

## Formation of professional competence of future freestyle wrestling teachers-trainers

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**Abstract:** The role of the axiological approach to the formation of professional competence of a freestyle wrestling teacher-trainer is emphasized. The urgency of axiological competence in the structure of professional competence of a teacher-trainer is substantiated, and its definition is proposed. The content of axiological competence is revealed through the characteristics of its components (value-semantic competence, self-development competence, social interaction competence, organizational and managerial competence). The stages, pedagogical conditions for the formation of axiological competence of the future teacher-trainer in freestyle wrestling, criteria for evaluating the effectiveness of the structural-functional model are presented.

**Key words:** competence; axiological competence; values; value orientations; structural and functional model.

Introduction. Currently, in the system of training future teacher-trainers, the problem of the formation of professional competencies on the basis of an axiological approach is being actualized. In this regard, vocational education should not be limited to the formation of theoretical knowledge, practical skills and abilities. An important aspect is the formation of the axiological component of the professional competence of the future freestyle wrestling specialist-trainer based on the appeal to spiritual, moral and professional values.

The formed structure of professional value orientations, which characterizes a socially mature person with a stable life position, is an important characteristic of the readiness to carry out professional activities. The implementation of the axiological approach in the process of professional training of future freestyle wrestling teacher-trainers ensures that the subjects of the educational process understand the importance of professional knowledge and skills as values for the implementation of future professional activities, the need for professional self-development and self-improvement, as well as the formation of a system of professional value orientations. In the process of mastering professional knowledge and skills, students' personal meanings are formed, which become life and professional values. This, in turn, leads to the formation of a new quality - axiological competence, which we understand as the ability to assess the social and personal significance of the acquired professional knowledge, skills, qualities, as the willingness to choose target and semantic attitudes of their actions and deeds, to apply them to solve professional practical tasks based on humanistic ideals.

The modern system of educating athletes of the highest qualifications - members of the Olympic teams - makes special demands on the professional training of coaches. It includes a system of fundamental knowledge and the level of professional activity of specialists in the field of theory and methodology of sports training.

The problem of training a specialist for professional activity was the subject of attention of such outstanding teachers of the past as Ya.A. Comenius, A. Disterweg, P.F. Lesgaft, K. D. Ushinsky and

others. The development of the scientific foundations of the professional training of the "new teacher" was carried out by the Soviet educators PP. Blonsky, N.K. Krupskaya, A.B. Lunacharsky, S.T. Shatsky and others.

The content of any profession is determined, first of all, by the objective requirements of the society in which this professional activity is carried out. For the coach profession in our country, these requirements are expressed in the goals and objectives of physical education and sports. The main goal of sports training is "to develop the spiritual and physical abilities of an athlete through the achievement of high sports results, in order to use sports activity as a factor in the harmonious formation of personality and education in the interests of society." In accordance with this goal, in the process of sports training, educational, upbringing and health-improving tasks should be solved in unity.

In general, recognizing the great value of the results of the above studies in the field of pedagogical education, it should be noted that a number of issues related to the formation of the professional competence of future freestyle wrestling teachers-trainers, including the lack of consistency in the vision of the very problem of the professional competence of the teacher-trainer in freestyle wrestling, incomplete disclosure of the mechanisms of its formation, undeveloped pedagogical conditions and means of forming the professional competence of a freestyle wrestling teacher-trainer, require a deeper study.

The needs of the region in the formation of a new generation of highly qualified wrestlers from among talented rural youth and an insufficient number of professionally trained freestyle wrestling coaches; the relevance of the formation of professional competence in the process of training future freestyle wrestling coaches and the insufficient development of this problem in the conditions of a professional higher school; requests of the regional community to educate a new generation of Olympic champions and insufficient competence of the current coaching team; the presence of general theoretical prerequisites for solving problems and the lack of specific pedagogical conditions and technologies for the formation of professional competence of freestyle wrestling teachers-trainers.

The training of a teacher-trainer, in his opinion, is based on mastering the experience of professional activity. Educational and educational professional activity of students acts as an integrating factor of the entire training system. The logic of the educational process is built according to the scheme - from practice, subjective experience to theoretical generalizations.

According to the opinion, the components of the teacher's professionalism should be creativity and innovation. He believes that innovativeness should become a property of the pedagogical activity of the future teacher-trainer. To the five main components of the pedagogical activity of the teacher (gnostic, design, constructive, organizational and communicative components), it is necessary to add one more - innovative. And higher education should be built taking into account the urgent need for the formation of an innovative component of the pedagogical activity of a future teacher.

Competence is a set of interrelated personality traits, knowledge, abilities and skills, methods of activity, set in relation to a certain range of objects and processes and necessary for high-quality productive activity in relation to them. If a person possesses the necessary competencies, then this state of his development is characterized by the term "competence".

Most authors understand competence as an integrated characteristic of personality traits, the result of training a university graduate to perform activities in certain areas (competencies). Competence, like competence, includes cognitive (cognitive), motivational-value and emotional-volitional components.

Competence is a situational category, since it is expressed in the readiness to carry out any activity in specific professional (problem) situations.

The model of a university graduate should contain the types of competence that characterize him, first of all, as an employee of a certain sphere of production, science or culture. These can be, in the opinion, such competences:

- competencies related to oneself as a person, a subject of activity, communication;
- competencies related to the social interaction of a person with other people;
- competencies related to human activities.

