

LANGUAGE, CULTURE, COMMUNICATION**CONCEPTUAL MODEL OF TRAINING BACHELORS
OF PHYSICAL CULTURE AND SPORTS FOR COACHING ACTIVITIES
IN GAME SPORTS WITH PRESCHOOL CHILDREN****Ihor Bohdanovskiy**

Senior Lecturer at the Department of Physical Therapy, Occupational Therapy,
Institute of Healthcare of the National University
of Water and Environmental Engineering, Ukraine
e-mail: bohdanovskyi.iv@gmail.com, orcid.org/0009-0008-4325-5413

Summary

The article analyzes the current state of research on the problem of training bachelors of physical culture and sports for coaching activities in game sports with children of preschool age, which confirmed the relevance and expediency of the chosen problem, its insufficient theoretical development in pedagogical theory and practice. The following structural components of the training bachelors of physical culture and sports for coaching activity in game sports with preschool children are defined and characterized: motivational-value, informational-communicative, organizational-facilitating, reflective-creative. A conceptual model has been developed, which provides for an integral continuous process of training bachelors of physical culture and sports for coaching activities in game sports with children of preschool age. The model covers four interconnected blocks: the target one, which reflects the social order of society, the goal, the task of training bachelors of physical culture and sports for coaching activities in game sports with preschool children and its components; the methodological block of the model is built according to the principles and requirements for training bachelors of physical culture and sports for coaching activities with preschool children. This block is based on methodological approaches (system, activity, competence, person-oriented, environmental, synergistic, simulation-game) and principles (the principle of integrity, the principle of structuring, the principle of conscious creative activity, the principle of professional orientation, the principle of individual self-worth, the principle of relying on subjective experience of students, the principle of partnership, the principle of complex interaction, the principle of freedom of choice, the principle of novelty); of content containing the principles, organizational and pedagogical conditions of training bachelors of physical culture and sports for coaching activity with preschool children, forms and methods used in this process; the resultant block contains components (motivational-value, informational-communicative, organizational-facilitating, reflective-creative), criteria (motivational, cognitive, activity, analytical), levels (high, sufficient, low) of training of bachelors of physical culture and sports motivation for coaching activities with preschool children. It was found that the training of bachelors of physical culture and sports for coaching activity with preschool children becomes effective thanks to the implementation of the following organizational and pedagogical conditions: promotion of the formation of bachelors of physical culture and sports motivation for coaching activities of teaching sports games of preschool children;

actualization of interdisciplinary integration and its scientific and methodological support in the process of training bachelors of physical culture and sports for coaching activities in teaching sports games of preschool children; provision of practice-oriented training of bachelors of physical culture and sports for coaching activities in teaching sports games of preschool children through the involvement of stakeholders in the educational process, the interrelationship of competence, system and personal-activity approaches.

Key words: conceptual model, bachelors of physical culture and sports, coaching activity, sports games, children of preschool age.

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1. Introduction

The priority tasks of the state policy are the comprehensive development of the personality, strengthening of health and the formation of a healthy lifestyle, ensuring optimal motor activity of a person, involving children and youth in physical education and sports.

The analysis of foreign literary sources and world and domestic practice show that modern team sports games are characterized by a general tendency towards earlier specialization of children – the beginning of sports games from 9–11 to 5–6 years old. As practice shows, trainers conduct educational and training sessions with children from 4 and even from 3 years old, but in most cases, they do not have enough knowledge of age characteristics and the methodology of the training process with children of this age. Coaches of sports games, as a rule, mechanically apply training methods from an older contingent, which leads to physical overload, mental exhaustion of children and the end of sports at an early age. In our opinion, at this stage of training, trainers should first of all be teachers-trainers, educators, psychologists, a friend, a child's assistant. This is especially true for sports games.

As evidenced by the results of the analysis of scientific research on selected issues, the issue of training bachelors of physical culture and sports of the educational and professional program “physical education” for coaching activities in game sports (volleyball, basketball, handball, football) with children of preschool age remains insufficiently developed in terms of the needs of the new educational paradigm and innovative requests of society.

This leads to the need for scientific substantiation, development and experimental verification of systematic professional and pedagogical training of future teachers-trainers for coaching activity in sports games in working with preschool children. Exactly the institutions of higher education that are fully capable of ensuring a high level of training of the teacher-coach for the implementation of many of his functions in various spheres of human activity, in particular, for coaching activities in sports games in working with children of preschool age.

Updating the content of education, for its part, involves the orientation of training programs to a competence approach, which is considered by scientists as one of the important conceptual principles that determines the methodology of updating the content of education, contributes to overcoming the traditional cognitive orientations of professional education, encourages updating its content, methods and technologies, which are transformed in the competence of future teachers-coaches for coaching activities in sports games in working with preschool children.

There is a contradiction between the increased demands of society for the personality of a teacher-coach of sports games, capable of performing effective pedagogical activities with

preschool children, and insufficient attention to the study of these issues in the system of professional education.

