

Original Article

Model of preparing future physical education teachers for patriotic upbringing of high school pupils

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Published online: July 30, 2016

(Accepted for publication June 20 2016)

DOI:10.7752/jpes.2016.s1107

Abstract:

Problem statement. The article deals with the significant problem which has arisen with Ukraine's aspiration to enter the European Union. Nowadays the patriotic education of youth is a powerful way of declaration of the Ukrainian nation's identity in its tendency to independence and European direction of development. An important role in realizing what has been mentioned above belongs to the teacher of Physical Education. That is why the article deals with one of the aspects of professional training of future PE-teacher.

The purpose of the research: to substantiate the model of forming the future PE-teachers' readiness for patriotic upbringing of high school pupils.

Results. At the initial stage of the research the actual status of future PE-teachers' readiness for patriotic upbringing of high school pupils is defined. This fact allowed to work out the model of forming their readiness for this kind of activity. The model contains such blocks as subjects, purposes, content and activity, results. It takes into account the concepts of personal, cultural, axiological, competence approaches and is realized according to the following stages: motivational, cognitive and reflexive, each of them having its own content, forms, and methods.

Conclusions: it is proved that this model's implementation results in formation of future PE-teachers' readiness for patriotic upbringing of high school pupils. The criteria and characteristics are determined. According to the determined criteria and characteristics the levels of forming of future PE-teacher's readiness for the mentioned kind of activity – low, medium, high – are substantiated. We experimentally proved that the model is effective in the educational process of pedagogical higher educational establishments.

Key words: patriotism, education, patriotic upbringing, physical education, professional training, teacher readiness.

Introduction

The dynamic European integration and nation's formation which take place in the Ukrainian society caused the necessity of increasing the patriotic upbringing of youth, the formation of positive attitude to fulfilling the constitutional duties of defending Ukraine's independence and territorial integrity. The destiny of the whole Ukrainian society depends on the youth's civil and patriotic position and upbringing, their active citizenship and political position, moral and spiritual values. In the context of establishing the nation's concept of youth upbringing the particular attention is given to the physical education and sports development. In such a way the necessity for the revival of the Ukrainian people's spiritual, national-cultural condition, the idea of fulfilling the need of each citizen in forming of national consciousness and creation of conditions for realizing the patriotic upbringing of Ukrainian youth are realized.

The notion "patriotism" is strictly regarded as national pride and love for the Motherland, readiness to defend it. In a broad sense patriotism is considered as a moral and spiritual quality, an ideological characteristic of an individual, moral principle of his living [8]. Teaching patriotism can indeed play an important role and this is true regardless of whether one views patriotism as a civic virtue or not and regardless of whether the aim of promoting patriotism in schools is legitimate or not [12].

The training of a future PE-teacher for patriotic upbringing of high school pupils is understood as purposeful, organized systematic process which aims at upbringing an individual in order to form a well-educated and highly-cultured personality, whose social function is saving and transferring national values and traditions of the native people in the sphere of physical education and sports [9].

The result of training the future PE-teacher for patriotic upbringing of high school pupils is his readiness for the activity mentioned above. We regard this notion as a complex unit, an integral characteristic of the personality, the result of theoretical and practical training of the future specialist for patriotic-educating activity with high school pupils, having the positive motivation for patriotic upbringing of youth. In order to improve this process we have developed the model and tested the process of forming the readiness of future PE-teachers for patriotic education of high school pupils.

Material & methods

The efficiency of the process of forming the readiness of future teachers for patriotic upbringing of high school pupils was studied by comparing the levels of professional readiness in control (68 students) and experimental (66 students) groups. The characteristics of students' professional readiness were distinguished on the ground of established criteria and factors. The qualitative analysis of these factors was held both at the experimental and control groups. The results of the comparison allowed to evaluate the effectiveness of the developed model of the process of formation of future PE-teachers' readiness for patriotic upbringing of high school pupils.

In order to test the level of formation of the components of future PE-teacher's readiness for patriotic education of high school pupils certain criteria were grounded and their indexes were determined: *personally motivated* (indexes: professional motivation, professionally important characteristics (heroism, devotion, observation of the Constitution of Ukraine and its laws, participating in civic and social life, active citizenship); *content-based* (indexes: professional and psychological-pedagogical knowledge); *activity-based* (indexes: skills in patriotic education of high school pupils, being interested in conducting educational and sporting and mass participation events) and the levels of their formation (low, medium, high).

