

Training Future Teachers to Organize School Sport

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Abstract: Nowadays, sport gives more consistent results than in the past. Therefore, it is important to use sports achievements in physical education of pupils and students in order to increase physical potential of the mankind. The research aims to theoretically justify and experimentally verify a pedagogical technology of training future teachers to organize school sport. Physical training can be considered effective if a relevant technology has been introduced. This technology should consist of the following pedagogical conditions: applying sports and physical education; conducting workshops (practice-oriented training); strengthening joint efforts of subject lecturers; organizing active forms of research activities; conducting systematic monitoring and evaluation; providing lecturers and students with educational and methodological literature. Methods: pedagogical observation, modelling, interviewing, diagnostic interviews, questionnaires, expert evaluation; pedagogical experiment; methods of mathematical statistics. Three experimental groups (56, 30, 27 respondents) and three control groups (55, 30, 29 respondents) were formed. The overall results obtained from control and experimental groups during the formative experiment show positive dynamics of changes in experimental groups. The formulated conclusions verify the research hypothesis that the proposed technology can significantly increase readiness of future teachers to organize school sport provided it has been introduced into practical activities of higher education institutions.

Keywords: *exercise; pedagogical conditions; workshop; practice-oriented training; expert evaluation.*

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Introduction

The relevance of the research grows with a number of global and local effects of development of the modern civilization: on the one hand, an ever-increasing shift in balance between physical and intellectual activities of humankind towards establishing a sedentary lifestyle and, on the other hand, information overload, general reduction in immunity and declining health of the population; a general decline in physical culture of society under the conditions of the social and environmental crisis; financial, scientific and methodological and staffing of physical education does not correspond to modern European and global standards; the system of physical education for pupils should be updated. The point is that school age is the important stage of childhood, that is, an exceptionally sensitive and especially favourable age for developing all aspects of personality, as well as the basic characteristics of physical development (the needs, skills and habits of physical education, a healthy lifestyle, etc.).

It must be noted that traditional physical education lessons are clearly insufficient for the full development of pupils. After comfortable sitting at desks, dramatic and overwhelming physical loads can, in fact, decrease pupils' working capacity and cause fatigue, stress, loss of strength, apathy, etc. Pupils are particularly prone to positive and joyful emotions and various motor and sports games and leisure exercises, especially differentiated by their choice, which have always been a powerful source of such emotions. Thus, one can conclude that it is necessary to incorporate school sport as a system-forming component into the general system of physical education in modern school.

School sport will ensure the adjustment of sports achievements with the aim to enhance the physical potential of younger generations by means of *exercise* as the leading and most effective way of such transformation (Balsevich, 2004; Byvalkevych, Yefremova, & Hryshchenko, 2020; Halaidiuk et al., 2018; Maksymchuk et al., 2018; Bakhmat et al., 2019; Behas et al., 2019; Bezliudnyi, Kravchenko, Maksymchuk, Mishchenko, & Maksymchuk, 2019; Gerasymova et al., 2019; Koziuk, Hayda, Dluhopolskyi, & Kozlovskyi, 2020; Melnyk et al., 2019; Sebalo & Teslenko, 2020; Sheremet, Leniv, Loboda, & Maksymchuk, 2019; Sitovskiy et al., 2019).

The essence of sport-oriented physical education consists in the fact that from the very beginning pupils should be able to attend traditional physical education lessons and join sports sections by choice within schools. According to the school curriculum, physical education lessons are usually conducted in the form of sport-specific training sessions three times a week.

Pupils are allowed to choose another sports group at any time. It is precisely the pupils' interest that proves the effectiveness of such a pedagogical technology.

In Great Britain, they have a similar system of school sport in general education schools. Teachers are allowed to choose both methods and content of physical education lessons. Their content covers almost all existing types of sports activities and physical exercises. There pupils can choose the sport they wish to participate in: football, rugby, gymnastics, volleyball, tennis, squash, track and field athletics, cricket, swimming, rowing, sailing, badminton, golf, grass hockey, basketball, table tennis, archery, horse riding, skating, jumping into the water. They all aim *to ignite pupils' life interest in active leisure and sport* (Shyian, & Turchyn, 2005).

