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## ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ МАЙБУТНІХ ТРЕНЕРІВ ДО ЗАСТОСУВАННЯ ТЕХНОЛОГІЙ СПОРТИВНОГО ВІДБОРУ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

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*У статті обґрунтовано педагогічні умови підготовки майбутніх тренерів до застосування технологій спортивного відбору у професійній діяльності. Доведено, що формування готовності майбутнього тренера до застосування технологій спортивного відбору у професійній діяльності має здійснюватися на основі дотримання таких педагогічних вимог: формування позитивної професійної мотивації та системи ключових цінностей майбутнього тренера за допомогою антропних технологій; розвиток технологічного мислення майбутнього тренера в сфері спортивного відбору та орієнтації; інтеграція теоретичної, науково-дослідної та практичної підготовки з метою розвитку професійної готовності майбутнього тренера; формування конкурентно-розвивального освітнього простору професійної підготовки майбутніх тренерів; реалізація технологій фасилітаційного супроводу та наставництва в адаптації майбутніх тренерів до професійної діяльності. Розвиток технологічного мислення у процесі формування готовності майбутніх тренерів до застосування технологій спортивного відбору дозволяє створити позитивний емоційний фон для засвоєння навчального матеріалу; систематизувати практико-орієнтовані знання та використовувати їх комплексно; ефективно перетворювати теоретичні знання на рівень професійних вмінь і навичок; прищеплювати здобувачам певний тип спілкування (суб'єкт-суб'єктний) у процесі розв'язання навчально-виховних завдань; підвищити рівень професійної підготовки в цілому. Інтеграція теоретичної, науково-дослідної та практичної підготовки майбутніх тренерів у ЗВО передбачає сполучення теоретичних знань, результатів наукових досліджень та практичного досвіду для формування комплексної підготовки фахівців до застосування технологій спортивного відбору у професійній діяльності; реалізація цієї педагогічної умови сприятиме глибшому розумінню матеріалу, розвитку критичного мислення та ефективному вирішенню практичних завдань в майбутній професійній діяльності.*

*Доведено, що конкурентно-розвивальне інтегративне освітнє середовище спрямоване на вирішення навчально-професійних завдань, орієнтованих на формування професійної готовності, яка забезпечує конкурентоспроможність тренера в майбутній діяльності. Таке середовище відрізняється від традиційного більш високими за змістом і інтенсивністю характеристиками спільної діяльності та взаємодії суб'єктів, тим самим сприяючи вирішенню поставлених завдань щодо формування конкурентоспроможності майбутнього тренера. Акцентовано увагу на тому, що під час фасилітації навчання*

*викладач має можливість використовувати не догматичні методи і прийоми, а ті, що сприяють творчому осмисленню необхідної інформації, формуванню вміння мислити, шукати нові аспекти проблем в уже відомому матеріалі; усе це створює умови для підвищення інтересу та пізнавальної активності здобувачів, оптимізує процес розвитку їхньої професійної самосвідомості та формування.*

**Ключові слова:** *майбутній тренер, педагогічні умови, спортивний відбір, професійна готовність тренера, професійна мотивація, антропні технології, технологічне мислення, конкурентно-розвивальний освітній простір, фасилітаційний супровід.*

**Formulation of the problem.** The modern system of professional education is aimed at training a competitive specialist who has a high professional culture and competence, is able to adapt to changes in the labour market quickly and to ensure the high productivity in one's professional activities. An important task is to develop the professional mobility of future coaches, which allows them to apply their knowledge and skills into various professional situations effectively, meeting the modern requirements and challenges of the field of physical training and sports.

The dynamic transformations of the modern labour market indicate the need to increase the requirements for future coaches who must be capable for continuous development and self-improvement. This raises the issue of finding the effective methods of developing the professionally relevant qualities that correspond to the active professional position of future coaches. In this regard, there is a need to design such pedagogical conditions that will contribute to the formation of future coaches' readiness to apply the sports selection technologies into their professional activities. The task of this stage of the study is to analyse and summarise the scientific approaches to the disclosure of the essence of the concepts of «pedagogical conditions», «pedagogical conditions of the formation of the future coach's readiness to apply the sports selection technologies» and to substantiate the reasonability and directions of their application. The scientific search is aimed at identifying the optimal strategies and technologies that will contribute to the effective development of future coaches' professional motivation, ensuring their readiness for the challenges of the modern field of physical training and sports.

