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DETERMINATION OF THE LEVEL OF FORMATION OF THE AUTHORITY OF A PHYSICAL EDUCATION TEACHER AMONG HIGH SCHOOL STUDENTS

The presented research examines the importance of special training and the formation of the professional style of physical education teachers, as well as the concept of authority as an important indicator of the professionalism of a physical education teacher, and perhaps the most important factor in the success of his activity.

It was found that the level of authority of the physical education teacher among high school students directly affects the effectiveness of classes and the level of motivation of students.

The results of the presented research allow us to state that knowing the importance of the components of authority will allow the teacher to demonstrate to students, first of all, the properties that are more important for high school students, as well as to present them more vividly.

The absence or insufficient level of development of the components significantly reduces the authority of the teacher, or even leads to the loss of his authority among students.

Key words: authority, high school students, teacher, physical culture.

Горб М., Романова В., Степанюк С. Визначення рівня сформованості авторитету вчителя фізичної культури серед старшокласників. В представленій науковій розвідці розглянуто важливість спеціальної підготовки та формування професійного стилю вчителів фізичної культури, а також поняття авторитету як важливого показника професіоналізму вчителя фізичної культури, і чи не найважливішого фактору успішності його діяльності.

Виявлено, що рівень сформованості авторитету вчителя фізичної культури серед старшокласників напряму впливає на ефективність занять та рівень замотивованості учнів. Адже є прямиий зв'язок, який встановлено до «рангу» батьківських законів: успіх виховного впливу залежить від ставлення до особистості.

Аналізуючи сучасну літературу доведено, що поняття авторитету часто подається у авторитарному стилі, який абсолютно не сприймається сучасними дітьми, особливо старшого шкільного віку. Саме тому дана концепція вимагає прогресивних підходів, за яких вчитель виступає як особистість, а не просто дорослий, що має більше прав у певній групі, але і до своїх учнів він ставиться як до особистостей, незалежно від рівня їх фізичного розвитку та успіхів у вивченні певної дисципліни шкільної програми.

Визначено, що дисципліні фізичне виховання і спорт належить важлива роль в соціалізації підлітків, формуванні та розвитку важливих психофізичних вмінь та навичок, які зумовлюють якість їх подальшого життя, навчання та професійної діяльності.

Результати представленого дослідження дозволяють заявити про те, що знання вагомості складових авторитету дозволить вчителю продемонструвати учням, в першу чергу, важливіші для старшокласників властивості, а також представити їх яскравіше.

Відсутність чи недостатній рівень розвитку складових суттєво знижує авторитет педагога, або ж взагалі призводить до втрати його авторитету серед учнів.

Ключові слова: авторитет, старшокласники, вчитель, фізична культура.

Formulation of the problem. As it is known, the word "educator" is translated as a person, who leads others. But in order to successfully manage others, you need to "direct" yourself to a smarter, more interesting and more educated person, that is, to follow the direction of the path to power. And already the authority will advance success, firstly, to the physical culture teacher personally and his educational influences, and secondly, to the educational discipline he leads, since the higher the authority, the more important for the students is the educational discipline, of which he is the leader [3].

The purpose of research was to determine the level of formation of the authority of the physical culture teacher among high school students.

Analysis of recent research and publications. In psychological and pedagogical literature, there is a growing interest in the formation of the personality of a professional teacher, especially in recent years with the development of social and humanistic trends, the development and implementation of individual, activity and system concepts related to the self-development of the teacher's personality and its development. Z.N. Kurlyand's scientific approach to the teacher's personality deserves special attention, which reveals the peculiarities of his professional self-development, focusing on motivational, emotional-volitional, personal and professional-pedagogical components [2].

Methods of research: analysis of literary sources, interviews and observations.

Results of the research and discussion. The profession of a teacher arose at an early stage of human development due to the need to pass on the acquired experience to the younger generation. The successful solution of educational and educational tasks depends on the personality of the teacher, his moral status, professional skills, erudition, culture, i.e. his authority [1]. In the "Ukrainian Pedagogical Dictionary" S. Goncharenko says the following about educational authority: "Teacher's authority is the universally recognized importance of the teacher's merits by students and parents, which is the basis of his educational influence on children. These advantages include: the high authority of the teacher, as a special dimension of his moral-practical behavior, connected with his own properties and characteristics of the individual, especially his value orientations, delineates a special and only possible space of personal moral-practical actions that actually act responsibly or is irresponsible in life. Pupils trust their teachers so much that sometimes the authority of relatives recedes in their beliefs before the authority of the teacher", he said [4].

The teacher's authority is formed in the course of his pedagogical activity. Under the influence of various factors (social, economic, moral), the level of authority can change over time. Therefore, the task of our research was to determine the level of the authority of the physical education teacher among high school students.

