



## Development of Management Competence of a Future Teacher-Student of the Faculty of Physical Culture of a Pedagogical University

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<b>Received</b> 18-12-2022	<b>Abstract:</b> At the present stage of modernization of the domestic education system, primary school faces an important task of developing fundamentally new pedagogical approaches, optimizing the process of physical education of children of primary school age and creating organizational and pedagogical conditions that ensure the adaptation of first-graders to learning.	<b>Key words.</b> physical education, professional stereotype, professional activity, pedagogical situations, functional duties.
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### INTRODUCTION

The training of physical education teachers today is characterized by a high degree of connection between the organization of the educational process and the organization of future activities, the student's orientation exclusively to work in a school environment, with a clearly defined range of functional duties. All this contributes to the formation in the graduate of a strong stereotype of the profession, which prevents reorientation in terms of expanding their own professional activities.

The first factor contributing to the creation of opportunities for successful work is the destruction of the narrowly professional stereotype of a physical education teacher. The second factor for successful approval in the market of physical culture and sports services is the nature and level of qualification of a physical education teacher. Professional competence is the main personal resource in the activities of offering and providing physical culture and sports services. It is in it that the significant advantage of physical education teachers lies, who, in the ideal case, should not only have a complex of special knowledge and skills, but also have a specific "key" that allows them to use this complex creatively, taking into account the current economic situation.

A prerequisite for ensuring professional activity in a market economy is a certain amount of organizational, managerial and economic knowledge and skills, which are far from always

possible to acquire as part of training in pedagogical educational institutions [1].

In pedagogical science and practice, the desire to comprehend the holistic pedagogical process from the standpoint of the science of management, to give it a strict scientifically based character, is increasing. It is true that many domestic and foreign researchers assert that management is real and necessary not only in the field of technical, production processes, but also in the field of complex social systems [2], including pedagogical ones. At present, there is a tendency to develop the professional functions of a teacher, focused not so much on knowledge of the subject and the ability to organize their work, but on the formation of independence and responsibility of the teacher, his ability to effectively manage the educational and cognitive activities of students in the context of innovative transformations carried out in the education system. Today, the main goal of teacher training is to become a qualified employee of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession,

In recent years, along with the traditional educational, educational and developmental activities characteristic of a physical education teacher, new types of activities have appeared that impose a number of specific requirements on his preparation from the field of management. This is the activity of managing the learning of students using various methods and means of teaching, the activity of making decisions on the choice of

optimal forms and methods of teaching in accordance with the goals set and in accordance with the specific conditions of learning. A modern teacher cannot do without analyzing the results of his activity and making a decision about ways to improve it. A specialist working with schoolchildren must be able to solve problematic pedagogical situations and understand the causes of such situations [3].

Based on the requirements and trends listed above in the training of physical education teachers, we can talk about the need to identify, form and develop the managerial qualities of the teacher's personality, which are a significant factor in improving the efficiency of the educational process, as a whole, as they allow the fullest use of the teacher's professionalism. In this regard, we can talk about the expediency of special training in the field of formation of managerial competence of a teacher of physical culture.

The concept of managerial competence is relatively new. The most important managerial competencies in management include: level of qualification, knowledge of one's work, optimization of the process of managing people, focus on results, formation of a cohesive team, analysis of problems and decision-making subordinates, the effective use of the leader's own potential.

There is no unambiguously formulated definition of the concept of managerial competence of a teacher of physical culture. According to many researchers, the managerial competence of a teacher is a complex individual psychological education, including the ability to self-determine, set a situational goal, choose adequate means to achieve it, make decisions independently, organize educational and cognitive activities of schoolchildren, reflect on their own activities and organize reflection on the activities of all participants. educational process.

The problem of managerial competence formation among physical education teachers has not been comprehensively studied. The scientifically substantiated managerial competence of a physical education teacher needs to clarify the content and structure, develop technologies and means of its formation and development. Therefore, the search for forms and methods of developing the managerial competence of physical

education teachers seems to be relevant. It should be noted that some foundations for the formation of managerial competence are already laid down in the existing course "Management of Physical Culture and Sports", read to students of the Faculty of Physical Culture of a pedagogical university.