The purpose of the pedagogical research was to define the levels of future PE-teacher's readiness for patriotic upbringing of high school pupils during the final stage of obtaining the speciality. The teaching of the control group students was conducted according to the standard methods, and teaching of the experimental group students included the pedagogical conditions and the model of forming the future PE-teacher's readiness for patriotic upbringing.

The experimental work was carried out during three following stages:

1. Motivational stage involved the forming of the students' axiological attitude to the patriotic education. The task of this phase of forming the future teacher's readiness for the patriotic education is to determine the motives of patriotic educational work with the high school pupils, to improve personal qualities for realizing the personal educating potential as the teacher of Physical Education.

2. Cognitive stage. The aim is to form students' understanding of the importance of patriotic education: studying content, forms, methods, principles of patriotic education, enrichment of personal experience for the purpose of introducing teaching educational and pedagogical work to students. The task is to present to the students the content and structure of patriotic education in the system of secondary education.

3. Reflexive and evaluative stage. The aim is the students' activity directed towards their involvement into the educational process through the activity in the course of practical classes and school practice.

At the end of the formal experiment the comparison between the students from experimental and control groups on the levels of their readiness for the patriotic upbringing of high school pupils was carried out.

During the research the following methods were used: theoretical: the analysis of philosophic, cultural, sociological, psychological, pedagogical sources, acts of legislation and regulatory instruments, educational and methodical documents (syllabus of speciality, subject syllabus, school practice syllabus), modeling; empirical methods of diagnostics (questionnaire, inquiry, conversation, interview, testing); observation methods (pedagogical observation of the subjects of the educational process); analysis of the results of educational, extracurricular, individual, research work, students' field experience, pedagogical experiment (ascertaining, forming); statistics.

Results

The content of the future PE-teachers' training in patriotic upbringing of high school pupils must involve the following elements: a deep analysis of historical and modern development of sports and patriotic movement of youth; formation a future specialist's ability for the objective estimation of the patriotic upbringing level of contemporary youth; distinct idea and classification of contemporary forms, tools and methods of patriotic upbringing; development and realization of syllabus for teacher's competence enhancement in this dimension of his activity [10].

In the course of the model for forming the future PE-teacher's readiness for patriotic upbringing of high school pupils development two aspects were taken into consideration: first of all, the block of demands, which contemporary pedagogic science puts forward to the organization of the educational process of future PE-teachers [1, 2, 5]; secondly, the system of social demands to the PE-teacher with a high level of readiness for patriotic education of high school pupils [3, 4, 11, 13, 14, 16]. The drive to engage students in patriotic instruction shows no sign of abating and, in fact, may be taking on new fervor [15].

The model consists of 4 interrelated blocks: subjective (subjects of pedagogical interaction: student – professor – PE-teacher – high school pupil), purposes (the aim, the tasks, methodological approach and principles, demands for training the future PE-teacher), content and activity (stages, content, forms, methods, principles of educational process organization, pedagogical conditions of training the future PE-teacher for patriotic upbringing of high school pupils) and results (criteria, factors and levels of future PE-teacher's formation of readiness for patriotic upbringing of high school pupils, monitoring the realization of this process) (Fig.1).

