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PROFESSIONAL TRAINING OF FUTURE TEACHERS OF PHYSICAL CULTURE FOR ANIMATION LEISURE ACTIVITIES

ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ ВЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ ДЛЯ ПРОВЕДЕННЯ АНІМАЦІЙНОГО ДОЗВІЛЛЯ

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ABSTRACT

The **purpose** of the study is to determine the need for professional competencies development for future teachers of physical culture in the field of animation leisure activities, taking into account modern educational requirements and trends.

The research **methodology** for preparing future teachers of physical education for animation leisure activities includes several key methods and approaches. One of the main methods is the analysis of scientific literature, including the study of existing research papers, articles, and monographs related to the professional training of future teachers of physical education for animation activities. To achieve the research objectives, it is necessary to define and analyze the concepts "professional

Метою дослідження є визначення необхідності формування професійних компетентностей майбутніх учителів фізичної культури у сфері анімаційної діяльності з урахуванням сучасних освітніх вимог та тенденцій.

Методологія дослідження з підготовки майбутніх учителів фізичної культури до анімаційної діяльності включає кілька ключових методів і підходів. Одним із основних методів є аналіз наукової літератури, зокрема вивчення існуючих наукових праць, статей та монографій, пов'язаних із професійною підготовкою майбутніх вчителів фізичної культури до анімаційної діяльності. Для досягнення цілей дослідження визначено та проаналізовано такі поняття, як

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training”, “animation leisure activities”, “competence”, and other important terms. This methodology allows a comprehensive study of the process of preparing future physical education teachers for animation leisure activities.

Results. It has been found that animation leisure activities play a significant role in the professional training of future physical education teachers, as they contribute to the development of professional competencies, creativity, and communication skills. This concept encompasses various activities and actions that help students not only master the methods of organizing leisure activities but also develop the ability to engage others in an active and healthy lifestyle.

Conclusions. Animation as an educational component can make a school lesson more engaging through various methods, forms, and means. Animation can be fully applied as a creative learning activity that develops learners’ potential while also encouraging them to challenge current social issues. Animation is viewed not only within the context of leisure but also as an opportunity to be applied in the educational practice of modern education.

Keywords: competence, leisure theory, professional training, sport animation, physical culture.

«професійна підготовка», «анімаційна діяльність», «компетентність» та інші важливі терміни. Ця методологія дозволяє провести всебічне вивчення процесу підготовки майбутніх вчителів фізичної культури до анімаційної діяльності.

Результати. Досліджено, що анімаційне дозвілля в контексті професійної підготовки майбутніх вчителів фізичної культури має велике значення, оскільки воно сприяє формуванню професійних компетенцій, креативності та розвитку комунікативних навичок. Це поняття об’єднує різноманітні активності та дії, які допомагають не тільки опанувати методи організації дозвілля, але й розвинути вміння і навички залучати інших до активного та здорового способу життя.

Висновок. Анімація як освітня складова може – через різні методи, форми та засоби – зробити урок у школі більш привабливим. Анімація може бути повністю застосована як творча навчальна діяльність, яка розвиває потенціал учнів, і одночасно змушує їх протистояти поточним соціальним викликам. Анімація розглядається не тільки в межах дозвілля, але як можливість застосування в освітній практиці сучасної освіти.

Ключові слова: компетентність, професійна підготовка, спортивна анімація, фізична культура, теорія дозвілля.

INTRODUCTION

The training of future physical education teachers in higher educational institutions is based on the conceptual foundations of numerous legislative acts adopted and in force in Ukraine. These acts provide the legal basis for the functioning of education; define the general principles, goals, and objectives of education in Ukraine; regulate the organization, structure, and management of the higher education system; set requirements for higher education standards; and conditions for obtaining higher education.

They establish the requirements for the content and level of professional training, particularly for future physical education teachers; determine the strategic directions for the development of education, including the preparation of teaching staff; regulate the legal foundations for the organization of physical culture and sports; and promote the development of physical education in educational institutions. Modern sources cover several key areas of research on the professional competencies of future physical education teachers:

- Theoretical and methodological foundations (definition and conceptualization of professional competencies in the context of physical education; development of

competency-based models for training future physical education teachers; analysis of the content and structure of professional competencies, including pedagogical, methodological, organizational, motivational, communicative, and other competencies);