An effective organization and implementation of school sport largely depend on teacher training. Within the current research, readiness of future teachers to organize and implement school sport is regarded as clearly expressed motives of pedagogical activity, in particular in the field of physical education; thorough comprehension of biological, psychophysical, psychological principles of physical development of pupils; love for children and professional activities; organizational skills and culture developed based on communication with pupils; the ability to encourage pupils to achieve success in all areas, especially in sport (athletic posture, confidence, graceful movements, gait); sincere readiness to cultivate positive personality traits in pupils. Therefore, teachers should ignite pupils' interest in physical education and sport.

Sport-oriented physical education is not characterized by clarity, either in content or structure, whereas the class lesson system of physical education encompasses regularity, consistency and methodological and technological support. Therefore, taking into account the role and significance of school sport and its extremely positive multi-faceted impact on the development of pupils (health, as well as intellectual, moral and ethical and aesthetic spheres), it is expedient to determine the goals and structural and content parameters of school sport. In other words, it is crucial to design a technology of sports training for future teachers and employ it as a sub-system of physical education.

The obtained experimental data prove the following: the level of future teachers' readiness to organize school sport does not meet the modern requirements; it is necessary to enhance the quality of psychological, professional and methodological training. These can be the result of insufficient attention paid to this aspect of teacher training in higher education institutions.

Material & methods

Research and experimental work was conducted at Izmail State University of Humanities, Pavlo Tychyna Uman State Pedagogical University, Vasyl' Stus Donetsk National University, Ivan Ogienko National University in Kamianets-Podilsky, Taras Shevchenko National University "Chernihiv colehium", Lviv State University of Physical Culture, Vynnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Lesya Ukrainka Eastern European National University, Private Higher Educational Institution Academy of Recreational Technologies and Law, Yuriy Fedkovych Chernivtsi National University, Rivne State University of the Humanities, Communal Higher Educational Establishment «Kherson Academy of Continuing Education» of Kherson Regional Council, Communal Institution "Kharkiv Humanitarian and Pedagogical Academy" of the Kharkiv Regional Council, Mariupol State University. Experimental group 1 (EG 1) consisted of 56 respondents, experimental group 2 (EG 2) – 30 respondents and experimental group 3 (EG 3) – 27 respondents. Control group 1 (CG 1) consisted of 55 respondents, control group 2 (CG 2) – 30 respondents and control group 3 – 29 respondents. The respondents were aged between 17 and 22. The gender aspect, however, was not taken into account. Before the formative experiment, EGs and CGs did not much differ by indicators used. CG respondents were offered traditional lessons, whereas EG respondents were involved in the experimental system of training future teachers to organize school sport.

The process of conducting this research adheres to relevant ethical rules. First of all, all ethical requirements were considered before the implementation of this research. Next, the authors of the research obtained approval from the ethical committee of the university. After that, the respondents were informed about both the goals and objectives of the research and were interviewed. Moreover, they were assured that the participation in the research was voluntary, and they were entitled to quit it at any time so that they should not feel under pressure.

The outlined **training stages** make it possible to identify the development levels of future teachers' readiness to organize school sport. *The preparation stage (Stage 1)* aims to create favourable conditions for implementing the formed diagnostic, prognostic, design and managerial skills: to diagnose sports, physical education, recreational traditions of different groups of pupils; to determine the areas of sports and educational activities: training, extracurricular, club ones, etc.; to plan pupils' activities based on the results of diagnostics; to carry out perspective prognosis; to

design sports and educational activities at school, to classify short-term and far-reaching goals of their sports and pedagogical activities; to obtain information on a particular problem. *The organization and communication stage (Stage 2)* aims to create favourable conditions for developing the following abilities: to organize a creative group, a team of project participants; manage the creative group; to organize work in various areas of sports activities; to encourage all project participants to fulfill the task; to collaborate with project participants in order to achieve certain results. *The reflection stage (Stage 3)* implies creating those conditions so that such abilities may be developed: the ability to self-analyze one's results according to general criteria; to analyze the work of project participants in order to improve future activities.

The principal role in increasing readiness of future teachers to organize school sport belongs to certain **pedagogical conditions**, which are considered as a combination of positive circumstances, financial and spiritual, educational and didactic and technological, which can help to realize the set goals and objectives. They are the following: strengthening *joint efforts* of subject lecturers with the aim to teach future teachers how to organize school sport; providing both lecturers and students with the necessary educational and methodological *literature*; applying *sports activities* to training future teachers to organize school sport; incorporating *workshops* (practice-oriented training) in professional training of future teachers in terms of organizing school sport; conducting systematic *monitoring* and *evaluation* of future teachers' readiness to organize school sport.