**Analysis of the latest research.** In the scientific developments of N. Tverezovska and L. Filipova the essence and content of the concept of «pedagogical conditions» are substantiated. In the scientific researches of R. Akhmetov the peculiarities of predicting the performance of sportsmen as a factor of improving the efficiency of the educational and training process are studied (Akhmetov, 2007); O. Krechetova studied a set of indicators, which are prior from the point of view of prognostication for sports selection (Krechetova, 2007); in the study of O. Shynkaruk the experience of the selection organization in Olympic sport is summarised (Shynkaruk, 2001); the prospects of introducing the supervision into the practical training of future coaches were the subject of O. Khyzhniak's study (Khyzhniak, 2021). At the same time, we have to state the lack of systematic research on the study of pedagogical conditions of future coaches training to apply the sports selection technologies into professional activities.

**Presenting main material.** In the context of psychological interpretations, the term «condition» is interpreted as a set of internal and external factors that determine, accelerate or slow down the mental development of a person and affect the process, dynamics and final results of human development, directing their psychological and emotional state. The study of pedagogical conditions is important for understanding how various factors interact and influence the personal development, education and professional training of a future coach. This allows to create the optimal conditions for the development of a specialist, which is a key task of professional education.

Pedagogical conditions are defined as «interdependent and interrelated factors that together create an environment for the organization of the educational process, affecting its quality and effectiveness» (Prokhorov, 2010). N. Tverezovska and L. Filipova make a conventional division of pedagogical conditions into several levels: the first level includes personal characteristics of

students that determine the success of the educational process; the second level consists of the immediate circumstances of the implementation of the process of education and upbringing, which are the classical pedagogical conditions (Tverezovska, Filipova, 2009). O. Brazhnyk's research indicates that pedagogical conditions are a set of objective possibilities of content, methods, organizational forms and material resources for the implementation of the pedagogical process, which ensures the successful achievement of the set goals (Brazhnyk, 2001).

In our study, the concept of «pedagogical conditions of the formation of future coaches' readiness to apply the sports selection technologies» is considered as a complex combination of methods, techniques and forms of pedagogical influence that contribute to the effective formation of the professional position of future specialists, including the creation of an optimal educational environment, the development of innovative technologies and methodics of sports selection, as well as the integration of theoretical and practical aspects of professional training that ensure a high level of professional competence of the specialist in the field of physical training and sports.

Basing on the theoretical and methodological data obtained in the course of the study, analysis of literature sources and expert opinions, we came to the conclusion that the formation of future coaches' readiness to apply the sports selection technologies into professional activities should be conducted on the basis of compliance with the following pedagogical requirements: formation of positive professional motivation and a system of key values of the future coach with the help of anthropic technologies; development of technological thinking of the future coach in the field of sports selection and orientation; integration of theoretical, scientific and research, and practical training to develop the professional readiness of future coach; formation of a competitive and developmental educational space for the professional training of future coaches; implementation of facilitative support and mentoring technologies in the adaptation of future coaches to professional activities.

The first pedagogical condition is aimed at developing the valuable and motivational component of the future coach's readiness to apply the sports selection technologies. The implementation of this condition involves acquainting the future specialists with the basic professional and pedagogical values of the coaching profession, where the highest value is a person, namely, a student as a subject of development; assisting the future coaches in choosing a personally significant system of values and meanings and formation of an adequate professional motivation on this basis, which will result in an active professional position, a valuable attitude towards young sportsmen as subjects of physical culture and sports activities and sports selection, in particular.

In the context of solving the problem of formation of the future coaches' readiness, moderation is a specific technique of the interactive communication organization that allows to structure the group work qualitatively and make it more focused, to organise it on the basis of cooperation with respect for the equality of all participants. The purpose of moderation is to achieve an effective level of communication by planning and stimulating the activity of participants of the process of cooperation on a democratic basis, as well as formation of their certain position towards the stated problem.

It is advisable to organise the work on forming the readiness of future coaches for sports selection through moderation in the form of seminars, creative workshops, discussions, conferences, debates, etc. At the same time, it is necessary to adhere to such principles of moderation as constant addressing directly to the personality, activation of the audience, use of specific rather than abstract designations, accuracy and brevity of formulations, questions openness. Under such conditions, the joint activity of the lecturer (moderator) and students meets the principles of pedagogical communication on a subject-subject basis and contributes to the development of students' self-management skills.

