

УДК 373.3/5:796

Methods for Efficient Training of Competitive Sports and Physical Education Specialists at School Teaching Practicum

**Elena N. Sidorova^{a*},
Vladimir A. Perushkin^b and Svetlana N. Chernyakova^a**
*^a Siberian Federal University
79 Svobodny Pr., Krasnoyarsk, 660041 Russia
^b Krasnoyarsk College of Olympic Reserve
5 island Recreation, Central Stadium,
Krasnoyarsk, 660093 Russia ¹*

Received 30.05.2012, received in revised form 10.07.2012, accepted 16.07.2012

Teaching practicum is one of the most important components of forming the teacher's personality. An integrated part of any educational process is the teacher's control over their own activity, the activity of their students and its results. This article presents methodological recommendations for some parts of the professional education that make sports and physical education specialists' training more efficient. It offers recommendations on individual approach to students considering their level, personal peculiarities and psychological state, it comes up with methodological techniques aimed at efficient training of sports and physical education specialists. For the part of the practicum aimed at pedagogical analysis of the class and reflecting the results of the trainee, we offer recommendations for conducting express analysis of the motor intensiveness of the class. For more detailed and more diversified vision of the class, it is suggested to divide the class into separate local topics and distribute them between several observers. For performing the set tasks it was decided to review two main parts of the teaching practicum, which are, differentiated approach to working with students and methods of the trainees' pedagogical activities analysis. Having defined the three main types of the psychological conditions of the trainees, we developed the following methodological recommendations for increasing the efficiency of working with students. For better digestion of the practicum programme, the trainees need to receive some outside information from at every class and then compare their inner vision of the class with the exterior. It is better if the information is quite accurate, succinct and accompanied by recommendations on further improvement of their professional skills. The main points for trainees are: thorough preparation for the class, good study of the previous notes and up-to-date organization of the material and technical means.

Keywords: competitive sports and physical education specialist, teaching practicum, psychological readiness, individual abilities, professional skill level, class analysis, observation, timing, exercise intensiveness.

* Corresponding author E-mail address: Sidorol971@mail.ru

¹ © Siberian Federal University. All rights reserved

Introduction

The changes in the modern society and education have led to such serious changes in educational work, as modification and widening of the teacher's functions (who acts not only as a compiler, but also as a projector and a constructor of the whole educational process) (Pogadaev, 2000).

The modern education system must consider individual and personal peculiarities of students and so be oriented on the concept of individual and creative approach to teachers training.

The students' abilities of assimilating programme materials are not equal; when the material is presented to all of them in the same way, the assimilation process is different for every student. Development of individual abilities of the students should be carried out both at theoretical and practical disciplines, along with the teaching practicum period (Erkomayshvili et al., 2004; Pelmenev et al., 1995; Barbashov, 2000).

One of the promising approaches to studying pedagogical activity is the system approach trend. Within the system approach framework, the following analysis levels can be pointed out: personal and motivational, competence and target, informational, structure and functional, individual and psychological, psychophysiological (Rean et al., 2000; Kulikova, 2004; Nemov, 1995).

The high level of theoretical disciplines material assimilation of one student does not guarantee the same success at the teaching practicum (Barbashov, 2000).

Psychological readiness and competence of the specialists are identified as the basic components in the structure of pedagogical activity (Podlasiy, 1996). While training specialists in sports and physical education, the main emphasis is put on their methodological competence, administrative ability, ability of keeping planning and reporting documents. Less time is spent on training their psychological and

speaking skills. Though, it is known that the majority of students are not satisfied with their psychological readiness for working as teachers, and this factor seriously affects the result of their teaching practicum (Erkomayshvili et al., 2004; Pelmenev et al., 1995; Severukhin, 1996).

According to the definition suggested by I.A. Zimnyaya, pedagogical activity as a specific kind of professional activity "has educating and disciplinary impact of the teacher on the students that is aimed at developing their personality, intellect, skills and acts as a base for their further self-development and self-improvement".

Teaching practicum is one of the most important components of forming teacher's personality. A part of every educational process is the control of the teacher over their own activity along with the activity of their students and its results (Rean et al., 2000; Markova et al., 1990). For this reason it is crucial to know that on various stages of the practicum both the inner world and the psychological state of the trainee go through some changes.

Moreover, some efficient express methods of pedagogical activity analysis enable the teacher to make amendments in forming professional skills of the students as soon as possible.

