

здобувачі освіти – 1 курс (n=27); 2 курс (n=22); 3 курс (n=23); 4 курс (n=18) Донбаської державної машинобудівної академії, ЛНУ ім. Т. Шевченка, Донбаського державного педагогічного університету. Вхідний етап виконувався на початку вересня 2022 р. перед вивченням освітніх компонентів професійної програми, а підсумковий – у червні 2023 р. Визначення впливу традиційної форми навчання та авторської моделі (інтерактивних технологій) здійснювався за допомогою діагностичних зрізів змін педагогічно-рефлексивного компоненту серед студентів (критерій – «рефлексивність»). Вивчення спрямованості здійснювалося за видами – особиста, суспільна та ділова – за допомогою стандартизованої психологічної методики «Діагностика спрямованості особистості» Б. Басса.

З'ясовано, що в експериментальних групах кількість студентів зі спрямованістю на завдання (зацікавленість у вирішенні ділових проблем, виконання роботи як найкраще, орієнтація на ділове співробітництво, здатність відстоювати в інтересах справи власну думку, корисну для досягнення загальної мети) зростає на 1 курсі в 1,5 рази, 3 курсі в 1,53 рази, 4 курсі в 2,1 рази, водночас, в експериментальних групах зменшилася кількість майбутніх тренерів-викладачів зі спрямованістю на себе (орієнтація на пряме винагородження та задоволення, агресивність у досягненні статусу, схильність до суперництва, тривога, інтровертованість, роздратованість, прагнення до влади): на 1 курсі в 2,3 рази, на 2 курсі в 2 рази, на 3 курсі в 2,5 рази на 4 курсі в 4,3 рази. У контрольних групах теж зафіксовано зменшення кількості студентів за цим показником, проте лише з 2 – 4 курс і не суттєво. Слід звернути увагу, що на 2 курсі експериментальній групі спостерігається підвищення в 1,5 рази кількість студентів зі спрямованістю на взаємні дії, як наслідок, це формує прагнення підтримувати стосунки з людьми, орієнтує на спільну діяльність та соціальне схвалення, залежність від групи, потребу в емоційних стосунках з оточуючими. Окреслено перспективи подальших досліджень означеної проблеми.

Ключові слова: спрямованість студентів, здобувачі освіти, інтерактивні технології.

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CHARACTERISTICS OF BACHELOR STUDENTS' ATTITUDE TOWARD PHYSICAL CULTURE AND SPORTS AS ACADEMIC DISCIPLINES

ОСОБЛИВОСТІ СТАВЛЕННЯ ДО НАВЧАЛЬНИХ ДИСЦИПЛІН З ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ СЕРЕД СТУДЕНТІВ 1 – 4 КУРСІВ

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ABSTRACT

The study aims to determine the general attitude of future coaches to the content of educational activities in a higher education institution. Students in their first year ($n = 26$), second year ($n = 21$), third year ($n = 25$), and fourth year ($n = 16$) participated in the research. One group was organized in each course, which amounted to four experimental groups. The following research techniques were employed to address the issues: surveys, pedagogical experiments, mathematical statistics techniques, study and analysis of scientific and methodological literature (arithmetic (x) and (y); standard square deviation (s); Brave-Pearson correlation coefficient (r); coefficient of determination (D); significance of the difference between mean values).

It has been found that most of the mandatory components (the cycle of general and professional training) do not significantly affect how students present their significance or how they go on to use the knowledge they have acquired in subsequent professional activities ($p > 0,05$) during the process of acquiring the first level of education in speciality 017 "Physical Culture and Sports." The results showed that, in the first year, the majority of significant disciplines were not significantly impacted by student success, with the exception of the subject "Theory and Technologies of Health-recreational Motor Activity", $r = 0,61$ ($p < 0,05$); in the second year, the education indicator has strong correlations with the disciplines "Philosophy", "Industrial Pedagogical Practice" ($r = 0,75$; $D = 55\%$) and an average correlation when choosing the weighty components "Theory and Methodology of Volleyball Teaching". "Biomechanics and basics of sports metrology" ($r = 0,65$; $D = 42\%$) in future professional activities ($p < 0,05$); in the third year, academic performance does not significantly affect the majority of significant disciplines with the exception of the subjects "Improvement of Sportsmanship" ($r = 0,52$) and "General Theory of Training Athletes" ($r = 0,57$); for students in their fourth year, the education indicator has significant correlations in most of the significant disciplines.: "Adaptive Sport" ($r = 0,72$; $D = 52\%$), "Sports Facilities and Equipment" ($r = 0,80$; $D = 64\%$), "Life Safety" and "Improvement of Sportsmanship" ($r = 0,61$), "Basics of Health Theory" and "Industrial Practice According to the Profile of Future Work" ($r = 0,54$; $D = 30\%$).

