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## ON THE QUESTION OF QUALITY TRAINING OF FUTURE SPECIALISTS IN INSTITUTIONS OF HIGHER EDUCATION

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**Annotation.** Professional training of future specialists in institutions of higher education (hereinafter referred to as higher education institutions) under martial law is an urgent problem today. Despite the large number of works dedicated to the study of various aspects of the training of future specialists, it is worth stating that the study of the professional training of future specialists in the conditions of martial law requires special attention of scientists and practitioners. The purpose of the work: to reveal the peculiarities of the training of future specialists in the conditions of martial law, to single out the main areas of ensuring the quality of the educational process. The article reveals the conceptual apparatus of the researched topic, the structure and content of the professional training of future specialists, identifies and characterizes the directions of its modernization. It has been established that the process of training future specialists under martial law needs not only renewal, but also modernization.

The conceptual idea of the modern higher education system is the training of a future specialist-professional of the appropriate level and profile, competitive on the labor market, competent, capable of effective work in a specialty at the level of world standards, ready for constant professional growth, social and professional mobility. Despite the war, higher education institutions should provide high-quality training of future specialists, updating or adapting the educational process to the present and to the level of social development. That is why the professional training of future specialists in physical culture and sports in institutions of higher education

(hereinafter referred to as higher education institutions) in the conditions of martial law is currently an urgent problem.

Today's demands of society and the labor market are significantly different from those that existed a few years ago. Currently, the demand of the labor market is aimed at specialists with higher education who can quickly adapt to different conditions and effectively solve professional tasks. It is obvious that the training of such specialists should be based on the review of educational programs, curricula and work programs of educational disciplines, so that they are practically oriented and meet the modern requirements of the labor market and society as a whole.

The main concept of the research is "professional training of the future specialist". Let's consider the interpretation of this definition by domestic scientists.

Thus, S. Atamanyuk believe that the professional training of a future specialist is a comprehensive, purposeful organization of a student's life during all years of study, which programmatically ensures his readiness for professional activity [1, p. 11]. Scientists interpret the definition of "professional readiness of the future physical culture teacher" as an integrative personal education, which manifests itself at the subjective level as a complex system that integrates motivational, cognitive and activity components [1, p. 13].

The analysis by scientists (Atamanyuk S., Rybalko L., Eivas L.) of interpretations of the concept of "professional training of a future specialist" made it possible to identify the components of the process of professional training of a future specialist in physical education at higher education institutions, namely: target (goals and tasks of the professional training process); meaningful (content of education to be mastered by students); technological (activity of students and teachers, including a reflective component); productive (personality of a student - a university graduate: expected result).

Some scientists (L. Rybalko) proved the need to distinguish the structure of the content of the professional training of future physical culture specialists: theoretical, methodical, practical, reflective [6, p. 490]. Theoretical training of students ensures mastery of theoretical knowledge of the profession - the basics of sciences used in this profession; concepts and categories of professional orientation. Methodical training is the study by students of methods, techniques and technologies of mastering the chosen profession, professional and pedagogical skills and skills necessary for the future teacher to organize and carry out a variety of physical education work. Practical training is the university stage of mastering the profession, as during this period the initial (trial) use of acquired professional and pedagogical knowledge, abilities, and skills from various types of pedagogical practice takes place. Reflective training ensures the formation of future specialists in physical culture and sports a holistic idea about the correctness

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of the chosen profession, about the correspondence of one's own personal qualities necessary to professional qualities, awareness of the difficulties that can be faced in the process of preparing for professional activity.

Based on the generalization of scientific literature [3; 7; 9] we highlight groups of pedagogical skills of future specialists in physical culture and sports, which are formed during their professional training:

- 1) organizational - the ability to organize various types of physical culture and sports activities;
- 2) design - the ability to plan and conduct various types of physical culture and sports educational activities;
- 3) prognostic - the ability to predict the results of sports work;
- 4) constructive - the ability to select, analyze, synthesize material by specialty;
- 5) communicative - the ability to establish pedagogically appropriate relationships, to find contact, a common language and the right tone of communication with different people;
- 6) reflective - the ability to reflectively analyze one's professional activity.