The process of strengthening joint efforts of subject lecturers with the aim to teach future teachers how to organize sport-oriented physical education included holding methodical seminars and speeches at the meetings of departments of physical education, pedagogy in the participating higher education institutions; implementing the methodology of school sport and increasing its importance; providing the participating higher education institutions with relevant methodological materials and lecturers with authors' methodical recommendations; preparing drafting patterns of school sport and plans of sports events for EG students.

Theoretical training of future teachers to organize school sport during theoretical lessons included *lectures*. In EGs, apart from common requirements, lectures were aimed at increasing motivation in future teachers to organize school sport. When lecturing to their students, lecturers paid considerable attention to the issues of school sport and the methodology of its organization. To this end, students were encouraged to discuss the issues related to the organization of school sport. As a result, lecturers and students actively interacted with each other, exchanged their views and jointly sought

solutions to problematic situations. Therefore, such lectures served as a theoretical basis for further practical training of future teachers to organize school sport.

The process of applying sports activities to training future teachers to organize school sport is regarded as one of the most important pedagogical conditions. Sport-oriented physical education also involves personality-oriented approach, which, in turn, can help future teachers to realize themselves in terms of professional activities and lecturers to evaluate not only educational attainment of their students but also monitor the individual growth of their pedagogical competency. The content of such training included: sport-oriented physical education lessons, sport-oriented extracurricular activities, etc.

Sports activities in *the structure of physical education lessons*. Physical education lessons are the main form of physical education in school and, thus, the implementation of its content. They make it possible to systematically solve educational tasks of physical education and, as a consequence, fully prepare pupils for an active life in society. Sport training *during the school day*. Additional forms of school sport include extended breaks, sports hours in afterschool clubs and motor and sports games, which are approximated to the sports organized in a certain class. The observations show pupils' significant interest in the sports activities, which generate positive emotions, shape motor skills and habits of motor activity, foster competitiveness among pupils and develop their teamwork skills. Sport-oriented *extracurricular activities and events*. Certain unclassified competitions among pupils (e.g. *Fun Start; Galicia Games; Kozak Games; Come on, Boys and Girls; Parents and I – the Sport Family*) occupy a significant place in training future teachers to organize school sport. The set objectives can be realized due to the organization of such sports events as *Physical Education Mornings, Sports Holidays, Health Days, Art Days*, etc. Future teachers prepared plans and programmes, designed the content of various motor (sports competitions, various physical exercises) and artistic (musical, dancing, intellectual contests, performances of athletes, musicians, artists) activities.

Within this research, *a workshop* is viewed as an integration technology, which combines gaming, research and problem-solving activities. It is an open system of searching and choosing a path to knowledge, free interaction, generalization and exchange of information during the education process. It must be noted that future teachers “live through” certain professional activities, perceiving them through their own experience and consciousness. The technology is, however, implemented in the context of physical education lessons, sportsmanship lessons and teacher placement. Such lessons are

devoted to the organization and implementation of sports holidays and competitions participated by all students.

During workshops they learn to manage and organize various groups of pedagogical activities, perform various functions in organizing collective creative activities, develop their communication and management skills, etc. The knowledge and skills which students acquire during practical training generally include encouraging pupils to participate in a sports event (competition); identifying the needs and capabilities of pupils with the aim to prepare them for a sports holiday (competition); shaping organizational skills (coordination actions of participants, namely school administration, methodological associations of teachers, pupils and their parents); shaping managerial skills (the ability to make managerial decisions, organize and hold a business meeting, choose the most optimal ways for coordinating events, set a collective goal and formulate objectives, etc.); shape relevant skills (to choose a venue and decorate it, prepare costumes and sports uniforms, provide sports equipment); shape directing skills (to create a script, synthesize information and identify the necessary content; to determine the actions of each participant, etc.); knowledge of organization of school sport.

The following ways for implementing *practice-oriented training* were singled out: expanding active and collective training methods (business games, joint creative activities, pedagogical workshops, etc.); employing practice-oriented monitoring; applying the collected material in practice; organizing active forms of research activities (writing a thesis, preparing a project, etc); introducing active practical training; developing the ability to organize sports events.