The confirmatory experiment was conducted with high school students of the Kherson general education school of grades I-III No. 32 of the Kherson City Council.

The authority of the physical culture teacher was determined using the methods of survey and observation. The survey was carried out during educational hours.

With the help of questionnaires and conversations, we determined what authority the teacher enjoys among schoolchildren. With the help of pedagogical observation, we studied the influence of the teacher's authority on the mental, motor, and behavioral manifestations of senior students. We also compared the students' judgments and real actions as a result of the influence of the physical culture teacher on them.

According to the results of the conducted research, we established that for 48% of high school students, the physical education teacher is an authority (Fig. 1.), 35% recognize his authority in professional matters, and for 17% of students, the teacher is not an authority. The obtained results indicate that the physical culture teacher enjoys authority among high school students in most cases, although there is still room for improvement.

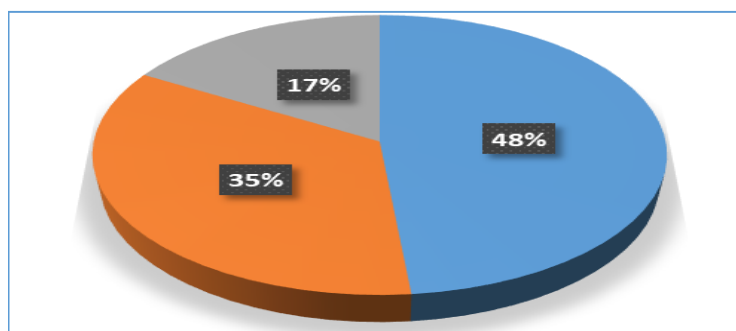


Fig. 1. The level of authority of a physical culture teacher among high school students

It also means that, in most cases, young people like physical education and attend it with interest, and may even go beyond the curriculum and be creative.

Depending on the influence of the teacher's authority on high school students, we identified 3 groups of teachers: the first group is "authoritative", recognized by 37.4% of high school students; the second group is "authoritative in professional matters", their number is 48%; and the third group – "non-authoritative" teachers, according to young people, there are 14.6% of such teachers. This means that they have a different set of qualities that characterize them. Therefore, we will characterize the components of authority separately for each group of teachers.

To determine the personal and professional qualities inherent in three groups of teachers, we selected the first 5 most significant qualities. As a result of the conducted research, we established (Table 1.) that an authoritative teacher has the following qualities (responsibility, honesty, justice, principles, and understanding of students); a teacher who enjoys authority in certain matters is characteristic (fairness, demandingness, understanding of students, balance, as well as responsibility); and all negative qualities (indifference, bias, irresponsibility, ill-will and conflict) are inherent to an unauthoritative teacher.

Table 1

Professional qualities of a teacher that determine the level of his authority

№	Qualities of an “authoritative teacher”	Qualities of “authority in professional matters” of the teacher	Qualities of an “unauthoritative” teacher
1.	Responsible	Equitable	Indifferent
2.	Honest	Exacting	Preconceived
3.	Equitable	Loves and understands children (humane)	Irresponsible
4.	Principled	Balanced	Bad-memory
5.	Loves and understands children (humane)	Responsible	Conflicting

For the first and second group of teachers, the qualities are very similar, in particular, such qualities as responsibility, justice, and humanism are characteristic of the two groups of teachers. The only difference is that authoritative teachers are characterized by honesty and principles, and authoritative teachers in certain issues are characterized by demandingness and balance. Analyzing the qualities of teachers who are not authoritative for high school students, we see which qualities primarily hinder the formation of the teacher's authority among young people.

Answering the question if teacher's level of knowledge sufficient in matters of physical culture and sports, 87% of respondents gave positive reply (Fig. 2.).

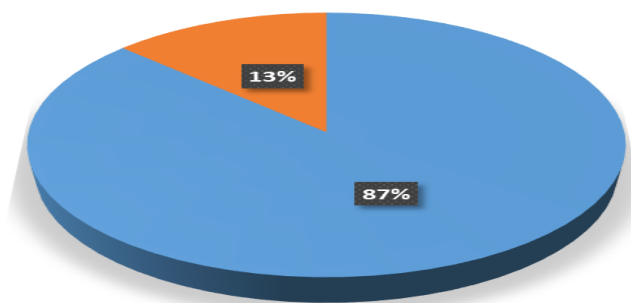


Fig. 2. Correspondence of the level of knowledge of the physical culture teacher as assessed by high school students

The teachers of the first and second groups proved to be competent in these matters, that is, authoritative teachers and those who do not have authority in all matters. And 13% of young people claim that their teacher is not quite competent in matters of physical education and sports. This percentage was mainly made up of teachers who do not enjoy authority among high school students.

According to the results of our survey, we can conclude that authority in senior classes is enjoyed by such a teacher who equips students with deep and solid knowledge, who is competent and erudite.