In the course of training, applicants for education in specialty 017 "Physical Culture and Sports," have a decrease in the level of significance of the disciplines of social and humanitarian, fundamental, and natural sciences, which affect the formation of universal priority values in society and understanding the basic laws of the development of the human body and the natural environment. A cycle of disciplines targeted at theoretical, professional, and practical readiness in a higher education institution is of great significance for the formation of competencies for future coaches of the third and fourth year of study. Students in the first through fourth courses of the specialty "Physical Culture and Sports" have been found to exhibit a marked increase with age in the influence of academic success on their understanding of the value of disciplines in the development of professional competencies in higher education institutions.

Key words: *academic disciplines, coaches, educational content, applicants for education, students.*

Relevance of the topic. Changes in the educational paradigm of Ukraine are aimed at the modernization of higher education and training of future highly qualified specialists who can compete at the labor market. Recently, in pedagogical theory, more and more attention is paid to the peculiarities of the organization of education in the following way:

– paradigms with an emphasis on learning outcomes (acquiring knowledge, abilities, skills based on "deepening" of various educational programs) (Khudolii, &

Ivashchenko, 2008; Paco, 2023);

– a paradigm with an emphasis on the means of learning (technocratic, manifests itself in a peculiar worldview, the main features of which are the supremacy of the means over the goal, the tasks of education over the meaning, the technology of civilization over universal human interests, the technique over values) (Denysova, 2020; Nindhita, 2022; Gaxhiqi, 2023);

– a paradigm with an emphasis on content (contains the idea that it is necessary to teach only because it will benefit the student in the future and advantages in the labor market) (Khudolii, 2012; Prokopova, 2020).

At the same time, the paradigmatic nature of the process of organizing students' activities is specified by the essential content of a number of approaches: personally oriented, integrative, competence-based (Holodiuk, 2017). It was the signing of the Bologna Convention that actualized a number of innovations in the higher education system of Ukraine, including the competency-based approach, which is one of the conceptually important means of quality management of the training of future specialists in specialty 017 – Physical Culture and Sports.

Analysis of recent research and publications. A significant number of scientific works are aimed at several areas, namely: the formation of components of professional and pedagogical competence (Zabora, 2003; Trachuk, 2022), the construction of models of the system of professional training of physical education teachers (Naumchuk, 2002; Stepanchenko, 2017; Özgür Bostanci, 2020), the definition of pedagogical conditions for the development of professionalism of future teachers of physical culture in the process of professional training (Sikora, 2019; Cui Lun, 2022), substantiation of theoretical and methodological bases for the training of future specialists in physical education and sports (Shiyan, 1997; Danylevich, 2018).

A number of researchers (Bordovskaya, & Rean, 2000; Dubovitskaya, 2004) point out that the influence of the content of professional education disciplines on the formation of students' orientation towards pedagogical activities and professional development is objectively the most powerful, due to which their professional interest increases, certain attitudes and important professional qualities of a teacher are developed.

Therefore, despite the importance of scientific research and scientific-methodological developments, the most recent studies do not sufficiently adequately ensure the informativeness of the assessment and the influence of disciplines on the professional education of the Physical Culture and Sports field, as well as the level of success of students from the first to the fourth courses in determining the significance of the mandatory components of the EPP (educational and professional program) in the process of studying at higher education institutions.

The purpose of the study is to determine the general attitude of future coaches to the content of educational activities at a higher education institution.

Formulation of the goals (goal) of the article, setting the task. The purpose of the study is to determine the general attitude of future trainers to the content of educational activities in a higher educational institution.

Presentation of the main material of the study with a full justification of the obtained scientific results. Students of the specialty 017 "Physical Culture and Sports" of the Donbas State Machine-Building Academy in Kramatorsk took part in the study. 88 students participated in the study. Among them are future trainers-teachers of the first year ($n = 26$); the second year ($n = 21$); the third year ($n = 25$); the fourth year ($n = 16$). The students were informed about all the features of the study and gave their consent to participate in the pedagogical experiment.

Research organization. In September 2022, an ascertaining experiment was carried out, which made it possible to determine the importance of disciplines for professional training and the formation of professional motivation of future specialists in Physical Culture and Sports with the help of the methodology (Dubovitskaya, 2004). The questionnaire contained two scales: the scale of the importance of the academic discipline for professional training and the scale of importance for the development of professional motivation. The results of the study of the importance of educational disciplines were taken into account and analyzed based on the following indicators: 0 – 6.5 points – low level; 6.6 – 8.5 points – average level; 8.6 – 10.0 points – high level. The arithmetic mean was calculated for the entire sample:

$$DX = \frac{\sum DX}{n},$$

where: DX is the value of the "dynamic characteristic" indicator of the student; n is the number of students.

The work used the method of analyzing the distribution parameters and the level of professional and pedagogical motivation of students.

The well-known author (Naumchuk, 2002) points out that in order to identify the effectiveness of the system of professional training of trainers-teachers of physical education, it is necessary to use one of the criteria, namely SL – the value of the indicator of student learning (quality of knowledge, completeness, strength, systematicity, etc.). To determine the learning indicator (the level of average success of students according to the distribution of points in the ICTS system after the results of the sessions), a control measurement was carried out (winter credit and examination session in 2022 – 2023 academic year). Research methods were used to solve the tasks: study and analysis of scientific and methodological literature, questionnaires, pedagogical experiment, methods of mathematical statistics.

