

Formation of Professional and Pedagogical Sustainability of Future Bachelor Students of Physical Education in the Process of Health-Saving Activities

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Abstract: The purpose of this study is to analyze the concept of “health-saving activity of bachelor students of physical education,” as well as to justify the system of pedagogical tools aimed at improving the effectiveness of health-saving activity of bachelors of physical education as a factor in the formation of their professional and pedagogical stability. The study was conducted using a complex of methods, both theoretical (analysis, deductive and inductive methods, generalization) and empirical (observation, pedagogical experiment, testing, questionnaire). Signs of health-saving activity in bachelor students of physical culture and priority directions of pedagogical influence were recorded and analyzed by in the research.

1. Introduction

Today, the problem of the formation of professional competence in the field of health-saving activities of physical education personnel is one of the most important. The solution to this problem is aimed at meeting the needs of society and education, since in modern conditions it is necessary to have a person who is flexible (adaptable) to changing social and working conditions, to successfully solve complex life and professional tasks in an extreme environment without negative impact on well-being and employee performance. The task of forming professional-pedagogical stability among students is one of the priority tasks for the professional training of bachelors of physical education in the field of health-saving activities. As a result of the development of the content and structure of professional-pedagogical stability, the following components are distinguished among bachelors of physical education as professional significant personal quality: motivational-value, cognitive, effective-practical, reflective-regulatory, among which the effective-practical component is most closely related to health-saving activities in a substantive and procedural respect [6].

According to the research conducted by S. N. Batsunov, E. G. Tsapova and others [1, p. 182], for the effective practical solution of the problem of improving the health of students and teachers, it is necessary to create special research and educational centers, centers for the study of human health and the Department of Health Culture, providing wide opportunities for the application of health and health-saving technologies in universities. To solve the problem of health-savings at the university, the author considers such means as: 1) the rational organization of educational activities at the university; 2) the use of educational and methodological resources, namely, methodological recommendations for teachers on the introduction of health-saving technologies in the educational process; educational materials for students, health passports and student health diary; 3) the use of technological resources, namely the development and implementation of the computer program “Assessment of physical development and the level of human health”; 4) the development of differentiated methods of fitness classes for different groups of student’s health; 5) the

diagnosis of physical and mental health, the organization of control over the dynamics of physical development and the health status of students; 6) the involvement of students in mass sports and health activities; 7) the formation of motivation for healthy lifestyles among students by organizing meetings with outstanding athletes, organizing sports exhibitions at the university, showing sports videos on television, covering the sports success of students and student teams of the university in the media [1, p. 181-182]. The purpose of this study is to justify the feasibility of a system of pedagogical tools aimed at improving the efficiency of health-saving activities of bachelors of physical education and ensuring the formation of their professional and pedagogical stability.

2. Materials and Methods

The analysis of the content and structure of health-saving activities among bachelors of physical education and the justification of the system of pedagogical tools to increase its effectiveness are carried out using complex theoretical (analysis, inductive and deductive methods, generalization) and empirical (observation, pedagogical experiment, methods of oral and written survey) methods. Theoretical methods make it possible to identify the degree of development of the problem in pedagogical science. Empirical methods make it possible to establish the level of motivation of students to achieve the goal, as well as the degree of their independence and activity in the direction of maintaining and strengthening health.

3. Results

In order to understand health-saving activities, we rely on the research of N. N. Malyarchuk [2], T. F. Orekhova [3], N. V. Tretiakov and V. A. Fedorov [4], which define it as the activity of a teacher aimed at preserving and strengthening both his health and the health of his students. With this approach, increasing the value attitude both to one's health and to the health of others, among teachers and students, is the result of health-saving activities, due to regular changes occurring in their intellectual and emotional areas of personality. In our study, as indicators of the level of health-saving activity of future bachelors of physical education, first, the degree of their possession of ways to maintain and promote health. Second, we focus on activities in the process of independent physical education and sports. Third, the quality of practical skills in physical self-improvement should be taken into consideration. Fourth, the focus is on the ability to work in a team, together, at a high level of performance and responsibility. Fifth, the quality of self-government as an integral, professionally significant personal characteristic of a teacher is also considered. Achievement of this result is a consequence of transformations of moral, interpersonal-social, effective-practical, emotional-volitional and existential-being spheres of the personality which occurs under the influence, on the one hand, awareness by students of valuable importance of physical culture for own health and for health of associates, and on the other hand, mastering skills of preservation and strengthening of the health.