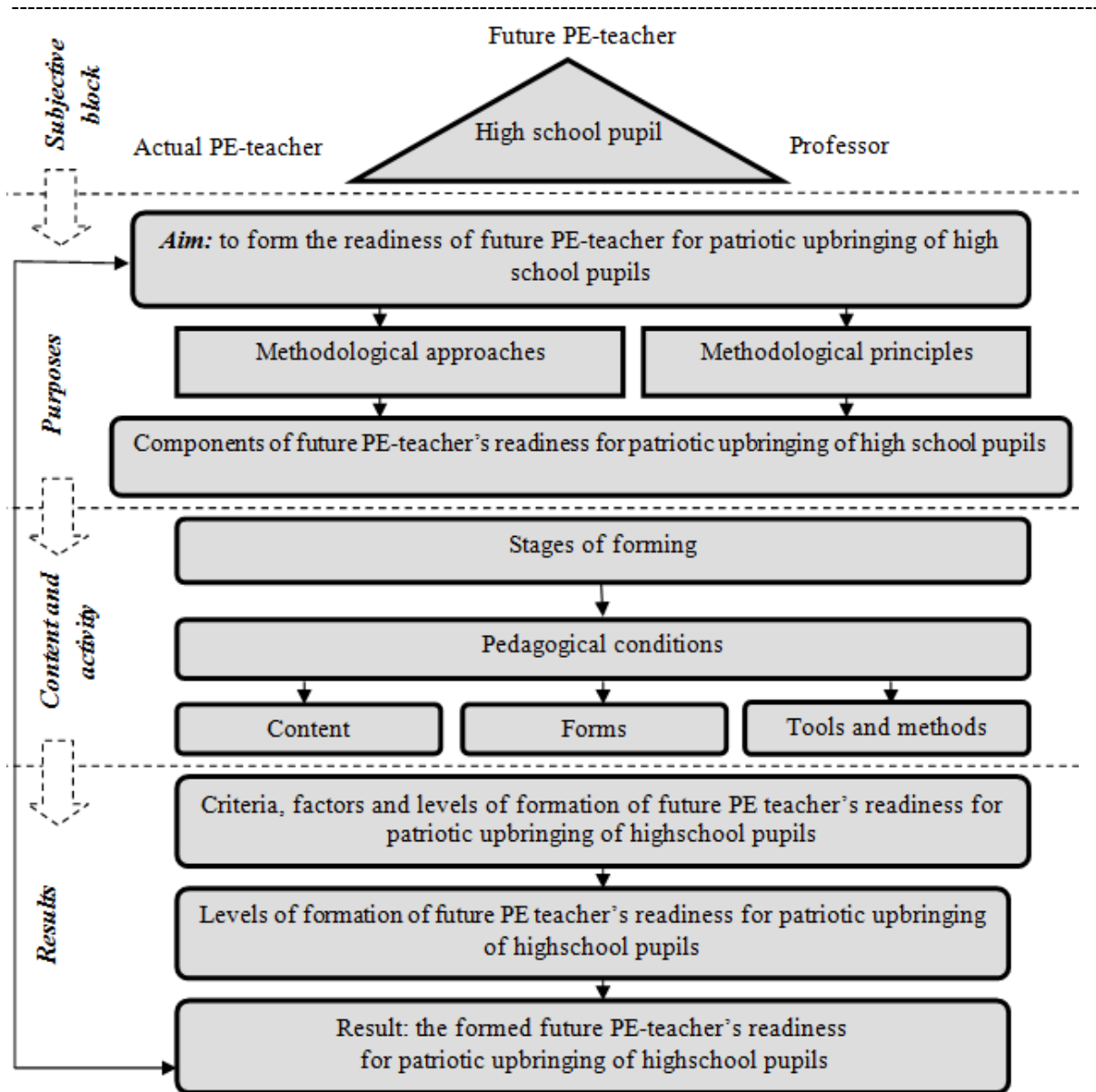


Fig 1. Model of forming the future PE-teacher's readiness for patriotic upbringing of high school pupils

The model is supposed to take into account the statements of personal, cultural, axiological, competency-based approaches. The structure of future PE-teacher's readiness for patriotic education of high school pupils seizes the following components: personally-motivating, cognitive and action-provoking.

The model is realized by passing axiological, cognitive, reflexive and evaluating stages. Each of them results in more advanced levels of future PE-teacher's readiness for patriotic upbringing of senior pupils completion.

The model's implementation efficiency is realized by means of pedagogical conditions establishment for training a future PE-teacher in patriotic education of high school pupils: setting up an educational environment enhancing students' motivation for development of their readiness for patriotic education of high school pupils; provision of spiritual and moral tendency in the content of learning, practical, professional, educational and civil students' activities; arrangement of pedagogical interaction "student-student", "student-teacher", "trainee student-high school pupil".

For the purpose of the pedagogical assessment of the components' level completion of future PE-teacher's readiness for patriotic education of high school pupils, the relevant criteria and indicators were defined: personally-motivating (indicators: professional motivation, professionally-significant qualities (heroism, self-devotion, National Constitution and Ukrainian laws observation, participation in public and civil life, distinct civil position)); content-based (indicators: speciality, psychological and pedagogical proficiency); activity-based (indicators: skills proficiency for patriotic education of high school pupils, interest for educational and sport events arrangement) and the levels of their completion (low, medium and high).

With the view of improvement of the future PE-teacher's content training in patriotic education of high school pupils the course "Patriotic upbringing of youth according to the traditions of physical education" was

developed [7]. It includes the following topics: “Patriotic education as a component of PE-teacher’s activity”, “Legislative and regulatory framework for providing the patriotic education of youth by the teacher of Physical Education”, “Establishment and development of patriotic education in traditions of national Physical Education”, “Modern sports and patriotic organizations in Ukraine and their activity”, “Organization of the patriotic dimension in pedagogical higher education establishments in Ukraine”, “The implementation of youth sports patriotically-based organizations (end of 19-th cent. – 30s of 20-th cent.) experience in practice of modern civic, military, educational, patriotic associations”, “Patriotic upbringing in practical activity of a teacher of Physical Education”, “Patriotic upbringing in curricular, extracurricular and out-of-school activity of high school pupils”.