Based on the analysis of scientific literature, we consider the process of professional training of future specialists in physical culture and sports in the higher education institution, first of all, as the formation of him as an individual, the development of his professional and general pedagogical culture, the formation of professional competences, which is a prerequisite for effective professional activity in the future .

The professional readiness of a specialist is evidenced by the integrity of his personality, orientation, consciousness, professional position, image, level of mastery of professional and pedagogical skills [2, p. 20].

In recent years, the priorities and value orientations of modern youth have changed, which requires the modernization of the professional training of future specialists in physical culture and sports. After graduating from high school, they should be well versed not only in traditional types of physical culture and sports (football, volleyball, athletics, gymnastics, swimming, etc.), but also in various health systems (hatha yoga, qigong, etc.), understand on non-traditional forms of motor activity (step aerobics, body combat, body pump, fitball gymnastics, stretching, jumping, slide aerobics, kango jump, freestyle, windsurfing, etc.), national sports and folk games (combat hopak, horting, konvinki, etc.).

The experience of pedagogical work and the analysis of scientific literature made it possible to single out the areas of modernization of the professional training of future specialists in physical culture and sports:

- I. Conducting career orientation work and selection of gifted youth among students of general secondary education institutions for admission to higher

education institutions; improvement of the content of the professional training of future specialists in physical culture and sports, in particular updating the content of the disciplines of professional training at three levels: value (introduction of axiological resources of various sciences into the content of psychological and pedagogical disciplines), content (structuring of the content of the disciplines based on the competence approach), technological (priority in mastering innovative pedagogical and information and communication technologies); organization of the educational process, which provides psychological and pedagogical support for the individual trajectory of students' assimilation of the content of pedagogical education, mentoring in higher education, promotion of spiritual and general development of students; introduction of technologies in education, using modern technical means of learning and self-learning; justification of the system of pedagogical practice taking into account social requirements for the professional training of future specialists in physical culture and sports [3, p. 653].

II. Update of training programs in methodical disciplines; structuring the content of the disciplines of professional training of future physical culture and sports specialists; improving the organization of students' acquisition of methodical knowledge and skills in the educational process of higher education institutions and in the process of pedagogical practice [8, p. 221].

III. Introduction into the educational process of innovative forms and methods of learning that allow the use of new teaching technologies, namely: contextual, remote, game, problem-based, modular learning, full assimilation of knowledge. This is due to the fact that in the professional training of future specialists in physical culture and sports, both approaches to learning (lectures and training, laboratory classes within the framework of a standardized, i.e. formal educational process) and the content of professional training, which focuses on mastering classic types of motor activity and traditional sports (gymnastics, football, swimming, etc.) [7, p. 401].

IV. Rehabilitation in the educational process of the acmeological approach to learning. O. Shkyr believes that acmeology should first of all be understood as a science of achieving professionalism [5, p. 154]. However, acmeology examines a person both at the stages of pre-university training, choosing a future profession, and during studies at higher education institutions from subject to subject, from course to course, from the level of professional preliminary education to the level of higher education.

The analysis of the literature showed that the modernization of the professional training of future specialists is a complex, multifaceted process, which is characterized by the level of readiness of the teacher for creative professional activity, the non-standard performance of professional functions based on the formation of value

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orientations, the attitude to creativity in solving pedagogical problems, professional competence, the need for constant self-improvement and self-realization in the pedagogical sphere of activity. The main areas of modernization of the professional training of future specialists are: career guidance work and selection of gifted youth among students of general secondary education institutions for admission to higher education institutions for pedagogical specialties; updating educational programs in theoretical and methodological disciplines; introduction of innovative forms and methods of education into the educational process; implementation of the acmeological approach to learning in the educational process.

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