The development of a future coach's motivation in the system of their preparing for the implementation of sports selection technologies is a crucial aspect of their success and effectiveness while working with sportsmen, as motivation affects the ability to learn, improve

and inspire their wards. It is important for future coaches to be able to set specific, achievable and measurable goals for themselves and their sportsmen, and to monitor them constantly at different stages of sports selection, which helps to understand clearly the promising vectors of activity and to track the progress of their students. It is important to maintain a balance between short-term goals (e.g., improving a certain technique) and long-term goals (e.g., winning a competition), which helps to maintain the motivation at different stages of the training process. The development of the motivational and goal component determines the continuous training and professional development through courses, seminars, conferences, trainings, which allows coaches to stay up to date with the latest methods and technologies of sports selection. An important factor in the development of motivation is the use of coaches and sports psychologists to develop the self-regulation skills, stress resistance and self-confidence. The use of motivational techniques, such as success visualisation, positive affirmations, meditation and relaxation, helps to maintain a high level of motivation.

We considered the second pedagogical condition «*Development of technological thinking of a future coach in the field of sports selection and orientation*» from the point of view of technological and functional, and reflective approaches. Today, in the transformational activity of a person, a special attention is paid to technological thinking, which is defined in the literature as a type of mental activity aimed at analysing the possibilities of using and imaginary creating of new technologies to solve the practical problems. The effective development of technological thinking involves several key stages:

- Identification and analysis of the problem situation, which is a thorough study of the existing problem, identification of its main aspects and potential impact;
- Specification of contradictions and problems, which is a clear definition of contradictions and problems that limit the goals achievement;
- Generation of various options for the problem situation solving, which is a creation of a wide range of possible solutions that may include different approaches and technologies;
- Consideration of factors influencing the system, which is the analysis of the nature and dynamics of changes in the environment that may affect the solution of the problem, including social, economic and environmental aspects;
- Forecasting and assessing of the possible consequences of activities, namely, predicting the potential outcomes of proposed solutions, as well as their long-term consequences to avoid negative effects and to maximise the positive results.

In addition to these stages, it is also important to have critical thinking ability, an innovative approach and adaptability to rapid changes in the technological environment. The development of these skills ensures the ability of the future coach to respond to the challenges of the modern world effectively and contributes to the creation of innovative solutions to complex practical problems in the field of sports selection.

The technological thinking of the future coach is manifested in the following mental skills: construction of cause-and-effect relationships; searching for common ground for the integration of different subject areas; determining the readiness of the object for transformation; making technologically correct decisions; conscious choice of ways of rational transformation from several options; management of transformation processes; conscious and critical evaluation, analysis of activities, its results, i.e. the reflection; creation of information models of technological phenomena and processes, justification of several options of them with the criterion of rationality and optimality.

In order to develop the technological thinking of future coaches in the process of their professional training in higher education institutions, four levels of its development can be distinguished. At the first level, thinking is manifested in the use of ready-made technologies and standard methods of sportsmen selection. The second level is characterised with the use of creative approaches and modification of existing selection methods. At the third level, future coaches acquire new knowledge and enrich their experience in the field of sports selection, which involves an active reflection. At a high level, coaches are creative and apply non-standard methods of sportsmen selection, which can lead to innovative solutions.

The introduction of the third pedagogical condition «*Integration of theoretical, scientific and research, and practical training in order to develop the professional readiness of the future coach*» allowed to model a common educational space of learning, and scientific and practical activities of future coaches in higher education institutions aimed at maximal approximation of theoretical learning to the practice of work in the field of sports selection and orientation and contributed to the formation of the students' active position in the process of their professional development. The development and implementation of this pedagogical condition was conducted taking into account the systemic and integrative, and praxeological approaches.

The selected pedagogical condition involves the use of active and interactive teaching methods in the process of theoretical training of future coaches, which allowed to form a holistic content of their professional training for the use of sports selection technologies by gradually shifting the centre of significance from the processes of transfer, processing and assimilation of information during the first years of the first (bachelor's) level of higher education to independent search and modelling of ways to apply this information into future professional activities on the second (master's) level. It is also important to note that the use of the acquired knowledge and classroom practical experience during the internship in conditions that are as close as possible to the conditions of the future professional activity of the coach, allowed students to improve their practical skills in the process of professional situations solving aimed at studying sports selection technologies, to develop creative thinking on this basis and to form a creative approach to problem situations solving in this area. The parallel implementation of cross-cutting scientific and research work by higher education students contributed to their active involvement into professional activities, the formation of an active life position, the development of personal professional qualities and the correction of life values and motives of physical education and sports activities.

