



# Pedagogical support of the process of self-development of future teachers of physical culture in the context of digitalization of higher education

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PhD, Associate Professor **E.L. Voishcheva**<sup>1</sup>

PhD, Associate Professor **I.B. Larina**<sup>1</sup>

PhD, Associate Professor **N.A. Nekhoroshikh**<sup>1</sup>

<sup>1</sup>Bunin Yelets State University, Yelets

Corresponding author: elina\_mironova@mai.ru

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## Abstract

**Objective of the study** was to scientifically substantiate the organization of pedagogical support for the process of self-development of future physical education teachers in the context of digitalization of higher education.

**Methods and structure of the study.** The basis of the experiment was Bunin Yelets State University (Lipetsk region). The sample consisted of 52 first-year students in the direction of training "Pedagogical education" (preparation profiles: physical education, sports training, life safety). In the course of the study, it was proposed to implement network projects using digital tools as part of the organization of pedagogical support for future physical education teachers. A network project was understood as a project that is carried out by a team using network telecommunications and other resources of the digital educational environment.

**Results and conclusions.** Practice has shown that the use of a network project helped to actively involve students in the discussion of various topics and problems, and their solution did not cause any difficulties for students. Experimental work showed positive results. The criteria for the effectiveness of pedagogical support of self-development of future teachers of physical culture was the involvement of students in project activities, their personal achievements, their demand for "support services".

**Keywords:** *students - future teachers of physical culture, personal self-development, pedagogical support, network design.*

**Introduction.** Theoretical analysis of modern scientific literature shows that self-development of the individual is one of the most urgent problems of didactic theory and practice.

V.I. Slobodchikov and E.I. Isaev considers self-development to be "the fundamental ability of a person to become and be a true subject of his life, to turn his own life activity into an object of practical transformation" [4, p. 13].

V.G. Maralov draws attention to the fact that "in the Russian language there are many terms that fix various nuances of the process of self-development" ... "... self-presentation, self-expression, self-affirmation, self-improvement, self-realization, etc." [2, p. 107]. All of them are "...composite ("self" indicates that the initiator of the activity is a person, and the second part of the word indicates the originality of the activity: ex-

press oneself, assert oneself, be realized, etc.)" [2, p. 108].

In general, in the scientific pedagogical literature at present there are the following approaches to the concept of "self-development":

- Identified with self-education (A.I. Kochetov, A.N. Lutoshkin, L.I. Ruvinsky, et al.)
- Considered as an evolutionary process of formation and life self-determination of a personality (P.F. Kapterov, K.A. Abulkhanova-Slavskaya)
- Accepted as one of the most important personality traits (V.A. Petrovsky et al.)
- It is understood as an active realization of a person's need for personal development (I.F. Kharlamov et al.)

So, "self-development" is a multidimensional concept, as well as an integrative phenomenon that re-



flects the process of self-knowledge, self-transformation and self-improvement of the individual.

Self-development of a student - a future teacher of physical culture is a qualitative formation of a personality, aimed at an independent process of "building oneself" for effective self-manifestation. From the standpoint of pedagogical didactics, V. G. Maralov believes that this is "a way to include an adult in the educational process in order to create conditions for self-development, self-promotion in the activities of all subjects of interaction" [2, p. 114].

Consider the methodological foundations of the system of pedagogical support.

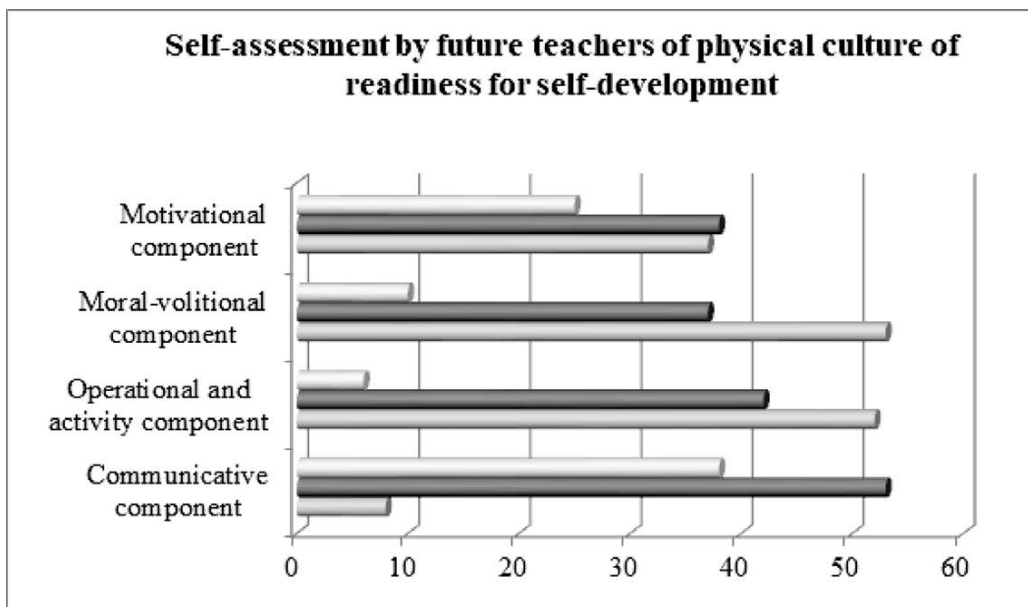
- Person-centered approach. Future teachers of physical culture develop the skills to make independent and responsible decisions, to predict and evaluate the results of their activities, to use the acquired knowledge.
- Developing education. It is necessary to create such an education system that not only provides a certain system of knowledge, but also develops the fundamental abilities and personal qualities of the student.
- The theory of pedagogical support considers the importance of creating conditions for self-actualization and self-realization of the individual.
- A systematic approach to the organization of pedagogical support contributes to the cooperation of all subjects of the educational process.