Materials and methods

Solving the set problems requires reviewing the two main parts of teaching practicum, which are: differentiated approach to working with students considering their psychological state and initial level of their knowledge and skills; analysis methods used for analysis of the trainees' pedagogical activity.

Secondary school teaching practicum of 2nd and 3rd year students of Krasnoyarsk College of Olympic Reserve in the years 2005-2008 became the base for studying psychological state of the trainees by means of questionnaire survey, interviewing, reflexing reports. The analysis

of these results defined three main types of psychological state of the students before and during the practicum:

1. The first type is characterized by confidence in their abilities and themselves, longing to start the practicum as soon as possible. The majority of these students have had some teaching experience that they got by assisting their coach at sports schools. The share of such students usually counts up to 5-10%.
2. The second type has doubts about their abilities, such students are excessively anxious but at the same time they have the desire to try their skills. Usually they have a good level of theoretical competence. The share of such students is usually around 60-75%.
3. The third type includes the students who are not confident in their skills and abilities; they are overwhelmed by fear of giving classes, their skill of projecting classes is low, they try to stay in the background; they have gaps in their skills and knowledge. The average share of such students is 10-15%.

Of course, the students that belong to the **first** type are the most successful. The experience they have had before helps them to complete the stage of building contact with the class and start learning the methodological basics of managing classes earlier. Moreover, they have the ability of switching from one kind of activity to another faster; they can complete the practicum programme in less time, and even provide some help to their group mates.

The **second** type trainees who do not have the elementary pedagogical experience but look forward to getting it as soon as possible, often make a lot of mistakes in the beginning, and it prevents them from making contact with the class; it can become a reason for conflicts in class,

wastes their time as they cannot perform the set tasks within the planned period of time.

The occurring difficulties make them fail to learn the right methodology of managing classes and the right consequence of teaching. Usually, they do the practicum well with some comments made by the supervising teacher.

The trainees of the **third** group do not believe in their abilities, so they often copy their more experienced group mates, without considering the contents of the class and the age peculiarities of their students. More than 50% of their practicum time is spent on getting first experience. It is natural that they cannot acquire the initial level of their professional skills. They only use monotonous typical exercises and drills, their methodological skill is not good, and breaking school discipline occurs a lot at their classes.

Having defined the three main types of psychological state of the trainees, we suggest the following methodological recommendations to increase the efficiency of the trainees' work.

1. The trainees that belong to the **first** type can be given more complicated tasks, some additional classes can be added to their schedule; the supervisor can appoint them to be their assistants and ask them to guide other students, as the positive experience of a group mate is the best motivation in teaching practice. At the same time, it is necessary to reveal the "negative" pedagogical experience of such students, and if there is any, it is necessary to get rid of it in a systematic way (an example of such behaviour is punishing children by making them do additional physical exercises). In the process of analyzing their pedagogical activity, it is possible to apply a wide range of methodological remarks and encourage their being creative at class.

2. Working with the trainees that belong to the **second** type, it is necessary to limit their behaviour, to point out the hastiness and

inconsiderateness of their planning and running the class, to recommend the right sequence of running the class (for example, improve the discipline first, and then get down to studying new material). It is also important to make sure that the self-confidence caused by the first success does not come to the fore, and neutralize the disappointment that occurs at first fails, notice the small victories of the trainee and avoid speaking in a bossy way. Such students require careful attitude, but at the same time they do not like being over-controlled, can get offended by criticism or start an argument off the mark or try to find excuses for their actions.

3. The **third** group of trainees is the hardest to deal with. As usual, at the practicum they are passive, avoid taking “extra” classes; very often they find excuses for not being prepared for the class. During the class they do not “see” the class, they forget the consequence of exercises. Feeling the trainees’ lack of self-confidence, the students start breaking discipline. Such trainees need to prepare for their classes better (or even practice the class at home, in front of the mirror). They need to be reminded of the tasks they must prepare for the class, or asked about their current work. It is not recommended to encourage their small success too often, as it is better to motivate them to make more effort. At the same time, reproach can make the situation worse, so all the critical comments should be conveyed to them in a clear and calm way, by pointing out the major mistakes first and then continuing with minor ones. At their first classes, they should work with more disciplined groups of students and be supervised by more experienced assistants. It is better not to interfere in their classes and give them an opportunity to get some negative experience along with the positive.