However, this course only partially considers managerial competencies that are necessary in the activities of a physical education teacher in modern economic conditions. In our opinion, the structure and features of the managerial competence of a teacher of physical culture include: knowledge in the field of management; ability to carry out advanced planning, modeling and forecasting of the process of teaching physical culture; skills to manage their own activities and the activities of students in the course of training; the ability to reflect the results of one's own activity and the implementation of managerial functions in the process of teaching physical culture, the ability to implement managerial activities, the ability to independently improve the individual personal qualities of a physical education teacher, as a complex of special knowledge and skills of a managerial nature.

We have developed substantive sections relating to the theory of management and supplementing the course "Management of physical culture and sports", programs of special courses "Manager in the management system"; "Fundamentals of Entrepreneurship in Sports". The following courses have also been developed: Requirements for adjusting students' activities during pedagogical practice, which ensure the formation of basic managerial competencies of a future physical education teacher; programs of practice-oriented seminars: "Innovative pedagogical technologies in the field of physical culture", "Fundamentals of managing the process of long-term training of an athlete", allowing to develop the managerial competence of a future teacher of physical culture.

There is no doubt that the system of methodological training of future teachers of physical culture should be built taking into account the principles of the formation of managerial competence, and carried out taking into account the conditions, which include socio-economic conditions, conditions for the introduction and use of new pedagogical

technologies, independence, meeting the educational needs of each participant in the educational process. , creating a favorable moral and psychological climate.

In our opinion, the main goals of training future teachers of physical culture should be: the formation of skills to manage the educational and cognitive activities of students, the management of educational resources, the management of the educational team, the quality and effectiveness of educational and cognitive activities.

In modern socio-economic conditions, the scope of tasks solved by the school has dramatically expanded, they have become much more complicated, and, most importantly, it is under these conditions that the role of the teacher as a pedagogical manager increases. The pedagogical task of the teacher is associated with a progressive change in the knowledge, attitudes, skills of the student, that is, everything that makes the student an active subject of labor, knowledge and learning. The modernization of education requires deep managerial knowledge from the teacher, since it is the effective management of the educational process in the classroom that makes it possible to predict the development of all participants, plan and organize, control and analytical activities and correct both the learning process itself and its management.

Considering the structure of managerial competence of a teacher of physical culture, a number of its components can be distinguished: knowledge, skills and abilities in the field of management; adequate selection of technologies in teaching physical culture; improvement of individual qualities of a teacher of physical culture; possession of the methodology of teaching physical culture; acquisition of new knowledge and skills in the field of management; advanced planning, modeling and forecasting of the learning process; implementation of managerial functions in the learning process; possession of a methodology for managing one's own activities (self-management); possession of a method of managing students' activities; independent improvement of professional competence; reflection based on understanding the results of their own activities.

The technology of formation of managerial competence of a teacher of physical culture is

implemented through a series of successive actions that allow to form: at a certain level, the main mental casting operations (analysis, synthesis, evaluation and other operations); skills and abilities that are formed in the process of developing subject understanding and contribute to the emergence of a high level of "personal knowledge"; the ability to make a responsible choice based on personal qualities, characteristics, inclinations and abilities, i.e. make a managerial decision; the ability to build their own educational work, manage it, be aware of their own strengths and weaknesses in its implementation; ability to work in a problem-solving environment.

In the technology of formation of managerial competence of a teacher of physical culture, the following sequence can be distinguished: making additions to the course "Theory and methods of teaching physical culture", allowing to determine the methodology of the subject of "management" in the field of methods of teaching physical culture, to form students - future teachers of physical culture managerial knowledge, skills and abilities. At this stage, the process of forming the managerial competence of future teachers is underway. The main goal of such training is to promote the formation of special managerial competence through the development of basic competence. At the next stage, a set of possible methods of managerial influences on a student is formed, a mechanism for their correlation and implementation, a set of conditions and factors that affect the effectiveness of the management activity of a physical culture teacher is identified, formation of special managerial competence in the field of theory and practice of managing the process of teaching physical culture [1].

For continuous pedagogical practice, a special system of tasks has been developed for future teachers of physical culture, which allows preparing the basis for the formation of skills to identify and solve educational problems, to carry out the interaction of participants in the learning process from the position of managerial competence. The result is the formation of knowledge about the functions of management, their implementation in the conditions of daily educational and cognitive activity, about generalized methods of methodological modeling of the content of educational material on physical culture, the use of modern pedagogical

technologies, advanced planning of independent activities of schoolchildren in the process of teaching physical culture, diagnostics of their achievements. In the process of pedagogical practice, this equips future teachers of physical culture with tools and experience of independent conscious construction of the content of educational material on physical culture and management of the process of teaching physical culture.

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