To implement pedagogical functions, a teacher must possess pedagogical skills that reveal the individual characteristics of the teacher and testify to his subject-professional competence. Pedagogical skills are a set of various teacher actions. They determine the success of pedagogical activity [5,7]. The effectiveness of the application of these actions leads to students' assimilation of educational material, students' interest in and systematic attendance of physical education lessons, satisfaction with their conduct (their course, content and result), creation of a favorable microclimate in the team during the lesson, and improvement in the performance of students' indicators [6].

According to the results of our survey, we found out that the majority of teachers explain educational material to high school students in an accessible way, 73% of respondents think so (Fig. 3). According to 27% of schoolchildren, it is difficult for them to understand the educational material.

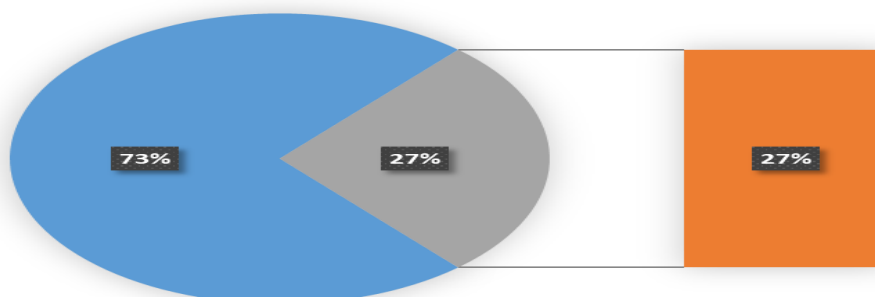


Fig. 3. The availability of the teacher's presentation of educational material

Answering the question "Does the teacher find the physical education lesson interesting?" 75% of young men gave a positive answer (Fig. 4.).

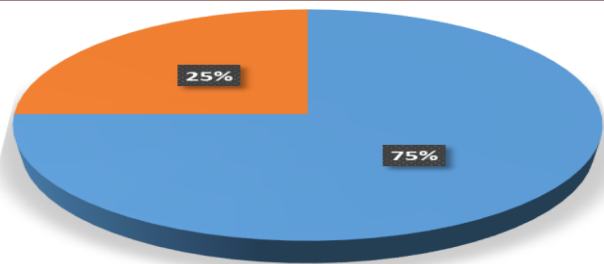


Fig. 4. The interest of the teacher conducting a physical education lesson

The studied teachers diversify the means, forms and methods of conducting a physical education lesson, show creativity in their selection, go beyond the curriculum. However, 25% of high school students are not interested in classes.

Summing up, we conclude that authoritative teachers and authoritative in professional matters are generally characterized by a high level of subject-professional skills. These teachers clearly explain the material, conduct a physical education lesson in an interesting way, using a creative approach and advanced pedagogical experience, and a positive atmosphere prevails in the class, which helps to solve the tasks of the lesson. Non-authoritative teachers have insufficient development of subject-professional skills. Their lessons are not always interesting, there is monotony and monotony in the class, the material is not always clear, and the atmosphere in the class is unfavorable, mockery and arrogance are observed on the part of individual students.

The concept of "tact" in translation from Latin means – touch, sense of measure. Tactful does not offend, does not humiliate, does not create psychological barriers in communication [8]. Pedagogical tact is a manifestation of a sense of proportion, choosing the best form and content of pedagogical influence in the work process. It is also the ability to understand others well, to take into account their condition, thoughts and feelings. Pedagogical tact as a form of relationship with students is determined by the personality of the teacher, his beliefs, culture of behavior, general and special education, stock of relevant skills and abilities. It is impossible to master the pedagogical tact without relying on the basic principles of humanism, without having the norms of pedagogical ethics, the basics of professional skill. A tactful teacher has a variety of means of influencing the personality, and thus prevents the appearance of conflicts [7]. Such qualities are highly valued by high school students, as they are very vulnerable to personal insults from the outside.

We asked the students "Does the teacher behave tactfully when interacting?", to which 80% gave a positive answer, 7% of high school students claim that their teacher is either not tactful, and 13% is not always tactful. Tact belongs only to authoritative teachers.

Conclusions. As a result of the study of the peculiarities of the authority of the physical culture teacher among high school students, it was established that:

The importance of the components of the teacher's authority is different. According to the ranking, the components were distributed in the following order: professionally important qualities, competence, the teacher's observance of the norms of pedagogical tact, the teacher's presence of certain merits and successes, the general culture of behavior, the style of interaction with students, the teacher's leading a healthy lifestyle, sports status in the past, appearance of the teacher, public opinion about the teacher.

Young people recognize, first of all, the authority of the teacher as a person. High school students appreciate the teacher's professional qualities (moral, communicative, strong-willed, intellectual).

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