Forming the students' readiness to organize and implement a sports event (a competition) is a holistic multidimensional process, which consists of four stages: first-year students participate in sports events – they learn to observe and partially perform; second-year students are responsible for certain functions in sports events. They participate in creative activities, observe, coordinate their future actions during organizing sports events; actively conduct research activities; third-year students participate in planning sports events, are involved in its active organization and practically use the obtained material (games, competitions, relays); four-year students manage, rehearse, create and implement their own projects.

The following results were achieved: participants felt united with each other and with the universe, perceived harmony in co-creation and expressed a strong collective interest; optimal conditions were created in order to achieve the synergetic effect: the unity of self-consciousness, imagination, freedom of choice, independent will, everyone's responsibility for the heard, perceived,

experienced, carried out; empathetic hearing: understanding of other people, as well as their views and values; equality, which manifests itself in the ability to express oneself.

Therefore, practice-oriented training is important for increasing readiness of future teachers to organize school sport since it makes it possible to simulate work in school and society, integrate knowledge under all conditions of school environment and develop the necessary skills by involving students in various activities related to sports holidays.

The process of organizing *active forms of research activities* (writing a thesis, preparing a project) is also aimed at generalizing the vast experience of practicing teachers in order to study regional sports traditions. While organizing such researches, one can single out certain areas, namely shaping relevant views on local sports traditions and achievements with the help of conversations with those who have achieved high sports results and maintain the traditions of the region; receiving information from sports and cultural organizations and institutions; establishing relationships and collecting information from representatives of sports dynasties or their descendants.

In the context of training future teachers to organize school sport, *monitoring and evaluation* include the following forms: self-monitoring and self-evaluation, mutual monitoring and evaluation, monitoring and evaluation by teachers and lecturers through written and oral responses, tests, analyzing conducted lessons.

Studying the teacher's readiness to conduct effective physical education lessons, the stages of such readiness have been linked with each course of student training. The following stages of *the final diagnostics* were determined: the initial diagnostics (training start), the organization of an after-school event (Term 2), a trial lesson (Term 4), a pass/fail test to monitor the results obtained from mastering a specialized course of study on methodology of educational work (Term 6), the final diagnostics (Term 8), which involves an exam on theory and methods of physical education. *The process of monitoring the results* on future teachers' readiness to organize school sport covered the courses on theory and methods of physical education, physical education, enhancing sports skills and teacher placement.

The observation and documentation of future teachers' readiness were carried out by experts: physical education teachers, supervisors of student teachers in general education institutions. Prior to student teachers' arrival to school, a one-day practical seminar on the pedagogical experiment organization was held for teachers. In addition, the level of future teachers'

readiness to organize school sport was determined by means of their self-evaluation upon the completion of teacher placement.

The effectiveness of developing future teachers' readiness for professional activity has been evaluated based on the criterion of efficiency, in particular, efficiency of developing future teachers' readiness for professional activity should be evaluated taking into account positive dynamics of changes in the components of readiness (motivational, cognitive, operational, reflexive) in experimental groups compared with control groups and according to the higher level of readiness (basic, adaptive, integration).

Results

In terms of future teachers' readiness to organize and implement school sport, one should take into consideration the following facts (as evidenced by the formative experiment): knowledge of preservation and development of the national sports traditions even though most future teachers (78%) are not familiar with the content of regional sports education; well-developed communication, planning and organization skills required for work with different groups of the population in order to develop physical education and engage more people in a healthy lifestyle, which is not a priority for over than 85% of respondents; only 15% of respondents know how to apply the methodology of organizing school sport, sports holidays with the participation of parents and adult population; only few are able to organize projects and researches on traditional sports holidays of pupils in the society.

