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WAYS TO ACHIEVE MASTERY IN THE PROFESSIONAL ACTIVITY OF A PHYSICAL EDUCATION TEACHER IN A HIGHER EDUCATION INSTITUTION

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Rezumat. *Modernizarea învățământului superior crește cerințele pentru activitatea profesională a profesorilor de educație fizică. Scopul studiului este de a fundamenta principalele modalități de atingere a măiestriei profesionale în activitatea profesională a profesorilor de educație fizică din instituțiile de învățământ superior. Cercetarea se bazează pe analiza și generalizarea surselor științifice și metodologice. Rezultatele arată că măiestria profesională este o caracteristică integratoare care combină cunoștințele profesionale, abilitățile pedagogice și metodologice și calitățile personale. Dezvoltarea profesională continuă, perfecționarea metodologică, cultura pedagogică și autoeducația sunt definite ca factori cheie ai măiestriei. Măiestria profesională influențează semnificativ eficacitatea procesului educațional și motivația studenților pentru activitatea fizică.*

Cuvinte cheie: *măiestrie profesională; profesor de educație fizică; instituție de învățământ superior; competență pedagogică; dezvoltare profesională.*

Relevance of the study. Reforming the higher education system of Ukraine, integration into the European Higher Education Area, the introduction of a competency-based approach and digital educational technologies lead to increased requirements for the professional activity of a teacher of a higher education institution. A special place in this process is occupied by a physical education teacher, whose activities are aimed not only at the formation of motor skills and abilities of students, but also at strengthening their health, developing physical qualities, and fostering a value-based attitude towards a healthy lifestyle.

In modern conditions of a decrease in the level of physical activity of student youth, the spread of hypodynamia and stress factors, the professional skills of a physical education teacher become one of the key factors in the

effectiveness of the educational process. It is the teacher who acts as a carrier of professional knowledge, an organizer of educational and training activities, and an example to follow.

The problem of achieving pedagogical and professional mastery of a physical education teacher is multifaceted and covers issues of professional training, methodological competence, pedagogical culture, personal and professional self-development. Therefore, its comprehensive scientific understanding is relevant and necessary.

Purpose and organization of the study. The purpose of the study is to theoretically substantiate and systematize the main ways of achieving professional mastery in the activities of a physical education teacher of a higher education institution.

To implement the set goal, the following research methods were used: analysis and generalization of scientific, pedagogical and methodological literature; comparative analysis of modern scientific approaches to the problem of professional mastery; systematization of the pedagogical experience of physical education teachers; logical-structural analysis and generalization.

The study is of a theoretical and analytical nature and is aimed at forming a holistic idea of the professional mastery of a physical education teacher as an integrative pedagogical phenomenon.

Main material and discussion of results. The professional skill of a physical education teacher is considered in the scientific literature as a complex integrative formation that combines deep professional knowledge, a high level of pedagogical and methodological skills, professionally significant personal qualities and the ability to constant self-improvement. The following scientists (Bashavets N., Kaplinsky V., Matviychuk T., Khimich V. and others) dealt with this problem [1; 2; 3; 4; 5]. It is formed gradually, in the process of professional activity, and is the result of purposeful work on oneself.

One of the leading ways to achieve professional skill is continuous professional education of a teacher. It involves systematic advanced training, participation in scientific and practical conferences, seminars, trainings, round tables, as well as mastering the latest pedagogical technologies. A modern physical education teacher must be guided by innovative teaching methods, use digital educational resources, elements of distance and blended learning, means of video analysis of movement techniques, etc.

An important component of professional mastery is methodological competence, which is manifested in the ability to design and implement the educational process taking into account the individual characteristics of students. The teacher must possess various methods and forms of organizing classes, be

able to select optimal physical loads, differentiate educational material in accordance with the level of preparedness and health status of students.

Of particular importance is the pedagogical culture of a physical education teacher, which includes pedagogical tact, speech culture, ethical norms of professional behavior, and the ability to build partnership relationships with students. A masterful teacher creates a positive psychological climate in classes, contributes to the formation of students' internal motivation for physical education and sports.

An equally important way to achieve professional mastery is the teacher's self-educational and reflective activity. Self-analysis of one's own pedagogical activity, assessment of its effectiveness, awareness of strengths and weaknesses contribute to professional growth and the formation of an individual teaching style. Constant work on increasing the level of physical fitness and maintaining one's own health is also an important factor in the professional skills of a physical education teacher.

The generalization of the results of the analysis of scientific sources shows that the professional skills of a physical education teacher are formed under the influence of a complex of external and internal factors and are a dynamic process that continues throughout the entire professional career.

Conclusions. The professional skill of a physical education teacher in a higher education institution is an integrative characteristic that combines professional, pedagogical, methodological and personal components.

The main ways to achieve it are continuous professional education, methodological improvement, development of pedagogical culture and active self-educational activity.

The skill of a physical education teacher directly affects the effectiveness of the educational process, the level of motivation of students and the quality of the formation of their health-saving lifestyle.

Prospects for further research. Further scientific research should be directed at experimental study of pedagogical conditions for the formation of professional skills of physical education teachers in higher education institutions, as well as at the analysis of the effectiveness of the use of digital and innovative technologies in their professional activities.

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