The purpose of the article is to define and justify the conceptual model of training future teachers-coaches for coaching activity in sports games in working with preschool children.

2. Analysis of recent research and publications

This problem is one of the most relevant in many fields of science, which is covered in research and publications by both foreign and domestic scientists.

Studies of professional training of future bachelors of physical education and sports were carried out by (Konokh, 2018: 16), (Pasichnyk, 2022: 80), (Hamidovna 2022: 123) and others.

Considerable experience of training athletes in sports games is represented in studies (Lysenchuk, 2020: 41) (Shykyrynska, 2022: 710) (Bohdanovskyi, 2017: 110) and others, but this problem continues to be insufficiently researched. This leads to the need for training in institutions of higher education of future teachers-coaches for coaching activities in sports games in working with preschool children. Exactly the physical education institutions of higher education in the specialty 017 “Physical culture and sport” of the educational program “physical education” are fully capable of ensuring a high level of training of teachers-trainers for coaching activities in sports games in working with children of preschool age.

Updating the content of education, for its part, involves the orientation of training programs to a competency approach, which is considered by scientists as one of the important conceptual principles that determines the methodology of updating the content of education, contributes to overcoming the traditional cognitive orientations of professional education, encourages updating its content, methods and technologies, which are transformed into the competence of a bachelor of physical culture and sports.

In view of the above, it should be noted that the priority task of higher education institutions is to improve the content of education and the organization of the process of training teachers-trainers for further coaching activities in sports games in working with preschool children, creating conditions for the development of their pedagogical skills. Each institution of higher education, creating optimal models of theoretical and practical training of a bachelor of physical culture and sports, should pay attention to: reviewing the content of educational disciplines in order to direct their topics to the formation of the necessary professional skills, creative thinking in future teachers-trainers for further coaching activities in sports games in work with preschool children; creation of a fundamentally new methodical support that will contribute to revealing the creative potential of students; the possibility of introducing various types of educational activities into the educational process.

When building a model of training bachelors of physical culture and sports for coaching activities in game sports with children of preschool age, one should not forget about the continuous development and constant improvement of social processes in society, which are reflected in the requirements for the professional training of a specialist. That is why such a model should focus on both traditional methods of pedagogy and modern pedagogical innovations. Within the scope of our research, a modern innovation in the process of training bachelors of physical culture and sports is the creation of a model of formation of professional competence in them for coaching activities in game sports with children of preschool age. This process is a necessary component of the research, the implementation of which is aimed at the implementation by institutions of higher education of an important social order – the training of a bachelor of

physical culture and sports who is able to professionally organize coaching activities in game sports with children of preschool age in educational institutions, the result of which is the development of abilities students, preventive work on their involvement in a healthy lifestyle, support of psycho-emotional state and motor activity.

Analyzing and summarizing the results of modern scientific research, we developed a conceptual model (that is, a model that is presented by a set of concepts and connections between them that determine the semantic structure of the simulated object, process) of training a bachelor of physical culture and sports for coaching activities in games sports with children of preschool age as a system of interrelated, mutually conditioned integral elements, united by a common goal and aimed at the result – professional competence in a certain type of activity. The basis for the construction of the conceptual model was a social order for the preparation of bachelors of physical education and sports for coaching activities in game sports with children of preschool age, and the leading idea was determined that such training should have an end-to-end character, take place throughout the entire period of study and combine theoretical and practical training, as well as extracurricular activities of students.

The conceptual model developed by us for the training of bachelors of physical culture and sports for coaching activities in game sports with children of preschool age is a single system consisting, according to the classical structure of activity, of four main blocks – target, methodological, content and effective, the structural elements of which perform their own functions and are in close relationship with each other.

The basis for the construction of the conceptual model is determined by the social order for teachers-coaches capable of coaching activity in game sports with children of preschool age.

3. Structural elements of the conceptual model

The main structural elements of the developed conceptual model are the components of the training of bachelors of physical culture and sports, the goal, tasks, principles, organizational and pedagogical conditions, methods and forms that ensure the training of teachers-trainers, as well as criteria and indicators by which the result is evaluated – the formed readiness bachelors of physical culture and sports to coaching activities in game sports with children of preschool age.

The content of the target block reflects the social order of society, the goal, the task of training bachelors of physical culture and sports for coaching activities in game sports with children of preschool age and its components; the methodological block of the model is built according to the principles and requirements for training bachelors of physical culture and sports for coaching activities with preschool children. This block is based on methodological approaches (system, activity, competence, person-oriented, environmental, synergistic, simulation-game) and principles (the principle of integrity, the principle of structuring, the principle of conscious creative activity, the principle of professional orientation, the principle of individual self-worth, the principle of relying on subjective experience of students, the principle of partnership, the principle of complex interaction, the principle of freedom of choice, the principle of novelty); of content, containing the principles, organizational and pedagogical conditions of training bachelors of physical culture and sports for coaching activity with preschool children, forms and methods used in this process; the resulting block contains components (motivational-value, informational-communicative, organizational-facilitating, reflective-creative).

