual forms of production physical exercise, and 34% of the respondents are not engaged in any sports activities.

In response to the question: is it necessary for students majoring in special psychophysiological and psychophysical preparation? 61% of the respondents said they needed to attend classes, 31% were at a loss, but 8% of the students thought it was unnecessary.

In response to the question: what professional qualities do teachers need to engage in productive professional activities? The analytical answers shown in Figure 2 that the important professional qualities required by future teachers are related to willpower qualities - 58% to focus, discipline, initiative, independence, endurance and self-control; so same 58% - high total mental endurance and endurance speech motor apparatus, static endurance muscles back and 56% emotional stability.

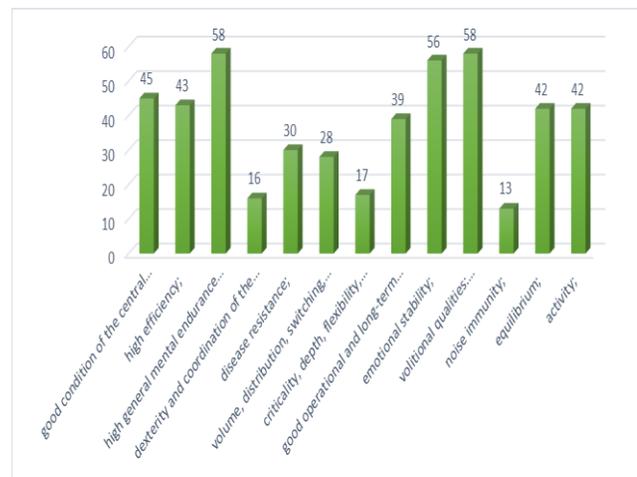


Fig. 2. Answers on question: what professional qualities do teachers need to engage in productive professional activities?

IV. CONCLUSION

Through the analysis of the above results, we can draw the following conclusions:

1. Physical education as a discipline remains important component in preparation for future educators. The research and reform of the physical education approach are the main part of physical education reform.

2. Professionally-applied physical education can improve professional activities with emotional background: professionally-applied physical culture and sport strengthen health; improve health, mood, strength, vivacity, desire for work; contribute to form and improve the important physical, psychological and moral qualities for life and professional work.

3. For the development professional competence, 61% of the respondents consider that physical preparation for professional applications would help them in their future professional activities. The educators' professional values play a critical role in what kind of educator they want to be, what kind of life they desire to live and what kind method they want to adopt in conducting their professional activities.

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