To analyse the school teaching practicum classes, the following classical methods are usually used:

1. Pedagogical analysis of the class.
2. Measuring general and motor intensiveness of the class with the help of chronometry procedures.
3. Measuring the dynamics of physical exercise of the class and measuring the reaction of heart-vascular system to the exercise by means of pulsometry.

Practical experience of the Krasnoyarsk College of Olympic Reserve students’ teaching practicum showed that very often the trainees lack time for doing the classical class analysis when running several classes in a row, when the break between the classes is 10-15 minutes.

At the same time we know, that to digest the practicum programme well, the students need to get some information from outside and compare their inner vision of the class with the exterior. It is better if the information is specific, concise, and accompanied by recommendations on further improvement of their professional knowledge and skills. From the very beginning it is necessary to teach the trainees not only how to retell what they have experienced, but also to analyse it in the most thorough way, come up with their own reasoned ideas and some valid conclusions.

For this reason we tried and applied the fastest methods of the class analysis.

We suggest dividing teaching analysis into several local topics and distribute them between several trainees. The topics should be given to the trainees considering their level of knowledge. Sometimes it is possible to offer them only a topic for analysis, while the plan is to be drawn up by the trainees themselves. Such tasks are usually given to last years’ students. It is also possible to complete the offered topics with some new ones formulated by the trainees, discussed in groups and then approved by their supervisors.

Performing the task usually begins with filling in the observation protocol.

OBSERVATION PROTOCOL

*of physical education class on the topic
“Methods of developing physical skills at class”*

Class _____ Date _____

Content of the class, according to the trainee’s notes	Observations

Tasks of the class: 1. _____
2. _____ 3. _____
The class was run by: _____
Number of students _____

In the left part of the protocol it is recommended to briefly describe the contents of the class, in the way it was presented in the notes of the trainee. In the right part of the protocol the trainee writes his or her own observations. The observations can be written with some conventional signs and abbreviations. After the class, the trainee can present the observation he or she has done. In the future it is possible to accumulate the observations and analyse them altogether in order to find the ways of eliminating the revealed mistakes. Summing up the information of several observations can help to see the whole picture of the class and its level. On the base of the reached conclusions the actions of the trainees are evaluated and recommendations on their improvement are given.

*Observation plan for the class on the topic
“Methods of developing physical skills at class”*

1. Methods and methodological techniques applied at the class.
2. Achieved results.
3. Correspondence of the chosen methods to the tasks of the class, ability of the students and class conditions.

4. Rest breaks, breaks frequency, duration and their character.
5. Well-being of the students, exhaustion level, exercise intensiveness.
6. Physical qualities developed most of all.
7. Responsibility, activeness, availability and individualization principles realization.

Examples of topics for analyzing separate aspects of physical education classes

1. Class organization.
2. Character of students’ activity at class.
3. Character of the teacher’s activity at class.
4. Proportion of exercises and exercise intensiveness regulation.
5. Using illustration aids (audio-visual, technical aids)
6. Developing consciousness and activeness of students.
7. Ways of solving health supporting tasks at class.
8. Methods of developing physical qualities of students at class.
9. Methods of teaching, applying methodological techniques.
10. Speaking skills of the teacher, effect of the teacher’s speech on the students.
11. Current progress register.
12. The courseware and the supervisors’ work.

For running a class, 3-4 trainees are appointed to analyze it according to the selected topics. During the break, the speakers are allowed to analyze the class in not more than 2 minutes.

Motor intensiveness of the class is suggested to be measured according to the following scheme:

1. The stopwatch is set on not as the bell rings, but when the physical activity of the selected student starts.

2. In the end of the exercise, the stopwatch is to be stopped in the pause regime, and is started again when the next student starts the exercise.

3. In the second blank of the protocol, the intermediate figures of the stopwatch are written, so that the finishing time of every active exercise is registered.

4. In the "Content of the class" blank, the activities are listed, and in the third blank, the intensiveness of the activities is evaluated.

During the whole class, the physical activity time of only one student is measured. In the end of the class, the trainee reports the result and comments on it a little. Doing that, the trainee should mention the following parameters: 1) Sum of the time spent on the exercise activity and the proportion of this time in comparison with the total duration of the class. 2) Time of exercise activity for different parts of the class. 3) Distribution of time between the three intensiveness categories (moderate, medium, high). Total exercise activity time is fixed with the stopwatch at the moment of finish of the last physical exercise. It is extremely important for the class analysis.