Statistical analysis. The obtained results were processed using the descriptive statistics of the license package Excel. As a result of the study, the following were calculated: arithmetic mean (x) and (y); standard square deviation (s); Brave-Pearson correlation coefficient (r); coefficient of determination (D); the significance of the difference between mean values using the Student's test (t).

The results. Table 1 shows the results of the analysis of the importance of educational (mandatory) disciplines for first-year students, regarding the formation of professional competencies. For first-year students, the cycle of disciplines of natural and professional training (Human Physiology, Theory and Methods of Teaching the

Chosen Sport, General and Sports Psychology, Practice According to the Profile of Future Job) is of great importance for the formation of professional competences. First year students have a larger list of vocational training subjects with an average level of significance.

Table 1. Characteristics of the importance of educational (mandatory) disciplines for first-year students regarding the formation of professional competencies

Levels	Rates	Name of academic disciplines and coding
High	9,1 – 10,0	None
	8,6-9,0	Human Physiology (21), Theory and Methods of Teaching the Chosen Sport (24), General and Sports Psychology (25), Industrial Practice According to the Profile of Future Job (37)
Intermediate	8,1 – 8,5	Introduction to the Specialty (8), Theory and Technologies of Health and Recreational Motor Activity (9), Theory and Methods of Teaching Gymnastics (10), Theory and Methods of Teaching Sports Games (basketball, volleyball, football) (11, 12, 13), Human Anatomy (16), Medical Care (17), Sports Pedagogy (19), Theory and Methods of Physical Education (20), General Theory of Training Athletes (23), Sports Facilities and Equipment (30), Basics of the Theory of Health and Healthy Lifestyle (31), Management in the Field of Physical Culture and Sports (33), Coaching Practice (36)
	7,6 – 8,0	Life Safety (7), Theory and Methods of Teaching Strength Sports (15), Theory and Methods of Teaching Athletics (18), Biochemistry (27), Olympic and Professional Sports (32), Introductory Practice (34), Pedagogical Practice (35)
	7,1 – 7,5	Ukrainian Language (by professional direction) (2), Basics of Scientific Research (5), Biomechanics (22), Theory and Methods of Children's and Youth sports (28), Adaptive Sports (29)
	6,6 – 7,0	Foreign Language (1), History of Ukraine (3), Philosophy (4), New Information Technologies (6), Theory and Methods of Teaching Swimming (26)
Low	6,1 – 6,5	None
	0 – 6,0	None

The educational components of humanitarian training have received the lowest indicators: "Foreign Language (6.6), History of Ukraine (6.6), Philosophy (6.7), New Information Technologies (6.9).

Table 2 shows the importance of compulsory subjects for second-year students. Second year students have a larger list of subjects of professional training with a high level: "Theory and Methodology of Teaching Gymnastics" (8.6 points); "Theory and Methods of Teaching Sports Games " (basketball-9.0 points), (football-8.8 points); Improvement of Sportsmanship in the Chosen Sport (8.9 points), "Theory and Methods of Teaching Strength Sports", "Theory and Methods of Teaching the Chosen Sport" and "Pedagogical Practice (8.8 points), "Basics of Health Theory" (8.9 points).

Table 2 Characteristics of the importance of academic (mandatory) disciplines for second-year students regarding the formation of professional competencies

Levels	Rates	Name of academic disciplines and coding
High	9,1 – 10,0	None

	8,6-9,0	Ukrainian Language (by professional direction) (2), Theory and Methods of Teaching Gymnastics (10), Theory and Methods of Teaching Sports Games (basketball) (11), Theory and Methods of Teaching Sports Games (football) (13), Improvement of Sportsmanship in the Chosen Sport M (14), Theory and Methods of Teaching Strength Sports (15), Paramedic Medical Care (17), Theory and Methods of Teaching Chosen Sport (24), General and Sports Psychology (25), Theory and Methods of Children's and Youth sports (28), Basics Theories of Health (31), Olympic and Professional Sports (32), Pedagogical Practice (35), Practice According to the Profile of Future Job(37)
Intermediate	8,1 – 8,5	Foreign Language (1), New Information Technologies (6), Introduction to the Specialty (8), Theory and Methods of Teaching Sports Games (volleyball) (12), Human Anatomy (16), Theory and Methods of Teaching Athletics (18), Sports Pedagogy (19), Theory and Methodology of Physical Education (20), Human Physiology (21), Biomechanics (22), General Theory of Training Athletes (23), Theory and Methods of Teaching Swimming (26), Adaptive Sports (29), Sports Facilities (30), Management in the Field of Physical Culture and Sports (33), Introductory Practice (34), Coaching Practice (36)
	7,6 – 8,0	History of Ukraine (3), Philosophy (4), Fundamentals of Scientific Research (5), Life Safety (7), Theory and Technologies of Health and Recreational Motor Activity (9), Biochemistry (27)
	7,1 – 7,5	None
	6,6 – 7,0	None
Low	6,1 – 6,5	None
	0 – 6,0	None

The educational components of humanities and natural sciences received the lowest indicators of the average level: "History of Ukraine (8.0), "Philosophy" (7.9), "Biochemistry" (7.9), "Life Safety" (7.6).