- Psychological and pedagogical training (formation of psychological readiness to work with different groups of students, including children with special educational needs; development of skills for pedagogical interaction, including the ability to motivate students, promote a healthy lifestyle, and foster a culture of physical activity);
- Innovative training technologies (study of effective, innovative methods and technologies for teaching physical education in various learning environments; development and adaptation of educational materials for conducting physical education lessons; preparation for organizing and conducting extracurricular sports events).
- Health-preserving technologies (development of skills and abilities for organizing health-preserving activities for students; mastery of methods for preventing and correcting physical health issues in schoolchildren; implementation of approaches in educational practice aimed at strengthening health and developing physical qualities);
- Practical training (integration of theoretical knowledge with practical skills during teaching practice; development of the ability to independently design and conduct physical education lessons, taking into account the individual needs of students; formation of skills to apply modern technologies and teaching tools, including the use of information technologies);
- Preparation for inclusive education (adaptation of curricula and teaching methods to ensure accessibility and effectiveness of education for students with individual needs; study of the principles of inclusive education; preparation for working in an inclusive environment, including the development of collaboration skills with teaching assistants, psychologists, speech therapists, and other specialists; ability to create a safe and supportive environment for the physical development of all students);
- Fundamentals of scientific research (study of effective pedagogical technologies and methods that enhance the training level of future physical education teachers; research on the impact of various forms of organizing the educational process on the formation of professional competencies; development of innovative approaches to teaching, including the use of interactive methods and digital technologies, and more).

The research into modern pedagogical technologies and teaching methods used in the training of future physical education teachers allows for improving their effectiveness and impact on the development of professional competencies (Babiuk, 2018; Kotendzhy et al., 2023).

The definition of the concept of leisure in modern research is a multifaceted problem, as it encompasses a wide range of activities and interactions that can vary significantly depending on cultural, social, and individual contexts (Denysenko, 2020; Mokliak, 2023;

Tkachenko & Tkachenko, 2019; Burlakova et al., 2022). In scientific literature, leisure is typically viewed as the free time that remains after fulfilling duties such as work, study, and household chores (Mokliak, 2023).

In my view, the problem lies in the fact that the boundaries between work and leisure can be blurred, especially in the context of remote work. The definition of leisure includes various types of activities, ranging from passive relaxation, such as watching TV or reading, to active pastimes like sports, travel, and hobbies. Leisure is subjective and depends on individual interests and preferences. What constitutes leisure for one person may not be the same for another. People use leisure to satisfy various psychological needs, such as relaxation, self-expression, social interaction, and personal development.

Culture has a significant impact on the definition of leisure. In different cultures, certain types of activities may be more or less popular and acceptable. Social expectations and roles also shape perceptions of leisure. For example, leisure can differ by gender, age, and social status. Economic status determines the availability of different types of leisure. Wealthier people can afford expensive hobbies, travel, and cultural events, while those with lower incomes are limited to more accessible options. The difference in economic opportunities affects the distribution of free time and access to leisure resources.

The development of the Internet and mobile technologies has introduced new forms of leisure, such as online games, social networks, and media streaming. This has changed traditional notions of what leisure is. People can participate in virtual communities and find like-minded individuals online, which expands the possibilities for social interaction in leisure.

The problem of defining the concept of leisure in modern research lies in its multidimensionality and variability (Mokliak, 2023; Tkachenko & Tkachenko, 2019). Researchers take into account various aspects – from individual characteristics to sociocultural and economic contexts, as well as the impact of modern technologies. This requires an interdisciplinary approach and flexibility in research methods to capture all the nuances of this complex phenomenon.

The concepts of leisure and animation are closely related, as animation is a form of leisure activity. An analysis of sources has shown that the history of the concept of leisure animation is linked to the development of tourism and the hotel industry (Khoruzhyi, 2017). The term "animation" comes from the Latin word "anima," which means "soul" or "life". In the context of leisure, animation refers to the organization of active recreation, entertainment, and various activities aimed at engaging tourists or visitors in these events (Holenkov, 2024).

Considering the theory of leisure in the context of secondary education, it can be noted that scientific research explores issues related to organizing time for students to take a break from academic activities and school responsibilities, as well as how young students spend their leisure time (Babych, 2019; Bakiko et al., 2023).

Leisure plays an important role in a child's development as it allows for the restoration of physical and mental energy, reducing the stress from studying. Students can engage in their favourite activities, such as sports, music, art, reading, or other hobbies. It helps develop communication skills, teaches teamwork, and fosters friendships through interactions with peers during leisure time. It also allows children to express creativity

and take an innovative approach to various activities. Additionally, leisure provides opportunities for self-development through extracurricular activities, courses, or projects that interest students beyond the school curriculum.