CLASS CHRONOMETRY PROTOCOL

Target: evaluate the motor intensiveness of the class

Date "___" _____ 2011. Class _____

Trainee _____

Observed student _____

Class objectives: 1. _____ 2. _____

3. _____

Class run by: _____

Number of students –

Content of the class	Duration of exercises	Exercise intensiveness

In the same way it is possible to measure the time spent to organize the class or the time spent on explaining the tasks during the class.

The main things for trainees are: thorough preparation for the class, good study of notes and up-to-date organization of the teaching aids.

Conclusion

Applying differentiated approach to the students during the teaching practicum can help to use the practicum time with more effect, to learn running classes faster and to get the necessary teaching experience sooner. Control of the supervisor enables the trainee to solve the teaching tasks in a more successful way and understand the efficiency of their teaching activities. All this causes the individuality of forming the teacher's personality and the style of their teaching activity in the future.

Class analysis with dividing it into several topics allows to see the class from several points of view, to control the teaching process, to correct the teaching techniques of the trainee right away, to process every aspect of observation in more detail.

Exercise intensiveness analysis, evaluating the motor activity of the students according to intensiveness zones aids the analysis of the gathered information and its detailed processing. The trainee can see the result of their activity like in the mirror, so that they can correct their teaching techniques throughout the practicum, solve the occurring problems right away.

Teaching practicum organized in a correct and efficient way helps breeding competitive specialists of physical education and sports profile.

References

- Адаптация организма учащихся к учебной и физической нагрузкам / под редакцией А. Г. Хрипковой, М. Б. Антроповой [A.G. Khripkova, M.B. Antropova]. – М.: Педагогика, 1982.
- Анализ проведения уроков физкультуры / В.А. Муравьев [V.A. Muravyev]. – М.: СпортАкадемПресс, 2002.
- Ашмарин Б. А. [B.A. Ashmarin] Теория и методика педагогических исследований в физическом воспитании. – М.: Физкультура и спорт, 1978.
- Бальсевич В.К. [V.K. Balsevich] Физическая культура для всех и для каждого. – М.: Физкультура и спорт, 1988.
- Барбашов С.В. [S.V. Barbashov] Педагогическая практика в школе: учебное пособие для студентов. – Омск: СибГАФК, 2000.
- Барбашов С.В. [S.V. Barbashov] Педагогическая практика в школе: учебное пособие для студентов. – Омск: СибГАФК, 2000. – 100 с.
- Благуш П.К. [P.K. Blagush] К теории тестирования двигательных способностей. – М.: Физкультура и спорт, 1982.
- Боген М.М. [M.M. Bogen] Обучение двигательным действиям. – М.: Физкультура и спорт, 1985.
- Булич Э. Г. [E.G. Bulich] Физическое воспитание в специальных медицинских группах. – М.: Высшая школа, 1986.
- Велитченко В.К. [V.K. Velitchenko] Физкультура без травм. – М.: Просвещение, 1993. – 128 с.
- Гигиена детей и подростков: Руководство для санитарных врачей / Под ред. Г.Н.Сердюковской и А.Г.Сухарева [G.N. Serdyukovskaya, A.G. Sukharev]. – М.: Медицина, 1986. – 496 с.
- Еркомайшвили И.В., Жукова О.Л., Серова Н.Б. [I.V. Erkomayshvili, O.L. Zhukova, N.B. Serova] Пособие практиканта по физической культуре: учеб.-метод. пособие. – Екатеринбург: Изд-во Рос.гос.проф. педун-та, 2004. – 130 с.
- Железняк Ю. Д. [Yu.D. Zheleznyak] Профессионализм в физкультурно-спортивной деятельности. В уч. пос.: Основы общей и прикладной акмеологии. – М., 1995.
- Жолдак В.И., Зуев В.Н. [V.I. Zholdak, V.N. Zuev] Управление в сфере физической культуры и спорта. – Тюмень: Изд-во Вектор Бук, 2000. – 332 с.
- Залетаев И.П., Муравьев В.А. [I.P. Zaletaev, V.A. Muravyev] Анализ проведения урока физкультуры: – М.: СпортАкадемПресс, 2002. – 92 с.
- Зациорский В. М. [V.M. Zatsiorskiy] Физические качества спортсмена. — М.: Физкультура и спорт, 1970.
- Зимняя И.А. [I.A. Zimnyaya] Компетентностный подход. Каково его место в системе современных подходов к проблеме образования: теоретико-методологический аспект // Высшее образование сегодня, 2006. – № 8. – С. 20 – 26.
- Зуев В.Н. [V.N. Zuev] Нормативно-правовое регулирование в сфере отечественной физкультуры и спорта / Зуев В.Н. – СПб.: Петрополис, 2001. – 484 с.
- Зуев В.Н. [V.N. Zuev] Управление системой спортивного соревнования / Зуев В.Н. – Тюмень: Вектор Бук, 2001. – 400 с.