Table 3 shows the indicators of the importance of disciplines (mandatory) for third-year students. As a result of the research, we observe a high level of selection by future coaches of the third course of professional and practical disciplines ("Increasing Professional Skills in the Chosen Sport" (9.2), "General Theory of Training Athletes (8.6), "Practice According to the Profile of Future Job" (9.1), "Pedagogical Practice" (8.9), "Introductory Practice" and "Training Practice" (8.6), as well as educational components of natural sciences and humanities "Physical Medical Care and the Basics of Medical Knowledge (9,2), "Sports Pedagogy" (8,6).

Table 3. Characteristics of the importance of educational (mandatory) disciplines for third-year students regarding the formation of professional competencies.

Levels	Rates	Name of academic disciplines and coding
High	9,1 – 10,0	Improvement of Sportsmanship in the Chosen Sport (14), Predoctoral Medical Assistance (17), Practice According to the Profile of Future Job (37)
	8,6-9,0	Sports Pedagogy (19), General Theory of Training Athletes (23), Introductory Practice (34), Pedagogical Practice (35), Coaching Practice (36)
Intermediate	8,1 – 8,5	Ukrainian Language (by professional direction) (2), Introduction to the Ppecialty (8), Theory and Technologies of Health and Recreational Motor Activity (9), Theory and Methods of Teaching Sports Games (volleyball) (12), Improvement of Sportsmanship in the Chosen Sport (15), Theory and Methodology of Physical Education (20), Theory and Teaching Methods of the Chosen Sport (24), Sports Facilities (30), Fundamentals of Health Theory (31)

	7,6 – 8,0	History of Ukraine (3), Life Safety (7), Theory and Methods of Teaching Gymnastics (10), Human Anatomy (16), Theory and Methods of Teaching Athletics (18), Human Physiology (21), General and Sports Psychology (25), Adaptive Sports (29), Olympic and Professional Sports (32)
	7,1 – 7,5	Foreign Language (1), Theory and Methods of Teaching Sports Games (basketball) (11), Theory and Methods of Teaching Sports Games (football)(13), Biochemistry (27), Theory and Methods of Children’s and Youth sports (28)
	6,6 – 7,0	Theory and Methods of Teaching Swimming (26), Management in the Field of Physical Culture and Sports (33)
Low	6,1 – 6,5	New Information Technologies (6), Biomechanics and Basics of Sports Metrology (22), Philosophy (4), Basics of Scientific Research (5)
	0 – 6,0	None

Disciplines of social, humanities, and formal sciences have received a low level: "Philosophy" (5.5), "New Information Technologies" (6.4), "Biomechanics and Basics of Sports Metrology" (6.4), "Basics of Scientific Research" (6.0).

Table 4 shows the level of importance of compulsory subjects for fourth-year students. In order to determine the potential success of the influence on the formation of students' professional and pedagogical motivation, the researched expressed their opinion about their significance. Such disciplines as "Improvement of Sportsmanship in the Chosen Sport" (8.9 points), "Theory and Methodology of Physical Education" and "Theory and Teaching Methods of the Chosen Sport" (8.6) have a high level of significance for professional training and professional motivation, as well as natural sciences "Medical Assistance" and "Fundamentals of Medical Knowledge".

Table 4. Characteristics of the significance of educational (mandatory) disciplines for fourth-year students regarding the formation of professional competencies

Levels	Rates	Name of academic disciplines and coding
High	9,1 – 10,0	None
	8,6-9,0	Improvement of Sportsmanship in the Chosen Sport (14), Paramedical care and the basics of medical knowledge (17), Theory and methods of physical education (20), Theory and Methods of Teaching the Chosen Sport (24)
Intermediate	8,1 – 8,5	Human Anatomy with the Basics of Sports Morphology (16), Sports Pedagogy (19), General Theory of Training Athletes (23), Educational Practice (34), Pedagogical Practice (35), Coaching Practice (36), Production Practice According to the Profile of Future Job (37)
	7,6 – 8,0	Ukrainian language (by professional direction) (2), New Information Technologies (6), Introduction to the Specialty (8), Theory and Technologies of Health and Recreational Motor Activity (9), Theory and Methods of Teaching Sports Games (basketball) (11), Theory and Methods of Teaching Sports Games (volleyball) (12), Theory and Methods of Teaching Sports Games (football) (13), Theory and Methods of Teaching Athletics (18), Human Physiology and Motor Activity (21), General and Sports Psychology (25), Theory and Methods of Children’s and Youth sports (28), Olympic and Professional Sports (32)
	7,1 – 7,5	Foreign Language (1), History of Ukraine and Ukrainian culture (3), Basics of Scientific Research (5), Life safety and basics of labor protection (7), Theory and Methods of Teaching Gymnastics (10), Theory and Methods of Teaching Strength Sports (15), Adaptive Sports (29), Sports Facilities and Equipment (30), Basics of the Theory of Health and a Healthy Lifestyle (31), Management