The results obtained from the formative experiment prove that a motivational component of readiness to organize school sport can be developed at different levels: the basic level – future teachers are low oriented; the adaptive level – future teachers are adapted to work; the integration level – future teachers are focused on work. The results obtained from interviews, questionnaires, self-evaluation analysis and expert evaluation made it possible to formulate the following conclusions:

–most students in EG 1, EG 2 and EG 3 (56%, 55% and 59% respectively) are confident in their choice of profession, which can be proved such responses as “... I want to work at school”, “... I believe teachers play a great role in preserving and developing sports traditions”, “... I think it is necessary to develop sports skills in schoolchildren”, “... I am ready to organize sports-oriented physical education”. The students' analysis of the results obtained from questionnaires shows that this group's

achievements correspond to a rather high integration level of readiness. Therefore, the results on the development dynamics of the integration level of a motivational component in future teachers' readiness to organize school sport show a significant increase in the number of EG students with the already mentioned level of development by 43%, 41%, 41% in EG 1, EG 2 and EG 3 respectively at the end of the experiment;

–the small number of students (4% of EG 1 students, 15% of EG 2 students and 4% of EG 3 students respectively) remained at the basic level of a motivational component in readiness to organize school sport, whereas such a number was significantly bigger in CGs (22%, 61%, and 17% of students in CG 1, CG 2 and CG 3 respectively). The responses are the following: “... I am willing to study and preserve sports traditions, although I feel rather depressed when working with pupils and adults”, “... I understand the need to preserve sports traditions, but I am dissatisfied with the prospect of working with pupils” etc.;

–the number of respondents who reached the adaptive level of development of a motivational component in readiness amounted to 40%, 30% and 37% in EGs and to 52%, 21% and 51% in CGs. Such students are satisfied with the choice of profession and are ready to work at school. They sometimes face certain difficulties, which is proved by the following responses: “... I like working at school”, “... I like communicating and working with pupils”, “... I feel and understand the need for sports development”, etc.

The development dynamics of a motivational component in future teachers' readiness to organize school sport is presented in Figure 1. In EGs, most respondents are willing to further preserve and develop sports traditions and strive for independent, targeted and socially important activities under school conditions in general.

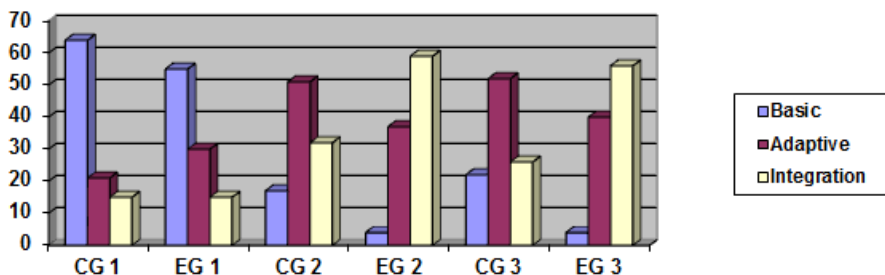


Fig. 1. A motivational component in future teachers' readiness to organize school sport

The analysis of the development dynamics of a cognitive component in future teachers' readiness to organize school sport at certain levels shows that there were no students with the integration level at the beginning of the experiment. At the end of the experiment, the number of students with the integration level increased to 41% in EG 1, 25% in EG 2 and 40% in EG 3 and to 10% in CG 1, 6% in CG 2 and 11% in CG 3. The development dynamics of a cognitive component in future teachers' readiness to organize school sport is presented in Figure 2.

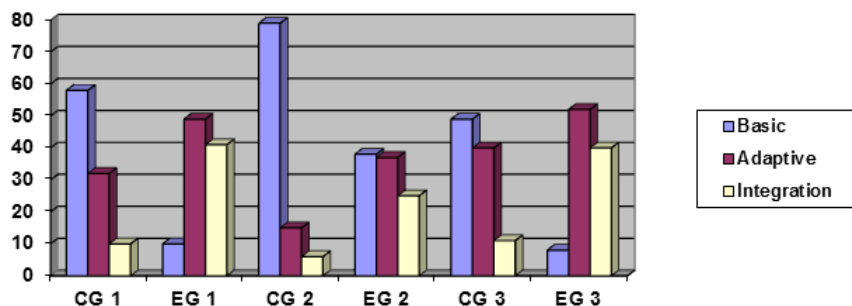


Fig. 2. *A cognitive component in future teachers' readiness to organize school sport*

Particular attention should be paid to the dynamics of an operational component in future teachers' readiness to organize school sport (see Fig. 3). The results obtained from the formative experiment prove that an operational component in future teachers' readiness to organize school sport in EGs and CGs was developed at different levels: most students in CG 1, CG 2 and CG 3 remained at the basic level of readiness to acquire knowledge and skills provided by the state educational standard without in-depth training. Such students can face difficulties in teaching, mainly due to lack of additional knowledge and skills in organizing and implementing school sport.