Зуев В.Н., Шитова Н.А. [V.N. Zuev, N.A. Shitova] Социально-экономические условия управления системой соревнования. – Омск: СибГАФК, 2001. – 144 с.

И.П. Подласный [I.P. Podlasniy] Педагогика. – М.: Владос, 2002.

Качашкин В. М. [V.M. Kachashkin] Физическое воспитание в начальной школе. – М.: Просвещение, 1978.

Квалификационная характеристика выпускника системы высшего профессионального образования / В.И. Маслов, Н.Н. Зволинская, В.М. Корнилов, В.А. Сургучев, Л. Н. Ильина [V.I. Maslov, N.N. Zvolinskaya, V.M. Kornilov, V.A. Surguchev, L.N. Ilyina] // Вестник учебных заведений физической культуры. – 2004. – № 1 (2). – С. 2 – 14.

Куликова Л.М. [L.M. Kulikova] Модернизация содержания и организации педагогической практики в физкультурном вузе / Л.М. Куликова. – М.: Физкультура и спорт, 2004. – 268 с.

Курамшин Ю.Ф. [Yu.F. Kuramshin] Теория и методика физической культуры. – М.: Советский спорт, 2003.

Максименко А.М. [A.M. Maximenko] Основы теории и методики физической культуры: учеб. пособие для студентов вузов. – Изд. 2-е, исправленное и доп. – М.: Физкультура и спорт, 2001.

Мальцева И.Г., Н.М. Костихина, В.И. Шестернина [I.G. Maltseva, N.M. Kostikhina, V.I. Shesternina] Воспитательная работа студентов на учебно-педагогической практике. – Омск: СибГАФК, 1998.

Маркова А.К., Матис Т.А., Орлов А.Б. [A.K. Markova, T.A. Matis, A.B. Orlov] Формирование мотивации учения – М: Просвещение, 1990.

Массовая физическая культура в вузе: учеб. пособие / И.Г.Бердников, А.В.Маглеваний, В.Н.Максимова и др. [I.G. Berdnikov, A.V. Maglevaniy, V.N. Maximova et al.] / под ред. В.А.Маслякова, В.С.Мятыжова. – М.: Высшая школа, 1991. – 240 с.

Матвеев Л. П. [L.P. Matveev] Основы спортивной тренировки. – М.: Физкультура и спорт, 1977.

Матвеев Л. П. [L.P. Matveev] Теория и методика физической культуры. – М.: Физкультура и спорт, 1991.

Матвеев Л.П. [L.P. Matveev] Общая теория спорта: учебник для завершающего уровня высшего физкультурного образования. – М., 1997.

Матвеев Л.П. [L.P. Matveev] Теория и методика физической культуры: Введение в предмет: учеб. для высших спец. физк. учеб. завед. – 3-е изд. – СПб.: Лань, 2003.

Методика воспитательной работы: учеб. пособие для студ. высш. пед. заведений /Л.А.Байкова, Л.К.Гребенкина, О.В.Еремкина и др. [L.A. Baykova, L.K. Grebenkina, O.V. Eremkina et al.] /Под ред. В.А.Сластенина. – М.: Издательский центр «Академия», 2002. – 144 с.

Муравьев В.А., Созинова Н.А. [V.A. Muravyev, N.A. Sozinova] Техника безопасности на уроках физической культуры. – М.: СпортАкадемПресс, 2001. – 96 с.

Настольная книга учителя физической культуры / Под ред. проф. Л.Б.Кофмана [L.B. Kofman]. –М.: Физкультура и спорт, 1998. – 496 с.

Настольная книга учителя физической культуры /Г. И. Погадаев [G.I. Pogadaev]. – М.: Физкультура и спорт, 1981.

