

## Levels of Formation of Professional and Pedagogical Culture of the Individual Coach-Teacher

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**Abstract:** On scientific researches dedicating to the problems of forming of different types of professional culture of teachers, as a rule, there are four levels of its forming: adaptive, reproductive, heuristic, creative (Khodusov, 1997). Studying the levels of formation of professional and pedagogical culture sports college graduates working at the Children's Youthful Sports School of RK (C.Y.S.S). On the studying of the levels of forming of professional and pedagogical culture at 120 sports college graduates, working at CYSS RK (work experience from one year to five), who studied by the traditional method, used the methods of observation, discussing, questionnaires, interviews, generalization of independent characteristics, testing and rating estimates by the direct studying of pedagogical experience and the generalized analysis of certification coaches. The data were obtained with a help of statistical techniques using computer technology. Results of the studying of professional - pedagogical culture allowed to identify and analyze particular manifestations to the coaches adaptive, reproductive, heuristic and creative levels of its forming.

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**Key words:** Professional culture • Pedagogical culture • Individual coach-teacher

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### INTRODUCTION

For adaptive level of professional and pedagogical (17.5% of inspecting coaches) are characterized by an uncritical attitude to pedagogical reality, the definition of purposes and objectives of the coach's own profession in general, without differentiating them from diversity of pedagogical values. Therefore, at this level of anthropological values can not serve the guidelines and criteria of pedagogical activity, setting for their implementation is missing.

Professional choice is usually unconscious, or his motives are beyond the scope of educational activities (sports career, special education, the prospect of working in management structures, etc.). Not shown a need for professional fulfillment. Relation to the student, as a subject of cognition and development are not expressed. The personal-reference approach is absent, does not apply individualized methods of personal development, dominated by an authoritarian style of pedagogical leadership.

The coach, who is at this level of forming of professional and pedagogical culture, showing not fully capture the conceptual and terminological apparatus

pedagogy and TPC (Theory of Physical Culture), his sport-pedagogical knowledge does not constitute a complete system, interest to them is missing. Readiness to the using of theoretical knowledge in their own practice activity is not formed, there is no setting for the transformation of pedagogical theory to the cognitive activity.

The reproductive level of professional and pedagogical culture (60.8% of coaches) is characterized by the manifestation of the value related to the pedagogical reality. Sports teacher differentiates from a variety of world values the anthropological values, recognizes the humanistic essence of physical culture and sports. The installation on individual manifestations are fixed to the realization of pedagogical values in their own professional activities. Developing the capacity for reflection, helping to shape positive attitudes to self-modeling of the structure of educational activities as well as the development of the elements of self-regulation and self-improvement. Self ranking professional and personal qualities shift to the knowledge of the subject (physical culture and sports) and the abilities to teach it with the specifications of interests and tendency of student-athletes.

In some cases, a negative attitude is manifested in the study of educational theory. It is perceived as a set of abstract propositions that are not related to the practice of physical culture and sports. Not developed reflexive consciousness, self-regulation, the pursuit of professional and educational improvement. When self-rated professional and personal qualities preferred high level of sportsmanship coach, its authority, ownership of methods of physical culture aptitudes of students-athletes. Installation on modeling educational activities is not developed. The last is built by the coach using the methods and tools which specific to the training process, based on the reproduction of previous experience of the simplest solutions of organizational-activity tasks covering the area of the health of children, shaping their motor qualities and skills.

In professional activities are not solved only organizational and activity, but also constructive and consequent problems.

Manifested an ability to analyze teaching facts and events, purposeful elements of new solutions in the standard pedagogical situations. However, the main creative activity appears in the mainstream of development activities reproducible physical properties, formation of skills involved in recovery [1].

Heuristic level of vocational and educational culture (14.2% of inspecting sports teachers) involves the awareness and adoption of sustainability values as a general and personal performance targets based on their differentiation. The coach understands the spiritual and the physical nature of physical culture and sports and education, health and educational potential, seeks to implement it in their professional activities. Professional choice is recognized, expressed the desire for self-fulfillment in teaching activities. Appears stable relationship to the student-athlete as a subject of cognition and development. Relationships with concerned are based on mutual trust, friendly, empathy. At this level, there is a becoming a sports teacher as the subject of his own career. Coach has conceptual and terminological apparatus pedagogy and TPC has been steady interested in the sport and pedagogical knowledge and the willingness to use them in the transformation of pedagogical reality, recognizes the important role of educational theory and methodology to improve their practice. Formed reflexive consciousness, expressed in the simulation setting educational activities, development of methodological reflection that provides deep insight into the structure and nature of the educational process and

foreseeing potential conflicts. This level is characterized by the development of self-regulation and expression of the desire for self-improvement. Ratings self-appraisal priority indicators such as love for students-athletes and the pedagogical profession, mastering it to perfection and also the professional and personal qualities of the coach (kindness, justice, demands, etc.). Strong analytical thinking and pedagogical purposes are set. Mastered the steps of design, verification and correction of educational activities are aimed at addressing the information and an assessment and correction and regulatory challenges in the physical development and education of young athletes.

Creative level (7.5% of inspecting) is characterized by the fact that the coach is aware of the value and educational value of physical culture and sports personality (the ideal of physical perfection, social recognition, communication, self-actualization, the development of emotional and volitional, etc.):

- independently includes values as a system of social, psychological and pedagogical coordinate the organization and regulation of all activities;
- evaluates their professional actions in terms of their contribution to the establishment of humanistic values of physical education and sport in the community, in the life of athletes and their own.

Deep awareness of professional choice determines the expressed need for professional fulfillment, which is expressed in the form of subjective art as algorithmic, teaching improvisation, pedagogical intuition, imagination. It is also takes place self-realization of individual psychological, intellectual and other features of coach personality. The content of the coach is embodied in full with a high degree of autonomy and effectiveness in achieving the objectives. As the main of them understood and implemented the development of the student's personality as the subject of education and the educational process. Strong interest in sports and pedagogical knowledge supported efforts for their constant updating and improvement. The system of methodological and theoretical knowledge creatively used for teacher ideas, the formation of the scientific picture of pedagogical activity, the development of analytical and reflective skills.

Development of methodological and reflexive consciousness can model their own teaching activities, to develop and embody new ideas, contributes to the

manifestation of sustainable commitment to improve his educational system, the growth of professional skills. When self-rated professional and personal qualities of the leading place is the humane treatment of young athletes and people in general. Also appreciated the professional competence, activity, creativity of sports teacher. Professional work is becoming transformative, active-creative, independent, characterized by expressed positive emotional tone, aimed at the development of skills and personality traits of the child (moral, physical, intellectual, emotional, volitional and others).

## **CONCLUSIONS**

Thus, as a result of the research identified the leveling characteristics of professional and pedagogical culture, identified and characterized the levels of its forming in coaches.

## **REFERENCES**

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