METHODOLOGY

In conducting the study on the professional training of future physical education teachers for animation leisure activities, theoretical research methods were used. These included the analysis of scientific literature, legal frameworks, synthesis of knowledge and concepts, and the examination of scientific sources, articles, and monographs dedicated to the training of physical education teachers for animation activities.

The study also involved the review of existing approaches, concepts, theories, and models. A synthesis of various approaches and theories was conducted to form a comprehensive understanding of the necessary competencies for animation activities for future physical education teachers, identifying the key and most significant components of their training for animation leisure activities. Additionally, the study aimed to determine the essential characteristics and conditions that influence the effectiveness of this training.

RESULTS

Animation activities in the field of physical culture are an important aspect of the modern approach to physical education and sports, aimed at activating, motivating, and engaging various population groups in physical activity (Mytskan et al., 2023; Naumchuk, Sydoruk & Makovetska, 2020). Modern society is developing at a high pace, which provokes the search for scientists to neutralize such negative consequences as the lack of sufficient physical activity, which is considered one of the most common health problems in many developed countries (WHO, 2014).

In modern society, the organization of pastime, entertainment and various types of recreation is often called animation, and the developers and organizers of animation services are given the status of animators. The essence of animation is to stimulate and satisfy human needs through a direct impact on human vitality. It has a universal character, corresponding to the variety of needs, interests and requirements of people (Vindiuk, 2020; Kononchuk, 2017). Animation in the field of physical activity is called sports animation (Holenkov, 2024; Mytskan, Fedyniak & Vintoniak, 2017).

Sports animation is aimed at attracting both children and adults to an active lifestyle. For this, different approaches are used, for example, interactive games, sports festivals, competitions and competitions. Game methods are one of the main tools of animation. They allow you to make physical education classes interesting and exciting. Game elements contribute to the formation of a positive attitude towards physical activity, especially among children and adolescents.

The organization of various sporting events, such as recreational games, tournaments, flash mobs, bike races, and sports relays, is a key element of animation. Such events can be both competitive and recreational in nature, which allows attracting a wide audience. Animation activities are often combined with cultural and educational activities. For example, sports games can be accompanied by musical performances or master classes, which makes such events more complex and attractive.

Animators are actively working to increase the motivation of participants to engage in physical culture. This can include individual work with participants, creating conditions for self-organization, as well as using various incentives, such as awards and distinctions.

Animation activity in the field of physical culture also contributes to the socialization of participants and helps to form skills of teamwork, mutual assistance, and responsibility. This is especially important for the development of healthy relationships in society. Furthermore, it has great potential for developing a healthy lifestyle and improving the physical condition of the population as well as for forming a positive attitude towards sports and physical activity in general. Therefore, future specialists in physical education should be competent in organizing and conducting sports events outdoors, in natural environments, and within the round-the-clock schedule of educational institutions.

Professional and pedagogical competence for sports and animation activities is an integral part of the training and qualification of physical education teachers. It can be defined as a set of knowledge, skills, and attitudes necessary for organizing children's free time through engaging activities, aimed at making these activities more appealing while boosting children's motivation and interest in physical education. The competence of the educator for sports and animation events is the planning, preparation, organization, conduct, and supervision of such activities as sports events, sports holidays, holidays or sports competitions for children/students in kindergartens/schools, sea or mountain camps, hiking and hiking, and "green" schools.

According to the authors Mytskan et al. (2023) there is a "need to change the worldview function of animation in the leisure system" (p. 24), due to the fact that in practice animation is limited by the artistic component of organizing events and conducting various types of recreation, which does not meet the modern needs of managing active leisure activities (p. 24). The authors believe that when planning and organizing animation programmes, it is important to determine the purpose of the event, means to be used, and predict activity outcomes.

Mytskan et al. (2023) focus on the concept of "recreational animation" as "an effective means of conducting active leisure, public communication, training, rehabilitation, including the elimination of post-traumatic syndrome, which today manifests itself both in civilian and military" (p. 34-35). Also, they note the main role of the animator is "an animator of culture in general and physical culture" (p. 24, 26), which contributes to the formation of socio-cultural needs.