We consider the health-saving activity of bachelors of physical education as one of the indicators of the effective practical component of professional and pedagogical stability and is characterized by the following features: 1) students regularly lead a healthy lifestyle, systematically conduct physical education and sports activities for at least 6-8 hours per week; 2) they quite effectively organize their free time; 3) they independently compose a complex of morning hygienic gymnastics, a rational diet; 4) they conduct training sessions with self-control in the process of training-sports activities; 5) they perform exercises for psychoregulation of the emotional state; 6) they organize physical culture and sports activities from setting goals to choosing paths, forms, methods, means and evaluating results; 7) students in the process of physical education and sports training quite well master the best practices of the organization of motor activity, which naturally leads to quite high personal achievements in terms of their physical fitness.

The following directions of pedagogical influence on future bachelor's in physical culture act as priority: 1) psychologically comfortable physical and sports activities; 2) appeals to the humanistic meaning of pedagogical activity, that is, the realization that the willingness of the younger generation to a healthy life and activity depends to some extent on their effective pedagogical activity; 3) activation of reflexive processes during the analysis of problem situations; 4) the selection of individual projects of physical self-improvement and personal self-development.

The results of the selected directions of pedagogical influence on students are: publications of scientific articles [5; 6], development of teaching manuals [9], methodological recommendations, introduction of

student health passport and personal growth diary into the physical education process, automated program for electronic computers “Assessment of physical development and state of health of students” using the methodology of G. L. Apanasenko and R. G. Naumenko [7; 8], which together are aimed at formation of vocational and pedagogical stability in future bachelor of physical culture.

As the main proof of the reliability of results of our research, we define dynamics of formation at future bachelor’s in physical culture of professional and pedagogical stability. In our study, the practice-oriented activity of students acts as criteria for assessing the level of formation of the effective practical component of professional and pedagogical stability, which is manifested in such indicators as: the compliance by students with the rules of a healthy lifestyle, the quality of independent activities of physical education and sports, fullness pedagogical skills, the ability to interact with participants in education.

In our study, the level of a healthy lifestyle and the quality of independent activities of physical education and sports are measured using such authorial developments as “Health Passport,” “Personal Growth Diary,” as well as the J. Rotter’s questionnaire (adapted by E. F. Bazhin, S. A. Golyunkina, A. M. Etkind) to identify the level of subjective control.

The student’s health passport allows to monitor the dynamics of formation and development of health of students, to assess the degree of impact of sports activities on the state of the body, to adjust the physical load in a timely manner, to identify potential opportunities in achieving the best results, which creates real prerequisites for formation of motivation in students for systematic (at least 6-8 hours per week) physical education and sports. Students regularly fill out of the health passport with new data on the results of testing their condition at the beginning, in the middle, and at the end of each academic year. Comparing these data with the standard allows us to maintain and strengthen students’ health, increase their control from the inside, which as a result, leads to the development of a meaningful and responsible attitude to physical education, sports, and professional-pedagogical activity.

The health passport is issued to first-year students and is filled out by them regularly. At the beginning of the semester, first-year students listen to instruction on filling out a health passport, receive their health passport for signature from a physical education teacher. In the future, the passport is kept by the student. The signature of the teacher confirms all data entered in the health passport. The health passport allows students to gain experience in assessing their physical condition and identify their potential in achieving the best results. The regular filling out of a health passport gradually leads to the development of a duty into an obligation, which becomes the basis of the students’ steady need to objectively evaluate the results of their physical education and sports activities with a view to their further correction; desire to improve their skills in the field of mastery of the technique of directed change of results.

