



# Designing a program for forming professional-values orientations in future bachelors of adaptive physical culture

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## Abstract

**Objective of the study** was to determine the priority of key organizational and methodological provisions for designing a Program for the formation of professional and value orientations among future bachelors of adaptive physical education (in the process of learning a foreign language).

**Methods and structure of the study.** The methodology is based on axiological, personal-activity and professionally-oriented approaches to training students in the direction 49.03.02 «Physical education for persons with health problems (adaptive physical education)». The main research methods are theoretical and methodological analyzes (study and analysis of regulatory documents, innovative teaching experience), diagnostic method (questioning) to study students' attitudes towards their future profession. The experiment was conducted at the Institute of Physical Education, Sports and Life Safety of Yelets State University named after I.A. Bunin in the 2022-2023 academic year. A total of 103 1st year students participated in the experiment.

**Results and conclusions.** The main organizational and methodological provisions of the Program for the formation of professional and value orientations among future bachelors in adaptive physical education: the creation of a psychologically comfortable microclimate in a foreign language lesson for the development of a student as a moral person with clear life guidelines; an axiological approach to the selection of foreign language content, taking into account the principles of humanistic orientation, professional guidance and educational intentions; activation of communicative interaction (teacher-group; student-student) in the classroom through the use of active learning methods (projects) that provide a high degree of dialogue communication as a way of value-semantic interaction among students; application of modern technologies for effective thinking and productive activity; updating reflection and self-reflection of students; activation of their professional position by acquiring their own experience of value-conscious activities.

**Keywords:** *bachelor, adaptive physical education, professional and value orientations, Program, organizational and methodological provisions, foreign language teaching.*

**Introduction.** Important importance in the process of university training of future specialists is given to the formation of professional and value orientations [3, 5]. In the scientific literature, the concept of «value orientation» is defined differently: as «an individuals focus on certain values» [1, p. 112], as an individuals subjective attitude to social values [2], as social values [5]. Their content is based on values that serve as a guide for human behavior. In the process of educational activity, students devel-

op not only cognitive processes, but also the value-semantic, motivational sphere, they form affiliation with a certain professional group, master and internalize its values, and develop a complex of professionally significant qualities. The problem of forming professional and value orientations is presented in various philosophical, sociological, psychological and pedagogical studies. However, despite the extensive theoretical material and in-depth analysis of the problem under consideration, it seems



to us that the issue of developing professional and value orientations among future bachelors in adaptive physical education in foreign language classes has not been sufficiently developed. The discipline «Foreign Language» with its potential educational, educational and developmental resource, which, unfortunately, is often underestimated by students, has great opportunities for the formation of professional value orientations.

**Objective of the study** was to analysis and prioritization of key organizational and methodological provisions for the design of the Program for the formation of professional and value orientations among future bachelors in adaptive physical education in foreign language classes (hereinafter referred to as the Program).

**Methods and structure of the study.** The methodology is based on axiological, personal-activity and professionally-oriented approaches to training students in the direction of 49.03.02 Physical education for persons with health problems (adaptive physical education). The main research methods are theoretical and methodological analyzes (study and analysis of regulatory documents, innovative pedagogical experience), diagnostic method (questioning). The study was conducted at the Institute of Physical Education, Sports and Life Safety of Yelets State University named after I.A. Bunin in the 2022-2023 academic year. A total of 103 1st year students participated in the experiment.

**Results of the study and discussion.** We understand the professional and value orientations of future bachelors in adaptive physical culture as a relatively stable, professionally determined orientation of the individual towards universal human dominants that make sense for the student's future profession, an orientation towards professionally defined models of behavior, ways of achieving them, expressed in the form of personal qualities and competencies that ensure future professional success.

The study and analysis of regulatory documents [4, 6] showed that a bachelors degree graduate must be able to introduce people with certain health conditions to adaptive physical culture. The Federal State Educational Standard requires the bachelor to have both theoretical and physical preparedness, as well as a clear assimilation of production and social norms of behavior, and the presence of business and personal qualities necessary to perform labor functions [6]. The standard dictates the need for the

future bachelor to master the skills to establish pedagogically appropriate relationships with students, parents (legal representatives); organize value-semantic dialogue communication.