By professional competence we mean the ability of an employee to perform their functions efficiently and accurately, to successfully master new things and quickly adapt to changing conditions.

Professional competence is based on professional suitability, understood as a set of professional competencies necessary for the implementation of effective professional activity.

the concept of "professional competence" describes rather narrowly - "as a good knowledge by the employee of the subject of his direct activity, which is formed in the course of educational and vocational training in special disciplines", but, nevertheless, believes that knowledge of the subject of activity is not limited to the situation of professional labor.

We believe that the professional competence of a teacher-trainer is currently acquiring a new interpretation that integrates knowledge, skills, experience, personal qualities, ensuring professional development and self-realization of a specialist.

In the structure of professional competence, it is possible to distinguish professional-meaningful, professional-activity and professional-personal components.

The professional content component assumes that the teacher has theoretical knowledge on the basics of sciences that study the personality of a person, which ensures awareness when the teacher determines the content of his professional activity in the upbringing, teaching and education of children.

The professional-activity component includes professional knowledge and skills, tested in action, mastered by a person as the most effective.

The professional and personal component includes professional and personal qualities that determine the position and orientation of the teacher as a person, an individual and a subject of activity.

In the list of professional competencies for the future teacher-trainer, along with the key competencies of a specialist, it is necessary to add one more - motor, which involves the ability to perform physical exercises, skills in providing physical assistance and insurance, and a number of applied skills (installation and repair of equipment, travel skills, etc.) etc.)

Analyzing the approaches of various scientists to the study of the concept of "professional competence" and taking into account the specifics of physical culture as a science and as an academic subject, we came to the conclusion that the professional competence of a teacher-trainer is a complex characteristic of a personality, including a harmonious combination of professional, communicative and personal properties. , which allows you to achieve high-quality results in the process of solving typical problems in the main types of professional activity in the field of physical education. The structure of the professional competence of the teacher-trainer includes three components: professional-activity, communicative and personal, each of which corresponds to certain competencies and professional-personal properties that are basic for this competency.

Folk traditions of physical education are presented in studies, etc. as a unique cultural layer of the

spiritual life of the peoples of the North, as education that functions in accordance with the climatic, natural, social, ethnic laws of this region. It has no analogues and represents an enduring value for world and national culture. These authors undoubtedly put forward an interesting proposition: one of the first places in national schools should be given to physical education as basic, as the basis of the entire educational and educational process of the young generation of northerners.

According to the data, wrestling as a sport is a single combat between two opponents, which is carried out in accordance with the established rules. The rules of wrestling competitions provide for the conditions for awarding victory, limit the possible actions of wrestlers in order to ensure entertainment, educational and educational effect.

Wrestling was familiar to all peoples and at all times served as a powerful means of physical conditioning of young people. It is this circumstance, as well as the opportunity to connect the glorious traditions of the past with the needs and ideals of physical improvement of modern youth, that made wrestling one of the most widespread sports in the world.

Conclusions. This article considers the problem of forming the professional competence of future freestyle wrestling teachers-trainers. Theoretical research and experimental work confirmed the validity of the hypothesis and made it possible to formulate the following conclusions:

1. The professional competence of a teacher-trainer includes a rational combination of professional, communicative and personal properties and allows achieving high-quality results in the process of solving typical problems in the main types of professional activity in the field of physical culture and sports. The structure of the professional competence of the future teacher-trainer, represented by the professional-activity, communicative and personal components, the criteria of which are the student's mastery of theoretical and methodological experience in planning, building and managing the pedagogical process, taking into account the characteristics of the main types of professional activities of the teacher-trainer. The content of each component is revealed through its constituent competencies, indicators and integrative characteristics.

2. The effectiveness of the process of professional competence of future freestyle wrestling teachers-trainers consists in achieving a correspondence between its goals and results and depends on taking into account the properties of the subjects of education, the priority of which are: the characteristics of the students being trained, due to the specifics of the sport; characteristics of personal potential and the effectiveness of further coaching and teaching activities.

3. The selected criteria and levels made it possible to trace the positive dynamics of the formation of professional competencies among future freestyle wrestling teachers-trainers. The necessary level of formation of professional competencies is ensured through the introduction of integrative and developmental technology based on humanistic, cultural, competence, ethno-educational approaches and including the principles of activating the basic competencies of the students themselves, integrity (determining the completeness of content), individualization and socialization, value-semantic orientation of education, cultural conformity (allowing to ensure the development of internal mechanisms of cultural self-development), conformity to nature (attitude towards man as the highest value).

4. The process of forming the professional competence of future teachers - freestyle wrestling trainers is provided by the following conditions: improving the personality of wrestling trainers on the basis of ethnopedagogical ideals and models of behavior of sports leaders; the use of active methods of

special training and educational personality-oriented situations; organization of extracurricular and extracurricular activities of students in the context of self-improvement of the student's personality; monitoring the development of each student and comprehensive assessment of learning outcomes.

Thus, our research can serve as a basis for further research, creative searches in the development of scientific foundations for the formation of professional competence of freestyle wrestling teachers-trainers. Further development is required by studies that reveal an integral system of formation of the readiness of future teacher-trainers for professional activities in the field of physical culture (distance, postgraduate education, etc.).

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