The personal growth diary allows students to track the development of the ability to observe themselves, monitor and evaluate their condition, analyze the results obtained, plan and design independent physical education classes in the short and long term. A personal growth diary is a tool for organizing personal experience of physical culture and sports activities for future bachelor’s in physical education. It is a collection of their personal records, which are kept regularly and are accompanied by an indication of the date of independent training sessions. Each student of the experimental group gradually fills out his diary throughout the entire period of study. Initially, indicators from the health passport and data recorded by an automated computer program are recorded in the physical development data table (a detailed description of this is presented later). Based on these data, the student defines short-term and long-term goals in training and nutrition. For short-term purposes, the student compiles a schedule of training sessions for a week, indicating the orientation of the training; provides statistics for the day with a detailed description of the used means of physical education in training sessions of aerobic and/or power orientation. For long-term purposes, the student draws up a training plan for eight weeks, indicating the number of training sessions per week and the types of physical exercises.

The strength training program describes the name of physical exercises, sets, and reps. The aerobic training program describes the name of exercises, time, intensity, heart rate before and after training, energy consumption (if possible). Planning training sessions in the long and short term, regular monitoring of the physical condition, and its changes under the influence of physical exercises and sports allow students to evaluate the effectiveness of the applied means and methods of exercises, predict personal achievements, track the dynamics of results. Keeping a diary of personal growth teach students to constantly monitor their

physical and psychological state with the fixation of its dynamics, which is one of the conditions for maintaining professional and pedagogical stability of bachelors of physical culture. All this, ultimately, leads to the development of future bachelors of physical education of a conscious and responsible attitude to physical education, sports, and professional-pedagogical activity, and, as a result, to increase the level of their professional-pedagogical stability.

The automated computer program "Assessment of the physical development and health status of students," developed by our team, is a software product, the use of which provides the collection of anthropometric, hemodynamic and psychometric data about the body. It also reduces the time of their processing. More than that, the program allows us to objectively assess the level of physical development of students and health status. The results of data collection and processing are presented in the form of a student survey protocol. The protocol assesses the parameters of physical development and the health status of students in comparison with the average norm. This allows us to individualize the process of physical education, evaluate its health-improving effectiveness, and also draw up plans for educational and independent physical education based on the data obtained.

The presented analysis of the complex of selected diagnostic methods and the correlation of the assessment of the data obtained by these methods with the criteria and indicators of the formation of future bachelor's in physical education of professional and pedagogical stability, allow us to conclude that their use provides a reliable assessment of the results of our study.

4. Discussion

In our opinion, the presented developments are aimed, first of all, at the formation of future bachelors of physical education oriented toward maintaining and strengthening their health; second, to stimulate their activity in compliance with the rules of a healthy lifestyle; third, to improve the quality of remote management of independent physical education and sports; fourth, to develop their ability to manage their behavior and the skills of self-observation, self-control, self-regulation, self-control, self-organization, which is a factor in improving their qualifications and quality of labor resources and provides the ability to maintain professional and pedagogical stability in different situations of professional-pedagogical activity.

5. Conclusion

The theoretical significance of our study is to determine the priority areas of pedagogical impact on their educational activities that determine the professional and pedagogical stability of bachelor's in physical education. This is especially relevant when disclosing the content of the concept of "health-saving activity of future bachelor's in physical education" and substantiating the correlation relationship between health-saving activity and professional and pedagogical stability of future bachelor's in physical education. As part of the experimental work carried out in the study, it is proved that the use of the system of pedagogical developments in the process of training future bachelor's in physical education is one of the important factors in the formation of their professional and pedagogical stability. Based on the results of the study, approaches to the formation of the main components of professional and pedagogical stability were proposed, which complement the existing theoretical concepts and methodological developments.

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