		in the Field of Physical Culture and Sports (33)
	6,6 – 7,0	Theory and Methods of Teaching Swimming (26), Biochemistry and Biochemical Foundations of Sports Training (27)
Low	6,1 – 6,5	Philosophy (4), Biomechanics and Basics of Sports Metrology (22)
	0 – 6,0	None

The educational components of social, humanitarian, and formal sciences ("Philosophy" (6.5 points), "Biomechanics and Basics of Sports Metrology") received the lowest level. The course of natural training, namely "Biochemistry and biochemical bases of sports training" received the lowest average level indicator (6.9).

Today, society faces the task of training physical education teachers who would not only master a high level of professional training, but also be able to make original and non-standard decisions, prepared for active participation in innovative processes, competent in solving research and experimental tasks, capable of systematic analysis educational process in educational institutions, showed a creative approach in determining and forecasting pedagogical phenomena (Stepanchenko, 2016).

The obtained results complement the information (Naumchuk, 2002; Stepanchenko, 2017) about the dynamics of the perception of education seekers about professional activity in the specialty "Physical Culture and Sports", technologies for forming the readiness of future physical culture specialists (Bodnar, 2019) and motivational priorities of student youth for future work (Malakhova, Krutsevich, Chernenko, & Briukhanova, 2022).

It has been confirmed that students' knowledge about the future professional activity of a coach is mainly focused on the disciplines of professional training (Vaceba, 2005) while the dynamic characteristics of success before training significantly influence the evaluation by students of the mandatory components of the educational program regarding the formation of professional and pedagogical competencies (York, Gibson, Rankin, 2015).

Table 5 show the results of a comparative analysis of the importance of disciplines for students from the first to the fourth courses. The analysis of the research shows that from the first year to the fourth year, the average statistical indicators of the cycle of mandatory professional disciplines and practical training increase among future coaches ("Increasing Professional Skill in the Chosen Sport" (9.2), "General Theory of Training Athletes", "Theory and Methodology of Physical Education" and "Theory and Teaching Methods of the Chosen Sport" (8.6), "Practice According to the Profile of Future Job" (9.1), "Pedagogical Practice" (8.9), "Introduction Practice" and "Coaching Practice").

Table 5. Comparative analysis of indicators of educational components in specialty 017 "Physical Culture and Sports"

№	Name of academic disciplines and coding	1 course (n=26)		2 course (n=21)		3 course (n=25)		4 course (n=16)		t_{1-2}	t_{2-3}	t_{3-4}
		X	s	X	s	X	s	X	s			