For the successful implementation of this pedagogical condition, the following basic principles are outlined:

- application of an integrated approach to the designing of creative products in the project and research activities of the future coach, which involves the development of their own projects using innovative educational technologies;
- involving each student into the active educational and cognitive process, stimulating the creative expression of potential in the field of sports selection;
- intensification and increasing of the significance of the acquired knowledge towards the structure, methods of use and peculiarities of development of the projects of innovative educational technologies, as well as systematization of this knowledge with the use of methodical materials that reveal the content of sports selection technologies;
- development of the skills of critical thinking, analysis, comparison and collation of facts in the psychological and pedagogical context of sports selection issues.

Let us consider in more detail the fourth of the identified organisational and pedagogical conditions, which is «*the formation of a competitive and developmental integrative educational environment of the professional training of future coaches*». In the author's interpretation, the «educational environment» is defined as a set of material factors, interpersonal relations, influences and other capabilities of a higher education institution and employers that determine the formation of the competitiveness of a future coach in the integrative educational process. In this case, the «educational environment» acquires an integrative feature («integrative educational environment») due to the peculiarity of expanding its educational boundaries beyond the traditional boundaries and purposefully organised interaction of subjects in the integrative educational process within the framework of social partnership.

The structure of the educational environment includes three basic components: spatial and subjective, which is the spatial and subjective conditions and opportunities for providing the education, upbringing and socialization of the personality; social, which is the space of conditions and opportunities created in interpersonal interaction between the subjects of the educational process; psychodidactic, which is a set of educational technologies (content and methods of education and upbringing) based on psychological and didactic foundations.

The integrative educational process is associated with the formation of specific values and qualities of the future coach's personality, which ensure their competitiveness in future professional activities. The «educational environment» acquires a competitive and developmental feature («competitive and developmental educational environment») when it becomes a source of personal development that contributes to the formation of its competitiveness. This involves the organisation of the educational activity of the student, which creates a special social situation of development that harmonizes the interaction of educational subjects and components of this environment, as well as stimulates their activity and purposefulness.

According to the scientific position of I. Karabaieva and L. Tereshchenko, a developmental educational environment should have the following characteristic qualities: flexibility (educational structures have the ability to rebuild quickly in accordance with changes in the needs of the personality, society and the environment); continuity (elements of the educational environment should interact and be consistent in their activities, ensuring the integrity of the educational process); variability (the environment should change in accordance with the needs of the population for educational services); integration (interaction of structures that are included into the educational environment, should contribute to the effective solution of pedagogical tasks); openness (participation of all educational subjects in management should be broad, ensuring the democratization of forms of education, upbringing and interaction); attitude to joint active communication (all subjects of the educational process should cooperate actively, and the lecturer should support students by taking a hidden but supportive position) (Karabaieva, Tereshchenko, 2020).

Let's consider the following pedagogical condition, «*the development of a system of supervision and facilitative support in order to adapt the future coaches to professional activities*». We consider the system of supervision (mentoring) as a specialised institute for the socialisation of a future coach, which provides support, transfer of knowledge, methods of activity, social and professional experience and behavioral models adopted in a professional and functional group, from experienced and successful professionals. This helps to increase their competitiveness in the chosen professional field. Supervision is seen as a key element of entering into the coaching profession, as a way of preparing a specialist for professional activity, which allows to study the profession from the inside with the help of an experienced colleague.

In our study, supervision is considered as support and direction of the future coach's personality on the way of developing one's own potential and skills, as well as choosing and professional becoming in the field of sports selection. The mentor (supervisor) provides an appropriate support, shares experience, knowledge and supports the mentee in such a way that it is effective and efficient. Mentoring is an example of a collaborative pedagogy, the essence of which is a democratic and humane attitude towards the mentee, ensuring his or her right for choice, dignity and respect.