Немов Р.С. [R.S. Nемов] Психология образования. – М: Просвещение, 1995.

Нормативно-правовые основы, регулирующие деятельность спортивных школ. – М.: Кострома, 1995. – 32 с.

О производственной (профессиональной) практике студентов, курсантов образовательных учреждений среднего профессионального образования. //Сборник нормативных правовых и рекомендательных документов / под ред. П. Ф. Анисимова [P.F. Anisimov]. – Москва, 1996.

Озолин Н.Г. [N.G. Ozolin] Настольная книга тренера /Наука побеждать. – М.: ООО «Изд-во Астрель», 2003. – 863 с.

Озолин, Н. Г. [N.G. Ozolin] Молодому коллеге. – М.: Физкультура и спорт, 1988.

Педагогическая практика в системе училищ олимпийского резерва. /Ж. К. Холодова, В. В. Асеева [Zh.K. Kholodova, V.V. Aseeva]/ Учебное пособие. –Москва, 1998.

Педагогическая практика по физической культуре в школе: учебно-методическое пособие/ Авторы-составители: С. Н. Чернякова, В. Л. Архипова, Е. Н. Сидорова [S.N. Chernyakova, V.L. Arkhipova, E.N. Sidorova]. – Красноярск: КГУ, 2004.

Педагогическая практика по физической культуре в школе: учебно-методическое пособие/ И. В. Еркомашвили, О.Л.Жукова [I.V. Erkomayshvili, O.L. Zhukova]. – Екатеринбург: ГОУ ВПО УГТУ-УПИ, 2004. – 88 с.

Педагогическая практика студентов факультета физического воспитания: методическое пособие / Сост. В.К.Пельменев, О.Б.Томашевская [V.K. Pelmenev, O.B. Tomashevskaya]. – Калининград: Калинингр. ун-т, 1995. – 44 с.

Платонов В.Н., Сахновский К.П. [V.N. Platonov, K.P. Sakhnovskiy] Подготовка юного спортсмена. – К.: Рад. шк., 1988.

Погадаев Г.И. [G.I. Pogadaev] Настольная книга учителя физической культуры. 2-е изд., перераб. и доп. – М.: Физкультура и спорт, 2000. – 496 с.

Подласый И.П. [I.P. Podlasiy] Педагогика: учебник. – М.: Просвещение, Гуманит. изд. центр ВЛАДОС, 1996. – 432 с.

Практика студентов на факультетах физической культуры. Программы педагогических университетов и институтов / Г.Б.Северухин, Л.К.Завьялов [G.B. Severukhin, L.K. Zavyalov]. – М.: Московский городской педагогический университет, 1996. – 21 с.

Ратов И. П. [I.P. Ratov] Двигательные возможности человека (нетрадиционные методы их развития и восстановления). – Минск, 1994.

Реан А.А., Бордовская Н.В., Розум С.И. [A.A. Rean, N.V. Bordovskaya, S.I. Rozum] Психология и педагогика. – СПб: Питер, 2000.

Руководство по педагогической практике учащихся училищ олимпийского резерва. – М., 1995.

Сборник нормативно-правовых актов, регулирующих деятельность сферы физкультуры и спорта Тюменской области / под. ред. Зуева В.Н. [V.V.N. Zuev] –Тюмень, 2001. – 86 с.

Справочник работника физической культуры и спорта: нормативно-правовые и программно-методические документы, практический опыт, рекомендации / Автор-составитель А.В. Царик [A.V. Tsarik]. – М.: Советский спорт, 2002. – 700 с.

Сулейманов И.И. [I.I. Suleymanov] Система основных понятий теории физической культуры: учеб. пособие. – Тюмень: Изд-во «Вектор Бук», 1999. – 16 с.

Сулейманов И.И., Михалев В.И., Шнайдер В.Х. и др. [I.I. Suleymanov, V.I. Mikhalev, V.Kh. Shnayder et al.] Общее физкультурное образование: учебник. Т.1 Школьное физкультурное образование. – Омск: СибГАФК, 1998. – 268 с.

Теория и методика спорта: учеб. пособ. для училищ олимпийского резерва. – М., 1997. – 416 с.

Теория и методика физического воспитания / под ред. Б. А. Ашмарина [B.A. Ashmarin]. – М.: Просвещение, 1990.