1	Foreign Language	6,58	0,48	8,43	0,24	7,32	0,38	7,13	0,60	3,45	2,23	0,28
2	Ukrainian Language (by professional direction)	7,23	0,50	8,71	0,21	8,36	0,38	7,69	0,44	2,72	0,82	1,15
3	History of Ukraine and Ukrainian Culture	6,62	0,40	8,0	0,32	7,62	0,35	7,31	0,38	2,78	0,60	1,15
4	Philosophy	6,73	0,39	7,90	0,36	5,52	0,52	6,88	0,46	2,23	3,78	1,94
5	Basics of the Scientific Research	7,08	0,40	7,67	0,22	6,00	0,51	7,50	0,27	1,28	3,00	2,59
6	New Information Technologies	6,88	0,56	8,29	0,26	6,40	0,49	7,88	0,30	2,28	3,40	2,57
7	Life Safety and Fundamentals of Labor Protection	7,92	0,38	7,57	0,25	7,60	0,37	7,19	0,44	0,76	0,06	0,71
8	Introduction to Speciality	8,23	0,37	8,52	0,44	8,20	0,38	7,56	0,46	0,51	0,56	1,08
9	Theory and Technologies of Health and Recreational Movement.	8,08	0,38	7,81	0,51	8,08	0,32	7,75	0,38	0,42	0,45	0,66
10	Theory and Methods of Teaching Gymnastics	8,23	0,30	8,57	0,28	7,88	0,48	7,31	0,37	0,83	1,25	0,94
11	Theory and Methods of Teaching Sports Games (basketball)	8,42	0,28	8,95	0,27	7,32	0,63	7,81	0,32	1,36	2,37	0,69
12	Theory and Methods of Teaching Sports Games (volleyball)	8,38	0,36	8,38	0,32	8,20	0,44	7,88	0,26	0,01	0,33	0,64
13	Theory and Methods of Teaching Sports Games (soccer)	8,23	0,28	8,76	0,30	7,36	0,62	8,00	0,37	1,28	2,04	0,89
14	Improvement of Sportsmanship in the Chosen Sport	9,19	0,27	8,90	0,24	9,16	0,28	8,88	0,30	0,81	0,69	0,69
15	Theory and Methods of Teaching Strength Sports	7,85	0,42	8,76	0,27	8,28	0,53	7,38	0,41	1,84	0,81	1,35
16	Human Anatomy with the Basics of Sports Morphology	8,31	0,45	8,33	0,37	7,88	0,36	8,31	0,30	0,04	0,88	0,92
17	Pre-medical Care and Basics of Medical Knowledge	8,38	0,43	8,81	0,26	9,24	0,18	8,56	0,33	0,84	1,36	1,82
18	Theory and Methods of Teaching Athletics	7,96	0,30	8,52	0,21	7,76	0,37	7,63	0,31	1,52	1,78	0,28
19	Sports Pedagogy	8,23	0,33	8,24	0,46	8,64	0,37	8,06	0,30	0,01	0,68	1,21
20	Theory and Methodology of Physical Education	8,54	0,32	8,38	0,21	8,32	0,37	8,81	0,28	0,41	0,14	1,06
21	Human Physiology and Motor Activity	8,96	0,26	8,48	0,25	8,00	0,41	7,88	0,27	1,34	0,98	0,25
22	Biomechanics and Basics of Sports Metrology	7,54	0,47	8,38	0,20	6,44	0,55	7,00	0,44	1,64	3,31	0,80
23	General Theory of Training Athletes	8,31	0,35	8,48	0,22	8,60	0,33	8,50	0,20	0,41	0,31	0,26
24	Theory and Teaching Methods of the Chosen Sport	8,62	0,37	8,76	0,22	8,52	0,46	8,63	0,35	0,34	0,48	0,18
25	General and Sports Psychology	8,73	0,28	8,67	0,21	7,92	0,42	7,81	0,28	0,18	1,58	0,28
26	Theory and Methods of Teaching Swimming	6,58	0,56	8,10	0,22	6,88	0,60	7,00	0,41	2,54	1,89	0,16
27	Biochemistry and Biochemical Bases of Sports Training	7,69	0,40	7,86	0,21	7,16	0,56	6,94	0,44	0,37	1,16	0,31
28	Theory and Methodology of Children's and Youth Sports	7,19	0,63	8,57	0,22	7,40	0,48	8,00	0,34	2,06	2,20	1,01
29	Adaptive Sport	7,08	0,44	8,10	0,21	7,60	0,44	7,38	0,38	2,10	1,02	0,39
30	Sports Facilities and Equipment	8,27	0,36	8,38	0,21	8,24	0,36	7,19	0,33	0,27	0,34	2,16
31	Basics of the Theory of Health and a Healthy Lifestyle	8,27	0,33	8,86	0,21	8,16	0,36	7,50	0,33	1,50	1,66	1,35
32	Olympic and Professional Sports	7,92	0,42	8,62	0,19	7,84	0,51	8,00	0,33	1,51	1,44	0,27
33	Management in the Field of Physical Culture and Sports	8,35	0,40	8,10	0,19	6,92	0,47	7,06	0,42	0,57	2,30	0,22
34	Educational Practice	7,81	0,40	8,52	0,21	8,56	0,28	8,31	0,38	1,58	0,10	0,52
35	Pedagogical Practice	7,92	0,43	8,76	0,23	8,88	0,30	8,19	0,40	1,71	0,32	1,39
36	Coaching Practice	8,50	0,32	8,52	0,21	8,56	0,29	8,44	0,38	0,06	0,10	0,26

37	Production Practice According to the Profile of Future Job	8,81	0,30	8,67	0,22	9,12	0,26	8,44	0,40	0,38	1,33	1,44
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At the same time, it should be noted that in the process of studying at the university, statistically significant changes in the level of significance of the disciplines of social and humanities, fundamental and natural sciences (Foreign Language, Philosophy, Biochemistry, Biomechanics and the basics of sports metrology, Management in the Field of Physical Culture and Sports, Basics of scientific researches) aimed at the formation of universal human priority values in society and understanding of the basic laws of nature in students of education ($p < 0.05$). In the process of acquiring the first level of education under direction 017 "Physical Culture and Sports", it is determined that most of the mandatory components (cycle of general and professional training) do not have significant changes in terms of students' perception of their importance and further use of the acquired knowledge in future professional activities ($p > 0.05$).

In order to obtain additional knowledge in the direction of the influence of student success on the choice of disciplines in sports education (Chun-Chieh Kao, 2019) pairwise correlation coefficients were calculated for all components of the educational program in specialty 017 "Physical culture and sport". Table 6 shows the results of the influence of the education indicator (\bar{X}) on the level of selection of the importance of disciplines (\bar{Y}) in the professional activity of students of the 1st – 4th courses of physical culture and sports.