The use of supervision in the process of forming the readiness of future coaches to apply the sports selection technologies is advisable during the implementation of scientific and research activities of students, during the coaching practice, during the joint work of a creative group of lecturers and students on a particular problem, during the experimental part of qualification studies, etc. The main content of supervision is to assist future coaches in the study of regulatory documents; study and implementation of advanced coaching experience into practice; improvement of theoretical knowledge and practical skills, pedagogical skills; acquaintance with new achievements of psychological and pedagogical sciences and methods of physical education; study and analysis of curricula, textbooks, manuals, methodical recommendations; overcoming difficulties in educational material mastering and organising their own educational and training process; mastering the new forms and methods of assessing students' sports achievements; studying their individual and age-related peculiarities, etc.

The conditions that encourage the facilitation in the modern coach training include: organization of the educational process as a meeting of the lecturer and students, which gives experience in mastering the culture of interpersonal communication and mastering the ways of

cognition; psychological and pedagogical comfort as a necessary basis for the emergence and development of trusting relationships between the lecturer and the students; dialogue forms of learning, namely, frontal, group and pair discussion of the studied material; psychological and pedagogical support of each participant to achieve a situation of success, which is a subjectively possible for it at that time; the control and evaluation function of learning as a diagnostic and corrective one that helps to develop self-control, self-esteem, and a critical attitude to oneself and the results of one's own learning activities. Personal development, personal progress of each participant of the educational process, the emergence of psychological personality traits, including reflection, trust, goodwill, acceptance of other opinions, respect for everyone, cognitive motivation, self-regulation, freedom of choice and tolerance, are the result of the implementation of these conditions.

**Conclusions.** Thus, the pedagogical conditions of the formation of future coaches' readiness to apply the sports selection technologies are the influence of a set of factors onto the future specialist, which ensures positive changes in professional training and allows to increase the level of their professional competence. The complex systematic implementation of the identified pedagogical conditions, namely the formation of positive professional motivation and a system of key values of the future coach with the help of anthropic technologies; development of technological thinking of the future coach in the field of sports selection and orientation; integration of theoretical, scientific and research, and practical training in order to develop the professional readiness of the future coach; formation of a competitive and developmental educational space for the professional training of future coaches; implementation of facilitation support and mentoring technologies in the adaptation of future coaches to professional activities, will contribute to the effective formation of the competitiveness of future coaches and their successful professional activities. These conditions will help to ensure the qualitative organisation of the educational process in higher education institutions and will contribute to the formation of specialists' readiness for professional activity.

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## **PEDAGOGICAL CONDITIONS OF FUTURE COACHES TRAINING FOR APPLYING THE SPORTS SELECTION TECHNOLOGIES INTO PROFESSIONAL ACTIVITIES**

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*The article substantiates the pedagogical conditions of future coaches training for applying the sports selection technologies into professional activity. It is proved that the formation of future coaches' readiness to apply sports selection technologies into professional activity should be conducted on the basis of compliance with the following pedagogical requirements: formation of positive professional motivation and a system of key values of the future coach with the help of anthropic technologies; development of technological thinking of future coach in the field of sports selection and orientation; integration of theoretical, scientific and research, and practical training in order to develop the professional readiness of the future coach; formation of a competitive and developmental educational space for the professional training of future coaches; implementation of facilitation support and mentoring technologies in the future coaches' adaptation to professional activities.*

*It is established that the development of future coaches' motivation is a complex process that includes educational training, psychological support, reflection and active participation in the professional environment. The development of technological thinking in the process of formation of the future coaches' readiness to apply the sports selection technologies allows to create a positive emotional background for learning the educational material; to systematise the practice-oriented knowledge and use it in a complex; to transform the theoretical knowledge into the level of professional skills effectively; to instill the students with a certain type of communication (subject-subjective) in the process of educational tasks solving; to improve the level of professional training in general. The integration of theoretical, scientific and research, and practical training of future coaches in higher education institutions involves a combination of theoretical knowledge, research results and practical experience to form a comprehensive training of specialists for the application of sports selection technologies into professional activities. The implementation of this pedagogical condition will contribute to a deeper understanding of the material, the development of critical thinking and effective solution of practical problems in future professional activities. It is emphasized that during the facilitation of learning, the lecturer has the opportunity to use not dogmatic methods and techniques, but those that promote creative comprehension of the necessary information, the formation of the ability to think, to look for new aspects of problems in the already known material.*

**Keywords:** future coach, pedagogical conditions, sports selection, professional readiness of a coach, professional motivation, anthropic technologies, technological thinking, competitive and developmental educational space, facilitative support.

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