



# Physical education and sports graduate's professional independence diagnostics

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## Abstract

**Objective of the study** was to test the academic physical education and sports graduates' professional independence.

**Methods and structure of the study.** Professional independence may be defined as the individual concentration on the self-reliant professional service quality and efficiency ranked among the most important credentials critical for success in the professional service design, management and perfection domains; with this quality mastered and excelled by students largely in the self-education process so that to make them fully fit for the future professional service.

The graduate's professional independence rating criteria may be listed as follows: sustainable motivations for persistent professional progress by a range of means dominated by self-education; diligence and efficiency in attaining every goal; ability to master best professional service models and tools and implement innovative physical education and sports technologies and practices; successfully cooperate with the relevant public, commercial and non-governmental organizations; design, manage and control teamwork in a capacity of a team leader and decision-maker; analyze the individual and corporate progresses; and revise own professional service when necessary.

Every professional independence element may be scored in points indicative of the self-educational determination and professional competences.

**Results and conclusion.** Modern physical education and sports specialist is expected to demonstrate high knowledge, skills, competences and individual creativity as drivers for continuous professional education, self-improvement and progress, for the physical education and sport specialist being able to effectively contribute to the progress of the physical education and sport service his/ her versatile skills and experience on the professional independence basis, with the professional independence ranked among the most valuable professional qualities.

**Keywords:** *professional independence, competences, self-learning, personality, professional service, diagnostics.*

**Background.** The ongoing reforms in the national physical education and sports sector have prioritized, for the last few years, new progress avenues for the national physical education and sports specialist education system. The key mission of the sector, however, is still to train highly skilled and knowledgeable physical education and sports specialists for sports training service, with their professional independence ranked among the key qualities and competencies for success.

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**Table 1.** Graduates' professional independence elements rated on a 5-point scale

Professional independence groups and elements	Points				
	5	4	3	2	1
<b>1. Professional service</b> 1.2 Professional service analysis with ability to select and implement innovative professional service technologies, models and tools and test their benefits; 1.3 Logical analysis of the best physical education and sport service experiences; 1.4 Own progress analysis with self-control of the studies and professional service as required by the core mission and goals.	.	.	.	.	.
<b>2. Research skills:</b> 2.1 Analyze and summate of own education and professional service in the context of the national and foreign research achievements in physical education and sports and related fields; 2.2 Analyze and apply the best practical professional service experience in own service; 2.3 Set research mission and goals and apply the most efficient methods and tools for success.	.	.	.	.	.
<b>3. Teaching abilities and qualities:</b> 3.1 Facilitate cultural progress of trainees to help them accept the common human values and behavioral standards for social progress in multicultural settings; 3.2 Encourage the trainees in their efforts to form the knowledgebase, skills and practical experiences in the theoretical and practical trainings and competitions; 3.3 Ability to motivate the trainees for education and self-learning	.	.	.	.	.
<b>4. Professional service management skills:</b> 4.1 Professional service planning and management skills; 4.2 Teamwork coordination, control and decision-making skills; 4.3 Efficiency in cooperation with the public, commercial and NG organizations; 4.4 Regulatory/ financial/ reporting documents processing capacity	.	.	.	.	.
<b>5. Other professional service competences and skills ...</b>					
<b>Total score:</b>	.	.	.	.	.

efficiency in attaining every goal; ability to master best professional service models and tools and implement innovative physical education and sports technologies and practices; successfully cooperate with the relevant public, commercial and non-governmental organizations; design, manage and control teamwork in a capacity of a team leader and decision-maker; analyze the individual and corporate progresses; and revise own professional service when necessary.

Every professional independence element may be scored in points indicative of the self-educational determination and professional competences. The resulting professional independence scores of every physical education and sports graduate will be benchmarked and totaled: see Table 1.

**Results and discussion.** The study found that a physical education and sports graduate's professional independence may be ranked by the following four levels.

Level 1: Non-systemic knowledge in the professional-service-unspecific and specific domains; low cognitive determination; still poor self-learning agenda; professional service analyzing ability is still underdeveloped and limited by some knowledge of inconsistent facts and phenomena; poor skills in application of the relevant research models, tools and professional-service-specific terms and meanings. No positive

genuine motivation for professional service – often associated with negative attitude to professional service; intellectual inertia; poor willpower and mental/emotional control.

Level 2 (productive): The physical education and sports graduate demonstrates basic professional service skills and competencies; ability to analyze and digest knowledge coming from every source; find causes and effects; i.e. shows certain self-learning agenda. The basic physical education and sports knowledge and skills facilitate progress in professional service, particularly when the progress is modeled and guided by an experienced mentor/ practitioner. However, at this level the graduate still largely lacks determination for excellence in professional service, with the professional competencies found still insufficient, particularly in the professional independence domain.

Level 3 (research): The physical education and sports graduate shows elementary process research elements in professional service. Having accumulated a sound theoretical knowledgebase, the graduate tends to critically analyze and summarize the data flow. When solving the professional service problems, he/she shows a multisided approach in making informed and grounded economic decisions; ability to design and pursue the self-development trajectory; make



introspective progress analyses; shows good professional service self-control and revision capacity as required by the mission and goals; demonstrates fair communicative competences as verified by the practical contributions to business events; actively searches new knowledge; and contributes to the constructive analysis of the peer professional service; shows high mental/ emotional controls, good willpower and constructive success-focused behavioral models.

And Level 4 (research creativity): means that the physical education and sports graduate is tested highly motivated for persistent progress to accumulate a sound professional service knowledgebase and skill sets; with the professional service responsibilities met with a high quality associated with own great satisfaction and emotional uplift; the motivations urge persistent progress, with special emphases on the cognitive progress elements; he/she demonstrates a growing independence and determination in many research fields and particularly the most challenging ones that were once non-accessible for the self-learning efforts and professional progress.

**Conclusion.** Modern physical education and sports specialist is expected to demonstrate high knowledge, skills, competencies and individual creativity as drivers for continuous professional education,

self-improvement and progress, for the physical education and sport specialist being able to effectively contribute to the progress of the physical education and sport service his/ her versatile skills and experience on the professional independence basis, with the professional independence ranked among the most valuable professional qualities.

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