Table 6. The interaction of the level of success and the importance of disciplines for students of the 1st – 4th years of the specialty "Physical Culture and Sports"

Coding of a discipline	1 course					Coding of a discipline	2 course					Coding of a discipline	3 course					Coding of a discipline	4 course				
	\bar{X}	\bar{Y}	r	D	t		\bar{X}	\bar{Y}	r	D	t		\bar{X}	\bar{Y}	r	D	t		\bar{X}	\bar{Y}	r	D	t
1	77,8	6,75	0,16	2,6	0,8	2	79,9	8,41	0,43	18,2	2,4	13	75,1	7,37	0,18	3,4	1,0	7	67,5	6,74	0,61	37,3	3,5
3	85,3	6,75	0,31	9,4	0,5	4	72,4	7,85	0,74	55,1	5,5	14	84,3	8,9	0,52	26,8	3,2	14	81,2	8,39	0,61	37,6	3,6
5	78,1	6,86	0,09	0,8	0,5	12	69,3	7,63	0,65	42,4	4,3	23	70,8	8,00	0,57	32,5	3,7	28	65,4	7,52	0,41	16,6	2,0
6	76,7	7,57	0,2	3,9	1,0	14	81,7	8,59	0,23	5,2	1,2	24	75,2	8,93	0,40	16,2	2,3	29	65,0	6,87	0,72	52,1	4,8
8	74,7	8,25	0,07	0,5	0,4	19	78,7	8,52	0,29	8,5	1,5	25	80,3	8,43	0,45	20,4	2,7	30	77,5	7,65	0,80	64,0	6,1
9	75,6	8,04	0,61	37,0	3,9	20	66,2	7,93	0,28	8,0	1,5	26	77,7	6,79	0,08	0,7	0,4	31	66,9	7,17	0,54	29,4	3,0
10	81,5	8,25	0,1	1,1	0,5	21	51,9	8,00	0,31	9,6	1,6	27	81,8	6,80	0,22	5,0	1,2	32	71,5	7,78	0,43	18,5	2,2
11	72,9	8,43	0,08	0,6	0,4	22	73,3	7,56	0,65	42,3	4,3	36	63,7	7,90	0,13	1,8	0,7	33	66,1	6,96	0,43	18,8	2,2
14	84,4	9,20	0,01	0	0,1	35	68,2	7,81	0,75	55,7	5,6							37	68,6	8,0	0,59	34,3	3,3
15	83,7	7,96	0,52	27,4	3,1																		
16	75,9	8,11	0,23	5,1	1,2																		
17	88,7	8,50	0,05	0,2	0,97																		
18	78,1	8,11	0,16	2,7	0,8																		
34	64,1	7,73	0,12	1,3	0,6																		
	$t_{0,05;28} = 0,36$						$t_{0,05;27} = 0,37$						$t_{0,05;30} = 0,35$						$t_{0,05;23} = 0,42$				

Note. \bar{X} - education indicator, \bar{Y} - level of significance of disciplines, r – coefficient of linear correlation, D - coefficient of determination

The results of the correlation analysis revealed the following:

– for the first year students, the success of studies does not significantly affect the majority of significant disciplines, except for the subject "Theory and technologies of health-recreational motor activity", $r=0.61$ ($p<0.05$);

– for students of the second year, the learning indicator has strong correlations with the disciplines "Philosophy", "Pedagogical Practice" ($r=0.75$; $D=55\%$) and an average correlation when choosing the weighty components "Teaching Theory and Methods of Volleyball", "Biomechanics and Basics of Sports Metrology" ($r=0.65$; $D=42\%$) in future professional activities ($p<0.05$);

– for third-year students, academic success does not significantly affect the majority of significant disciplines, except for the subjects "Improvement of Sportsmanship in the Chosen Sport" ($r=0.52$) and "General Theory of Training Athletes" ($r=0.57$);

– for students of the fourth year, the education indicator has significant correlations in most disciplines: "Adaptive sport" ($r=0.72$; $D=52\%$), "Sports Facilities and Equipment" ($r=0.80$; $D=64\%$), "Life Safety" and "Improvement of Sportsmanship in the Chosen Sport" ($r=0.61$), "Basics of Health Theory" and "Industrial Practice According to the Profile of Future Job" ($r=0.54$; $D=30\%$).

We support the statement (Stepanchenko, 2017; Chernenko, Oliynyk, Sorokin, & Koval, 2020) that students have a low level of significance of educational components (Biomechanics and Basics of Sports Metrology, Basics of Scientific Research), which affect in-depth familiarization with the scientific foundations and the organization of control and the use of information and digital technologies in the process of physical education.

Conclusions and prospects of further exploration in this direction.

1. In the course of education of students in the specialty 017 "Physical Culture and Sports", there is a decrease in the level of significance of the disciplines of social and humanities, fundamental and natural sciences, which influence the formation of universal priority values in society and the understanding of the basic laws of the development of the human body and the natural environment.

2. The cycle of disciplines aimed at theoretical, professional and practical training in a higher education institution is of great importance for the formation of competencies for future trainers-teachers from the 3rd to 4th year.