At the beginning of the 2022-2023 academic year, we interviewed first-year students of the institute regarding their understanding of the importance of developing professional value orientations and their determination of the importance of business and personal qualities for their successful future professional activities. First-year students were asked to indicate the leading motives for entering a higher educational institution, as well as to choose, in their opinion, the most significant knowledge, abilities, skills and qualities for their future profession. An analysis of the results of a survey of first-year students showed that «awareness of the social significance of this profession» is far from being the most important motive for enrolling them in college. The main motive for choosing a future profession for 43 people was students showed «interest in sports activities», «desire to further improve physical training» (41,7%). The next most important motive for choosing a future profession is «achieving material well-being» (23 people, 22,3%): «working as a coach is prestigious and well paid, especially in large cities». Of no small importance for students was the «convenient location of the university» (in their hometown or nearby in the region) (16,5% 17 people), the relatively small competition among applicants for admission to the university «could not enroll in another direction» (10%). Interest in the profession, formed as a result of acquaintance with representatives of this profession, which served as the reason for entering this field of training, was shown by only 17 respondents (16,5%). 9,5% of respondents chose their profession due to family traditions. Regarding the identification of professionally significant skills and qualities, students most highly rated the importance of the cognitive component of their future profession: high level of education, competence in a wide range of sports problems (72 people 69,9%); desire for constant improvement of professional knowledge (70 people 67,3%), and special physical training (64 people 61,6%). Many students highlighted the ability of self-education (25 people 24,0%). The majority of respondents underestimated the socio-behavioral components of their future profession. Only 25 students identified an emotionally positive attitude towards people. Also, such



characteristics of the model of successful professional behavior of future bachelors as «tolerance», «empathy», «delicacy and tact», «sensitivity» did not find a wide response among the respondents. «Humanity, mercy» was noted by 21 people. (20,4%); social intelligence (the ability to adequately perceive and analyze social situations and other people) was rated low (10 people (9,7%). One fifth of the respondents noted unselfishness, honesty, decency, responsibility, and high morality as important qualities for a future profession. Among the least prioritized were communication skills and teamwork skills (9%).

Taking the data from the survey results of first-year students, we believed that when designing the Program it is important to concentrate on students mastering and understanding in class the values of their future profession; understanding of educational inclusion, development of tolerance, communication abilities and organization of teamwork with a group of people with disabilities. We have developed the following organizational and methodological provisions that form the basis of the Program.

Proposition one: creating a psychologically comfortable microclimate in the classroom for the development of the student as a moral person with clear life principles. The atmosphere in the classroom creates an idea for students about a healthy lifestyle. Switching students to another type of activity (somewhat entertaining) helps restore their physical and spiritual strength.

Proposition two: an axiological approach to the selection of foreign language content, taking into account the principles of humanistic orientation, professional guidance and educational intentions. The selection of language and text materials is aimed at the optimal development in students of qualities relevant to the chosen specialty (demandingness, sensitivity, politeness, tact, friendliness, composure, integrity, energy and humanity). These are videos, dialogues and texts related to the future profession, the new realities of modern life, and the spiritual and humanistic education of students. Of particular importance are materials containing the basics of social prevention and educating students about the unacceptability of antisocial manifestations.

Proposition three: activation of communicative interaction (teacher-group; student-student) in the classroom through the use of the project method,

providing a high degree of dialogue communication, corresponding in form and content to future professional interaction. The ability to work in a team during their development provides interdependent positive qualitative dynamics in the development of value orientations of the student's personality.

Proposition four: the use of modern technologies for effective thinking and productive activity. In the process of studying foreign language content, it is important to develop in students the ability to analyze, reason, compare, generalize, and critically evaluate; willingness to acquire new information. In terms of studying each lexical topic, the teacher needs to create conditions for achieving positive behavioral changes in the individual, which is facilitated by humanistically oriented communicative tasks aimed at solving socially significant problems of society.

Proposition five: acquiring one's own experience in value-based, professionally oriented activities. To achieve this, it is planned to establish coordination of the educational process with inclusive volunteer activities of students. As social partners of Yelets State University named after I.A. Bunin, participating in the implementation of the educational program are the State Budgetary Educational Institution «Special Boarding School of Yelets», the Public Institution «Yelets Social Rehabilitation Center for Minors «Ark», a non-profit organization (Center «We Are Together»). In classes, we practice discussing the results of students volunteer activities as part of the study of lexical topics: My future profession, Famous people, Business communication, etc. Teaching students the skills of reflective analysis leads to positive dynamics in solving specific pedagogical situations. In the classroom, reflection and self-reflection of students is updated, promoting their awareness of their real practical activities, which subsequently ensures the achievement of professional success.

**Conclusions.** The program for the formation of professional and value orientations in foreign language classes in a future bachelor of adaptive physical education can be interpreted as a process of development, self-improvement and self-actualization of the student, aimed at stimulating his increased interest in the profession, correction of his qualitative characteristics, acquisition of new personal qualities and values orientations. The implementation of this Program will ensure increased



competitiveness of the future bachelor in the labor market. Teaching practice shows that the formation of qualities and skills, professional and value orientations can be continued both in the process of studying other disciplines and during educational practice.

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