



# Professional training of students majoring in physical education: the role of the state exam

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## Abstract

**Objective of the study** was to evaluate the preparedness of students in the field of physical education for their future careers, we will conduct a comprehensive assessment during the state examination.

**Methods and structure of the study.** The research work was carried out with the participation of 2024 bachelor's degree graduates of the Transbaikal State University in the field of «Pedagogical Education» in the amount of 43 full-time and part-time students. Using the mechanism of independent assessment of qualifications at open meetings of state examination commissions, the indicators of the theoretical and methodological, project-technological, practical and activity components of readiness for professional activity of graduates were studied.

**Results and conclusions.** The process of developing a teacher's professional preparedness for teaching involves a series of stages, spanning a considerable timeframe. These stages include pre-professional training, obtaining specialized pedagogical education through secondary vocational and higher education institutions, and engaging in actual teaching, during which teachers are required to enhance their skills.

Based on the established methodology for assessing the outcomes of the state examination, the level of preparedness of physical education graduates for professional work is determined. The examination reveals the indicators of theoretical and methodological, design and technological, and practical and activity-based preparedness of physical education graduates. Additionally, differences in the structure of readiness for professional work between full-time and part-time students were identified.

The interdependence between the theoretical and methodological, design and technological, practical and activity, and initial physical fitness indicators (as measured by the entrance tests in physical education) has been identified, and the extent to which these indicators affect the preparedness of physical education graduates for their professional careers has been assessed.

**Keywords:** state examination, professional readiness, components of professional readiness.

**Introduction.** The professional readiness of a teacher as a complex of individual psychological characteristics, properties and qualities of a person, necessary for successful mastery of pedagogical activity, is formed over a long period of time: the prerequisites for professional success are laid long before receiving professional education, are actively formed in the process of training in the specialty and continue to be improved in the course of direct pedagogical work.

A number of researchers [2, 4, 10] believe that the level of training of future teachers and their further professional success depend on the effectiveness of selection at the stage of entrance examinations. Some works are devoted to the formation of components of professional readiness of future physical education

teachers and coaches during their studies at a university [1, 8]. The issues of assessing and improving the professional competence of sports teachers in the process of additional education were studied by L.M. Pevitsina [6], S.I. Mikhailyuk et al. [5]. Scientists and practitioners [3, 7, 9] are deeply interested in the procedure and technologies for assessing the professional readiness of students majoring in pedagogical fields during the final state certification at universities, including through the use of demonstration exam tools. At the same time, no unified approaches to assessing the quality of professional training of future teachers have been developed. Experts call the development and justification of reliable criteria for assessing the professional readiness of graduates during the



state exam one of the urgent tasks of the system for training physical education personnel.

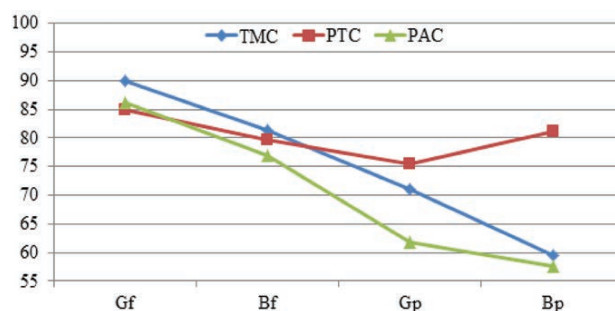
**Objective of the study** was to evaluate the preparedness of students in the field of physical education for their future careers, we will conduct a comprehensive assessment during the state examination.

**Methods and structure of the study.** The main methods of theoretical research were analysis, generalization and systematization of data from scientific and methodological literature. Empirical data were obtained using expert assessment during the state exam, descriptive statistics, and calculation of the Bravais-Pearson correlation coefficient.

The study was organized and conducted with the participation of 43 graduates of the 2024 bachelor's degree program of the Transbaikal State University in the field of «Pedagogical Education», including 23 full-time students (12 girls (Gf) and 11 boys (Bf), average age – 23 years) and 20 part-time students (9 girls (Gp), 11 boys (Bp), average age – 31 years). The state examination (SE) was conducted using the mechanism of independent assessment of qualifications at open meetings of state examination commissions represented by the scientific and pedagogical staff of the university and persons invited from third-party organizations (employers), consisted of three inter-related parts, allowing to assess the theoretical and methodological (TMC), project-technological (PTC), practical-activity components (PAC) of readiness for professional activity of graduates<sup>1</sup>.