3. It has been established that with the age of the students from the first to the fourth courses of the specialty "Physical Culture and Sports", there is a significant increase in the influence of the success of studies on the understanding of the students of the education of the importance of disciplines in the formation of professional competencies in higher education.

In the future, it is planned to study the specifics of the attitude of extracurricular optional subjects in physical culture and sports among students of the 1st – 4th years.

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АНОТАЦІЯ

Метою дослідження є визначення загального ставлення майбутніх тренерів до змісту освітньої діяльності у вищому навчальному закладі. У дослідженні брали участь студенти 1-го курсу ($n = 26$); 2-го курсу ($n = 21$); 3-го курсу ($n = 25$); 4-го курсу ($n = 16$). Було організовано по 1 групі на кожному курсі, що склало 4 дослідних груп. Для вирішення завдань були застосовані такі методи дослідження: вивчення та аналіз науково-методичної літератури, анкетування, педагогічний експеримент, методи математичної статистики (середнє арифметичне (x) та (y); стандартне квадратичне відхилення (s); коефіцієнт кореляції Брауна-Пірсона (r); коефіцієнт детермінації (D); значимість різниці між середніми значеннями (t).

В процесі набуття першого рівня освіти за напрямком 017 «Фізична культура і спорт» визначається, що більшість обов'язкових компонентів (циклу загальної та професійної підготовки) не мають суттєвих змін щодо уявлення студентами їх значущості та подальшого використання отриманих знань у майбутній фаховій діяльності ($p > 0,05$). З'ясовано, що, на 1 курсі успішність навчання суттєво не впливає на більшість значущих дисциплін, окрім предмету «Теорія і технології оздоровчо-рекреаційної рухової активності», $r = 0,61$ ($p < 0,05$); 2 курсі показник навченості має сильні кореляційні зв'язки з дисциплінами «Філософія», «Виробнича педагогічна практика» ($r = 0,75$; $D = 55\%$) та середній зв'язок при обранні вагомих компонентів «Теорія і методика викладання волейболу», «Біомеханіка і основи спортивної метрології» ($r = 0,65$; $D = 42\%$) у майбутньої професійної діяльності ($p < 0,05$); 3 курсі успішність навчання суттєво не впливає на більшість значущих дисциплін, окрім предметів «ПСМ», ($r = 0,52$) та «Загальна теорія підготовки спортсменів» ($r = 0,57$); для студентів 4 курсу показник навченості має значні кореляційні зв'язки у більшості дисциплін: «Адаптивний спорт» ($r = 0,72$; $D = 52\%$), «Спортивні споруди й обладнання» ($r = 0,80$; $D = 64\%$), «БЖД» та «ПСМ» ($r = 0,61$), «Основи теорії здоров'я» та «Виробнича практика за профілем майбутньої роботи» ($r = 0,54$; $D = 30\%$).

В процесі навчання у здобувачів освіти за спеціальністю 017 «Фізична культура і спорт» спостерігається зменшення рівня значущості дисциплін соціально-гуманітарних, фундаментальних та природничих наук, що впливають на формування загальнолюдських пріоритетних цінностей у суспільстві та розуміння основних законів розвитку організму людини і природного середовища. У майбутніх тренерів-викладачів з 3 – 4 курс вагоме значення для формування компетентностей має цикл дисциплін спрямованих на теоретичну,

професійну та практичну підготовленість у закладі вищої освіти. Встановлено, що з віком у студентів 1 – 4 курсів ФКС спостерігається істотне підвищення впливу успішності навчання на розуміння здобувачами освіти значущості дисциплін у формуванні професійних компетенцій в ЗВО.

***Ключові слова:** навчальні дисципліни, тренери, зміст освіти, здобувачі освіти, студенти.*

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**INDUSTRIAL PRACTICAL TRAINING AS A FACTOR OF PROFESSIONAL
COMPETENCE FORMATION FUTURE ECONOMISTS**

**ВИРОБНИЧА ПРАКТИЧНА ПІДГОТОВКА ЯК ЧИННИК ФОРМУВАННЯ
ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ЕКОНОМІСТІВ**

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ABSTRACT

The article examines the influence of industrial practical training on the formation of professional competence of future economists. The definitions of «competence», «professional competence» and «industrial practical training» were analyzed. The importance of industrial practical training as a factor in the formation of professional competence is substantiated, in particular its influence on the socialization of students, integration into the professional environment and the ability to adapt to changing market conditions. The article emphasizes that high-quality organization of practice, taking into account the specifics of professional activity and the needs of enterprises are important conditions for increasing the effectiveness of training specialists. The organization of industrial practical training of future economists was analyzed on the example of the Donbas State Pedagogical University. It is noted that the organization of industrial practical training should meet the modern requirements of the labor market. An important aspect is the cooperation of educational institutions with enterprises (organizations, institutions) on the basis of which the applicants pass. It is emphasized that the choice of a base for industrial practical training should take into account the ability of the enterprise to create