The educational and methodological complex for forming future PE-teacher’s readiness for patriotic upbringing of high school pupils was developed. It aims at the improvement of the syllabus of the subjects of professional and practical training (“Introduction to the speciality”, “Theory and methods of Physical Education”, “Organization and methods of sports and mass participation work”, “Professional activity in the sphere of Physical Education”) by means of integration of extra thematic modules [6].

Following the defined approaches, overall provision of grounded pedagogical conditions by means of the complex of relevant methods and forms enable the realization of model’s elements in the completeness of future PE-teachers’ readiness for patriotic upbringing of high school pupils.

The results of the experimental research are given in the Table 1.

Table 1. The levels of completeness of future PE-teachers’ readiness criteria for patriotic upbringing of high school pupils (n=134)

Criteria of readiness	Stages of the experiment	Levels, %					
		Low		Medium		High	
		EG	CG	EG	CG	EG	CG
Personally-motivating	Before experiment	40,5	40,1	30,5	29,6	29,0	28,3
	After experiment	10,5	34,2	39,6	32,2	49,9	33,6
Content-based	Before experiment	39,6	41,2	31,6	30,5	26,8	29,4
	After experiment	13,4	33,2	37,9	32,1	48,7	34,7
Activity-based	Before experiment	41,4	41,3	32,7	31,4	27,9	27,2
	After experiment	11,4	34,0	38,8	33,1	49,8	32,9

Relying on the data resulting from the forming experiment, the developed model for forming of future PE-teacher’s readiness for patriotic upbringing of high school pupils turned out to enhance the quality of training of future specialists for abovementioned kind of activity. The number of students from the experimental group who performed high and medium levels of readiness for patriotic upbringing of high school pupils has increased.

Discussion

The result of specialized training of a future PE-teacher is his readiness for patriotic upbringing of high school pupils. The defined criteria of readiness for patriotic upbringing of high school pupils in complex appliance aim at development and improvement of personal corporal and motorial qualities and skills, heroism, patriotism, ability to work in a group, managerial qualities, humane treatment of other people, assistance in development of patriotic feelings to the native land, region, Motherland among youngsters, provoking of pupil’s interest for patriotic activity and stimulating the development of their activity. Relying on the data resulting from the forming experiment, the developed model for forming of future PE-teacher’s readiness for patriotic upbringing of high school pupils turned out to enhance the quality of training of future specialists for abovementioned kind of activity. The number of students who showed high and medium level of their readiness for patriotic upbringing of high school pupils has increased – augmentation is 7,2% and 21,9% for medium and high level respectively. Therefore we observed almost 30% decrease in the number of students who performed low level of the readiness for patriotic upbringing of high school pupils (Fig. 2).

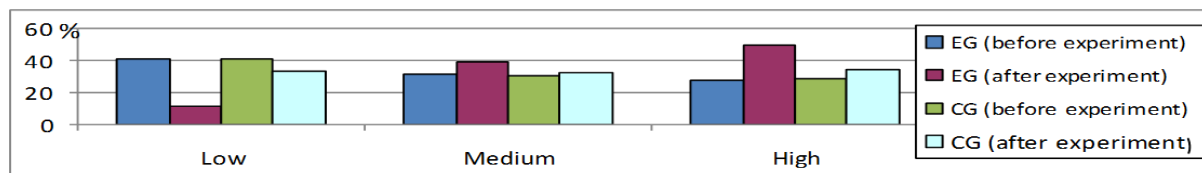


Fig.2. The diagram for completeness of future PE-teachers’ readiness for patriotic upbringing of high school pupils during the experiment

Conclusion

The study of the theory and practice of future PE-teachers training confirms that realizing the social order of PE-teachers’ training for patriotic upbringing of high school pupils is only possible when improving the content of such training in pedagogical higher education establishments. On this basis the model of forming the

future PE-teacher's readiness for patriotic upbringing of high school pupils is developed. The suggested model presents the abstract theoretical construction which functions according to the social order, educational qualification requirements, conforms the tasks of forming future PE-teachers' volitional qualities, patriotic views, knowledge and skills which are important for the patriotic upbringing of high school pupils.

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