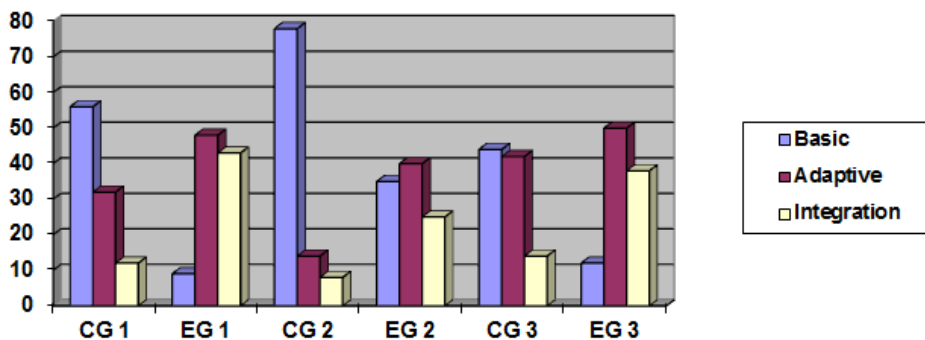


Fig. 3. *An operational component in future teachers' readiness to organize school sport*

The comparison of the results on readiness to organize school sport at the integration level of an operational component development in CG 1, CG 2 and CG 3 and in EG 1, EG 2 and EG 3 shows that the number of EG students with the integration level is bigger than that of CG students at the end of the experiment: 43% in EG 1, 25% in EG 2 and 38% in EG 3 and 12% in CG 1, 8% in CG 2 and 14% in CG 3.

The development dynamics of a reflexive component in future teachers' readiness to organize school sport is presented in Fig. 4. A reflexive component in future teachers' readiness to organize school sport is developed at different levels: most students in CG 1, CG 2 and CG 3 reached the basic level of readiness, acquired knowledge and skills provided by the state educational standard (without in-depth training). Some students in EG 1, EG 2 and EG 3 reached the adaptive level of readiness to organize school sport, which is characterized by the acquisition of knowledge and skills necessary to optimize their activities. Such students are able to analyze the process of training pupils and adults during sports holidays and optimize their activities. The small number of students in EG 1 (23%), EG 2 (26%) and EG 3 (25%) reached the integration level of readiness to organize school sport. In CGs, these indicators are the following: 7% in CG 1, 9% in CG 2 and 9% in CG 3 respectively. This level of knowledge is characterized by the ability to reflect on their own activities in planning, organizing and implementing sports holidays.

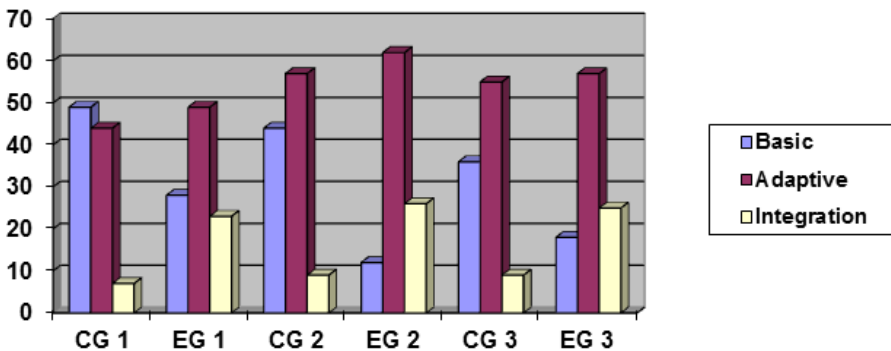


Fig. 4. A reflexive component in future teachers' readiness to organize school sport

Discussion & Conclusions

The scientific value of the research is as follows: the author has first designed the model of training future teachers to organize school sport, determined the structure and components of future teachers' readiness to organize school sport, singled out the criteria for identifying the levels of

future teachers' readiness for school sport and further developed the ways of improving the content of future teachers' professional training for organizing school sport. The practical value of the research lies in developing a system of comprehensive evaluation of future teachers' readiness to organize school sport and presenting methodological recommendations on the problem of modelling future primary school teachers' readiness for school sport.