**Results of the study and discussion.** The analysis of the results of the state examination showed a fairly high level of readiness for professional activity (RPA) of full-time students who demonstrated professional and pedagogical skills at the benchmark (from 85 to 100 points, «excellent») and standard (from 70 to 84 points, «good») levels. A high level of RPA was demonstrated by 75% of girls and 45,5% of boys, about 9% of graduates demonstrated the threshold level of readiness. The results of the state examination of correspondence graduates were on average at the threshold level (from 55 to 69 points, «satisfactory»). About 45% of correspondence graduates showed a standard level of RPA, no benchmark professional and pedagogical skills were noted. A comparative analysis of the assessed components of the extended day program of graduates majoring in physical education during the state examination allowed us to establish that in the structure of the extended day program of full-time students, the leading place is occupied by

the TMC, in second place for girls – PDC (86,23%), and for boys – PTC (79,7%) components. The third place is occupied by PTC (85%) for girls, and by PAC (77,03%) for boys. The leading place in the structure of the extended day program of part-time students is occupied by PTC. Boys demonstrate higher scores for this component both in % of the maximum possible value and in comparison with girls. The second place is given to the TMC. The practical and activity component occupies the third place (see the figure).



*Indicators of readiness for professional activity of graduates of 2024, percentage of the maximum possible*

Analyzing the results of the correlation between the indicators of theoretical and methodological (TMC), project-technological (PTC), practical-activity (PAC) readiness for professional activity, we established a strong and average statistical relationship (see table).

In the group of full-time students, a strong and average positive correlation was found between the three main components of the RPA, which confirms the fact of the influence of the studied indicators on the level of graduates' readiness for professional activity and indicates the presence of an integrated system for the formation of professional readiness in the course of students' mastering the main educational program in the chosen training profile.

In the group of correspondence students, an average positive correlation was established between the TMC and the PAC for girls; TMC and PTC, TMC and PAC, PTC and PAC for boys. Apparently, the practical component of training, including the skills of developing pedagogical systems and the skills of demonstrating motor training and developmental effects, is of primary importance for correspondence students, and the TMC plays a supporting role in relation to PAC and the PTC.

Analysis of the results of identifying the relationship between the initial indicators of physical fitness (PF) of students obtained during the entrance examinations and the formed components of the RPA indicated the

<sup>1</sup> State Certification Program. Available at: [https://zabgu.ru/ftp/B/44.03.05/44.03.05.16/6\\_GLA/2.Program%20GIA%20\(FGOS%20VO%203++\).pdf](https://zabgu.ru/ftp/B/44.03.05/44.03.05.16/6_GLA/2.Program%20GIA%20(FGOS%20VO%203++).pdf)



The relationship between the indicators of readiness for professional activity of graduates of 2024 ( $p < 0,05$ )

Components of readiness	Gender	Full-time education				Part-time education			
		TMC	PTC	PAC	PF	TMC	PTC	PAC	PF
TMC	G	1	0,70	0,76		1		0,67	
	B	1	0,65	0,65		1	0,63	0,60	
PTC	G		1	0,70			1		
	B		1	0,65			1	0,73	
PAC	G			1				1	
	B			1				1	
PF	G				1			0,74	1
	B				1	0,66		0,70	1

presence of a strong and average correlation with PAC for correspondence students, as well as with the TMC for male correspondence students (see table). In the group of full-time students, this correlation was weakly expressed. The initial level of physical fitness, after all, is an important component of the extended day program in the field of physical culture and sports, acting as a factor in the successful mastering of the main educational program in the conditions of minimizing contact work in the process of correspondence education. It is physical fitness, along with project-technological skills, that serves as the basis for a more successful and high-quality demonstration of professional and pedagogical skills in correspondence students.

**Conclusions.** Thus, when developing readiness for professional activity in full-time physical education students, it is necessary to rely on their success and motivation to master theoretical and methodological knowledge, pay more attention to developing project-technological skills in girls, and gain experience in demonstrating professional and pedagogical skills in boys. In the course of developing readiness for professional activity in correspondence students, it is necessary to strengthen the theoretical and methodological component of training in conjunction with the project-technological component, and, relying on the formed basis of «skills-knowledge», build up the practical and demonstration component, revising the content of practical and methodological disciplines and industrial practice programs.

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