Structuring the pedagogical support of the personality self-development of the future teacher of physical culture, we can single out three of its main components. *The organizational and pedagogical component* determines the importance of a rational combination of traditional and innovative methods and forms of professional training of future teachers of physical culture for the development of an independently learning and self-developing student's personality and ensures the effectiveness of all other components.

*The content component* assumes that it is necessary to use such methods and technologies of activity in the educational and cognitive sphere that would ensure their initiative and contribute to their self-realization.

*The technological component* is based on the concept of a personality-oriented approach, ensuring the effectiveness of pedagogical support for the self-development of future teachers of physical culture.

In connection with the reorientation of modern higher education into the digital plane, digital technologies are becoming an important factor in the effective promotion of the process of self-development of future physical education teachers. In this regard, the organization of pedagogical support for the process of self-education of students-future teachers in



Readiness degree	Motivational component	Moral-volitional component	Operational and activity component	Communicative component
Low level	37 %	53 %	52 %	9 %
Average level	38 %	37 %	42 %	53 %
High level	25 %	10 %	6 %	38 %

Figure 1. The degree of readiness of the future teacher of physical culture for self-development



physical education with the use of digital technologies becomes relevant.

**Objective of the study** was to scientifically substantiate the organization of pedagogical support for the process of self-development of future physical education teachers in the context of digitalization of higher education.

**Methods and structure of the study.** The basis of the study was the Federal State Budgetary Educational Institution of Higher Education “Bunin Yelets State University” (Lipetsk region). The sample consisted of 52 first-year students in the direction of training “Pedagogical education” (preparation profiles: physical education, sports training, life safety).

First, the level of manifestation of students’ readiness for self-development was revealed. The survey and questionnaire methods showed the level of self-assessment of readiness for self-development (Fig. 1).

The data clearly show that the ability and readiness of students for self-development is at an average level, which, in our opinion, is a fairly high indicator for first-year students and allows the implementation of digital self-development technologies in educational activities, which, with competent pedagogical support, can provide an increase in this level.

The technological component of the pedagogical support of future teachers of physical culture involved the implementation of network projects. By network, we mean a project that is carried out by a team using network telecommunications and some other resources of the digital educational environment [1].

The network project execution algorithm is as follows:

**Preparatory stage:** choice of research topic. An interesting problem for students is proposed in order to interest students in activities for its implementation.

**Indicative stage:** helping students in identifying a problematic issue, setting goals and objectives of the project, design object, creating options and proposals for the implementation of the project. At this stage, an introductory lesson is held, which explains where you can get the material you need to create a project, introduced students to the most popular video meeting services in Russia: “Yandex. Teleconference”, Jitsi Meet, ZOOM, Google Apps-Google-sites, etc.

As part of the organizational stage, a network project “Sports in our city yesterday and today” was implemented. Viewing video tours of the capital’s stadiums, sporting events has been organized, the fact

that, unfortunately, there is no such video tour of our city has been updated, so it will be very useful to create one.

**Results of the study and their discussion.** Practice has shown that the use of a network project helped to actively involve students in the discussion of various topics and problems, and their solution did not cause any difficulties for students. To form the skills of independent activity, the following types of pedagogical support were carried out in accordance with the stages of project work.

- Search for the necessary information. Internet resources are the most important assistant at this stage. The videoconference mode was used for collegial processing of all received information. The most interesting option for the implementation of the project is accepted.

- The resulting product, the result of labor. The students chose their own way of doing their work. They collected information, formulated conclusions. *We acted as a coaching consultant.*

- Presentation of the finished product. *We helped future teachers of physical culture to realize the relevance and significance of the result.*

**Conclusions.** Experimental work showed positive results. The criteria for the effectiveness of pedagogical support of self-development of future teachers of physical culture was the involvement of students in project activities, their personal achievements, their demand for “support services”.

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