School sport allows pupils to discover various aspects of sports life. To a greater or lesser extent, almost all pupils were contestants or spectators participating in different sports events. However, the sport itself and sports culture are multi-faceted and are not limited to athletes and spectators. At a certain stage of modern society's development, it is extremely difficult to imagine sport without coaches, judges, statisticians, as well as journalists, photo-reporters and sports commentators. Every sport has its own idols, records, statistics. If pupils are not allowed to try themselves in the roles of coaches, statisticians, commentators or judges and their sport life is limited only to exercise, their perception of sport is rather distorted (Sinelnikov, Hasti, & Sychev, 2004). Thus, it is more likely to discover new sports talents under fundamentally new and unusual conditions since they foster pupils' motivation and interest in participating in various sports events at school.

In many European countries, sport has started to displace physical education. For one, they have introduced sports sections by choice at schools, which are conducted outside school hours and take into account pupils' inclinations. Schools are provided with state-owned indoor and outdoor sports facilities. Pupils who wish to be more involved in sport can practice at school or join sports clubs. In almost all schools, physical education teachers conduct additional physical education lessons for school sports teams.

Competitions are conducted mainly between educational institutions since pupils consider it their duty to win, which corresponds to the spirit of British school traditions. Teams from local schools have formed individual sports leagues, and rural schools still organize traditional friendly meetings with local schools. English Schools' Athletic Association has created and organized a special system for most games and sports, ranging from regional to national events.

The current research confirms scientific conclusions of V. Balsevich (2004), who considers sport-oriented forms of physical education to be the most perspective in the above-mentioned contexts. The authors of the research believe that they should not be regarded as ideal and exhaustive since they can complicate the search for even more effective pedagogical

technologies and organizational forms of physical education for children, adolescents and young people. However, it is proved that the implementation of training as a prerequisite for achieving the goal of physical education in general education schools should be supplemented with any technologies, forms and areas of the physical education content.

The second group of the obtained results can be attributed to the fact that the process of training teachers to organize school sport should aim to enhance sports skills (Maksymchuk et al., 2018). As evidenced by the observations on those who participated in this university course for five years, many of them became the coordinators of school sport and also organized sports clubs. This confirms the research by M. Halaiduk et al. (2018).

According to the specifics of teachers' pedagogical activity in the context of physical education, their readiness is characterized by professionally relevant manifestations and features. Taking into account the content, goals and functions of the teacher's pedagogical activity, their professional profile is created, that is a comprehensive school teacher. The analysis of teachers' professional profiles allowed determining the following parameters of the graduates' readiness for professional activity as an integral personal quality focused on professional activity and social attitude toward physical education, which assumes the graduate's pedagogical skills, relevant professional knowledge, beliefs, values and other ethical and psychological qualities acquired or developed during professional training, self-education.

The obtained research findings have both direct and indirect value. They can become a means of scientific argumentation and promotion of the role and importance of school sport, a healthy lifestyle (among students, teachers and other adult population (including pensioners)).

Despite purposeful training of experimental group students for professional activity, they still deal with some difficulties while organizing and conducting sports events: they include understanding the content of professional activity in the context of sports events organization, the ability to manage sports events, to interact with teachers, parents, sports and social service specialists, to determine effectiveness of sports events organization and implementation.

Acknowledgement

The number of article authors is related to a large research sample in different universities in Ukraine. The first experimental group (EG-1) involves 56 respondents (Izmail State University of Humanities, Vinnytsia

Mykhailo Kotsiubynskyi State Pedagogical University), the second experimental group (EG-2) - 30 respondents (Lviv State University of Physical Culture), the third experimental group (EG-3) - 27 respondents (Municipal Establishment “Kharkiv Humanitarian Pedagogical Academy” of Kharkiv Regional Council). The first control group (KG-1) includes 55 respondents (Lesya Ukrainka Eastern European National University, Private Higher Educational Institution Academy of Recreational Technologies and Law, the second control group (CG-2) - 30 respondents (Yuriy Fedkovych Chernivtsi National University, Rivne State University of Humanities), the third control group (CG-3) - 29 respondents (Mariupol State University). Each author worked with a control or experimental group at their university. A pilot study was conducted at all of the above universities. All authors participated in the development of research methodology and methods.

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