Фазлеев Н.Ш. [N.Sh. Fazleev] Проектирование и реализация компетентно ориентированного подхода в профессиональной подготовке педагога по физической культуре и спорту // Теория и практика физической культуры. – 2006. – № 7. – С. 40 – 44.

Физкультурно-оздоровительная работа в школе: пособие для учителя / под ред. А.М. Шлемина [A.M. Shlemin]. – М: Просвещение, 1988.

Филин В. П. [V.P. Filin] Теория и методика юношеского спорта. – М.: Физкультура и спорт, 1987.

Холодов Ж.К., Кузнецов В.С. [Zh.K. Kholodov, V.S. Kuznetsov] Теория и методика физического воспитания и спорта: учеб. пособие для студ. высш. учеб. заведений. – М.: Издат. центр «Академия», 2000. –480 с.

Шиганакон А.Т. [A.T. Shiganakov] Методика преподавания физической культуры в начальных классах: методические указания. – Оренбург: ГОУ ОГУ, 2003. – 11 с.

Jagusz, M. Nauczyciel jako wzorzec zachowan prozdrowotnych / M. Jagusz, D. Nawarecki // Annales Universitatis Mariae Curie-Sklodowska, Sectio D Medicina. – Lublin, 2005. – Vol. LX, Suppl. XVI, N 2. – S. 212-218.

Kostiuczenko, W. О перспективе подготовки физкультурных кадров в России в контексте болонского процесса / W. Kostiuczenko, D. Nawarecki // Zeszyty Naukowe seria : Wychowanie Fizyczne i Fizjoterapia, z. 6. – Opole : Politechniki Opolska, 2005. – S. 63 – 74.

Level of motor competence in population of children and youth / Szepelawy M., Nawarecki D., Wojnar J.. Szepelawy, M., Nawarecki D., Wojnar J. // Awareness of students from selected secondary schools in the domain of health care. Movement and health 4th. International Conference, Olomouc, 23 – 25.11.2005. – Olomouc, 2005. – S. 178.

Методы эффективной подготовки конкурентоспособных специалистов физкультурно-спортивного профиля на педагогической практике в школе

**Е.Н. Сидорова^а,
В.А. Перушкин^б, С.Н. Чернякова^а**
*Сибирский федеральный университет
Россия 660041, Красноярск, пр. Свободный, 79
Красноярское училище (техникум) олимпийского резерва
Россия 660093, Красноярск, о. Отдыха, стр.5,
Центральный стадион*

Педагогическая практика является одним из важнейших компонентов в формировании личности педагога. Составной частью любого учебно-воспитательного процесса является контроль педагога на каждом уроке за собственной деятельностью, деятельностью учащихся и ее результатами. В статье приведены методические рекомендации к некоторым разделам профессиональной практики, способствующие более эффективной подготовке специалистов физкультурно-спортивного профиля. Даны рекомендации по индивидуальному подходу к студентам на педагогической практике, с учётом их подготовленности, индивидуальных особенностей и психологического состояния, представлены методические приёмы, направленные на эффективную подготовку специалистов в области физической культуры и спорта. По разделу практики, направленному на педагогический анализ урока, на отражение результатов роста профессионального мастерства представлены рекомендации по проведению экспресс-анализа моторной плотности урока. Для более детального многостороннего виденья проводимого урока предложено анализировать занятие с разделением на отдельные локальные темы между несколькими наблюдающими. Для решения поставленных задач было решено пересмотреть два основных раздела педагогической практики: дифференцированный подход в работе со студентами и методы анализа педагогической деятельности практикантов. Определив три основных типа психологического состояния практикантов, мы внесли следующие методические рекомендации для проведения более эффективной работы со студентами. Для успешного освоения программы практики студентам необходимо на каждом проведённом занятии получать информацию со стороны и сопоставлять своё внутреннее виденье урока с внешним. Желательно, чтобы эта информация была достаточно точной, ёмкой и сопровождалась необходимыми рекомендациями по дальнейшему совершенствованию профессиональных умений и навыков. Главным для студента-практиканта является тщательная всесторонняя подготовка к уроку, качественная разработка конспектов и своевременная организация материально-технических условий проведения занятия.

Ключевые слова: конкурентоспособный специалист физкультурно-спортивного профиля, педагогическая практика, психологическая подготовленность, индивидуальные способности, уровень профессиональной подготовки, анализ урока, наблюдение, хронометраж, интенсивность нагрузки.