4. Organizational and pedagogical conditions

The specificity of training bachelors of physical culture and sports for coaching activities with preschool children becomes effective under the following organizational and pedagogical conditions:

- promotion of the formation of motivation among bachelors of physical culture and sports for coaching activities in teaching sports games of preschool children;
- actualization of interdisciplinary integration and its scientific and methodological support in the process of training bachelors of physical culture and sports for coaching activities in teaching sports games of preschool children;
- provision of practice-oriented training of bachelors of physical culture and sports for coaching activities in teaching sports games of preschool children through the involvement of stakeholders in the educational process.

The implementation of the specified conditions takes place in the process of assimilation by bachelors of the content of the following educational components, which are components of the Educational Program “Physical education” of the specialty 017 “Physical culture and sport”:

- normative disciplines: “Theory and methods of physical education and sports”, “Introduction to the specialty”, “Biomechanics”, “Sports games with teaching methods”, “Basketball with teaching methods”, “Volleyball with teaching methods”, “Handball with teaching methods”, “Football with teaching methods”, “Educational practice”, “Production practice”;
- disciplines of choosing an educational institution: “Organization of mass physical culture and sports”, “Sports and pedagogical improvement”, “Psychological and pedagogical foundations of physical education”, “Physical methods of different population groups”, “Industrial practice (by specialty)”, special course “Theory and methods of teaching sports games for preschool children”;
- disciplines of the student’s free choice: “Pedagogical research and control in physical education”, “Animation in physical culture”, “Injury prevention in physical education”, “Organization of leisure time of different population groups”.

In addition, according to the defined organizational and pedagogical conditions, the participation of students of higher education in scientific and research (international, all-Ukrainian, inter-university conferences, projects) activities and competitions is of great importance.

Forms of student organization are: individual independent work, classroom (lecture, practical, and laboratory) and extracurricular (research, project) work, educational, pedagogical, production practices, educational and training preparation, competitions.

Teaching methods: interactive lectures, binary lectures, counseling, master classes, coaching exercises, analysis of pedagogical situations, discussions, etc.

The resulting block contains components (motivational-value, informational-communicative, organizational-facilitating, reflective-creative), criteria (motivational, cognitive, activity, analytical), levels (high, sufficient, low) of training of bachelors of physical culture and sports motivation for coaching activities with preschool children.

We assess the level of readiness of bachelors of physical culture and sports for coaching activities with preschool children using the following criteria and indicators:

- motivational (desire to engage in teaching activities, expressed interest in coaching activities with preschool children, the need to form preschoolers a positive attitude to physical activity, a healthy lifestyle);
- cognitive (completeness of knowledge regarding the specifics of organizing coaching activities with preschool children, strength of knowledge regarding the specifics of organizing

coaching activities with preschool children, awareness of knowledge regarding the specifics of organizing coaching activities with preschool children);

– activity (the presence of organizational skills in coaching activities with preschool children, the ability to apply various pedagogical technologies in coaching activities, the ability to organize coaching activities taking into account the individual and typological characteristics of preschoolers);

– analytical (the ability to monitor and evaluate one's own coaching activity, the ability to regulate one's behavior during coaching activity, the ability to analyze the results of one's own coaching activity).

Characteristics of criteria and indicators are the basis of separate levels of preparation of future bachelors of physical culture and sports for coaching activities with preschool children.

5. Conclusions

The author's conceptual model presented in this article provides a holistic continuous process of training bachelors of physical culture and sports for coaching activities with preschool children, which includes four interrelated blocks: the target one, which covers the social order and the purpose of the study; methodological, which contains a list of methodological approaches and principles on which the training of bachelors of physical culture and sports for teaching sports games of preschoolers is based; content – organizational and pedagogical conditions (promoting the formation of bachelors' motivation for coaching activity in teaching preschool children sports games; actualization of interdisciplinary integration and its scientific and methodological support in the process of training bachelors of physical culture and sports for coaching activity in teaching sports games of preschool children; provision of practice-oriented training of bachelors of physical culture and sports for coaching activities in teaching sports games of preschool children through the involvement of stakeholders in the educational process), as well as forms of organization of students, training methods; effective (components, criteria and levels of readiness of bachelors of physical culture and sports for coaching activities with preschool children).

It is proven that the implementation of the developed model will guarantee the high-quality training of bachelors of physical culture and sports for coaching activities with preschool children due to the completeness of the content of the organized process and all its structural elements.

Approaches to the substantive filling of the professional block of disciplines need further updating in accordance with the changes in the scope of their study, provided for by the correction of state standards in accordance with the requirements of the new Law of Ukraine "On Higher Education" and the introduction of new information technologies in the professional training of bachelors of physical culture and sports.

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