An analysis and systematization of scientific works showed that the model of a sports animator includes a set of competencies, knowledge, and skills that are necessary for future specialists in physical culture to organize and conduct sports events, entertainment, and programmes for people of all ages and physical abilities. The sports animator plays a key role in creating active and interesting leisure experiences for guests of tourist complexes, hotels, camps, and other recreational institutions, as well as in educational institutions.

The study of the issue of training a sports animator determined the basic knowledge and skills that they must possess:

1. Theory of sports and physical culture:
 - The basics of physical culture and sports, the principles of physical education.

- Sports and their features, the rules of the competition.
 - High level of physical fitness, ability to demonstrate exercises and actively participate in sports activities.
 - Ability to adapt physical activity in accordance with the capabilities of the participants.
 - Ability to create original sports programmes that correspond to the theme of the event or the wishes of customers.
- 2. Basics of a healthy lifestyle:**
- The concept of a healthy lifestyle, the principles of rational nutrition, and the importance of physical activity.
 - Methods of prevention of sports injuries and first aid.
- 3. Psychology:**
- Fundamentals of psychology of collective activity and motivation.
 - Psychology of working with different age groups (children, youth, adults, elderly people).
 - Ability to communicate effectively with participants, motivate and maintain a positive attitude.
 - Support group dynamics, creating a friendly atmosphere. Ability to manage a group, make decisions in emergency situations.
 - Ability to work in a team with other animators and organizers.
- 4. Organization of sports events:**
- Planning and conducting sports competitions, tournaments, marathons, relay races and other activities.
 - Management of groups of participants, organization of logistics and security.
 - Ability to develop and implement sports programmes in accordance with the interests and capabilities of the participants.
 - Organization of mass games, sports, quests and other activities.

The ability to develop animation programmes requires applicants the ability to plan and organize activities, including physical activity, games, sports and other forms of leisure. This helps future teachers of physical education to develop important skills that will be useful to them in their professional activities.

Future teachers learn to motivate students, make physical exercises interesting, and accessible to everyone, regardless of the level of training. During the preparation of animation activities, students develop a creative approach to the organization of leisure, learn to use new ideas and innovative methods to attract students to physical activity.

The organization of animation leisure requires future teachers of physical culture the ability to communicate effectively, work in a team, establish contact with different groups of people and conduct group classes. Through animation programmes, students learn the principles of a healthy lifestyle and learn to transfer this knowledge to others.

They become an example to follow, demonstrating the benefits of active leisure and physical culture.

Animation leisure also contributes to the development of psychological stability, as future teachers learn to work under stress, quickly make decisions, resolve conflicts, and maintain a positive attitude in the group.

Students learn to create animation leisure programmes that include physical exercises, games, competitions, quests, and other activities that can be used both during physical education lessons and in extracurricular work.

Participation in projects related to the organization of sports holidays, camps, festivals, and other events allows students to gain practical experience with different age groups.

As part of animation leisure, future physical education teachers can be involved in volunteer projects where they put their knowledge and skills into practice.

Thus, animation leisure is an important component of the professional training of future teachers of physical culture, as it helps to form complex professional competencies necessary for effective work in a modern school and successful involvement of students in an active lifestyle.

DISCUSSION

Modern research strongly supports the positive value of leisure time for emotional well-being and self-development (Hrynchenko et al., 2021; Rochniak et al., 2020). Foreign authors consider leisure as a means that can contribute to the creation of meaning in life and to restore strength and find satisfaction (Sandoval, 2017).

The study confirmed that secondary education institutions should become a unifying hub from the point of view of a place for the implementation of children's motor activity (Zheleva-Terzieva, 2019).

The obtained results of the study complemented the determination of the impact of qualitatively organized animation and leisure time with student youth not only on physical and mental recovery but also on academic success (Umennuihe et al., 2022).

I share the opinion of the author Gejdoš (2020) that it is necessary to consider animation in the school environment during the educational process, and as an educational component that makes lessons more attractive through various games, methods, techniques, and tools; emphasizing that animation can be fully applied as a creative activity that develops students' potential.

Such an unconventional approach to teaching will help make the teaching profession more attractive in general. That is, animation in education can also be understood as the integration of leisure activities into the educational process.

CONCLUSION

Thus, animation is an integral part of a modern school, focused on the development of the learner's personality. In general, I can say that pedagogical animation involves various methods and measures that help create educational processes in a game form. The basis is a humane and democratic approach of the teacher towards the students, which supports the educational process and educational activities in the out-of-school

environment, emphasizing a teacher's role in enriching lessons and stimulating not only the student's knowledge but also the overall growth of the individual.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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