

Physical Culture Teacher Professional Activity Problems in Polyethnic Educational Organization

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ABSTRACT

Purpose-The presented topic relevance is conditioned by the fact that experts in the physical culture field are experiencing problems in the course of work in a poly-ethnic educational organization that reduces their professional activities effectiveness, the timely identification of which will optimize the process of teachers' professional education. **Methodology** - The goal is to identify the most significant problems of young and experienced teachers' activity on physical culture in a poly-ethnic educational organization. The study leading method on this topic is to monitor the health environment in a poly-ethnic educational organization, which includes interview, analysis, observation and data graphical interpretation. **Findings** - The paper presents the study results of teachers' professional activity problems on physical education in a poly-ethnic educational organization, the positions of undergraduates-interns, young and experienced teachers regarding the identified problems solution are considered. **Significance** - The materials can be used to organize specialists' modular training on physical culture to work in poly-ethnic educational organizations within the framework of secondary vocational, higher and additional professional education.

Keywords: the teacher on physical training, professional activity, poly-ethnic educational organization, pedagogical problems

INTRODUCTION

The urgency of the stated problem is caused by the fact that active migration processes lead to an increase in the number of poly-ethnic educational organizations, even in subjects of sedentary residence of indigenous nationalities, in traditional mono-national areas. The diversity of the population ethnic contingent inevitably affects the increase in the number of poly-ethnic educational organizations [1, 2, 3, 4, 5, 6]. Naturally, educational activities in poly-ethnic teaching groups are significantly different due to:

- 1) the features of students life experience and their national traditions [7];
- 2) features of national nature and ethnicity's other psychological aspects [8, 9, 10];
- 3) the differences in educational technologies in organizations where students have been trained before [11, 12, 13];
- 4) factors of adaptation to a new place of residence [14];
- 5) differences in the notions on a health culture and a healthy lifestyle [15, 16, 17].

These features should be reflected in the content and technology of physical culture teacher professional activity in poly ethnic educational organizations. Otherwise, this activity effectiveness is reduced due to the emergence of a number of pedagogical problems, the identification of which has become the paper's goal. Such problems definition may allow organizing activities for physical education teachers training and their retraining for work in

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poly-ethnic educational organizations. Ways to solve these problems will make up the content and technological aspects of secondary vocational, higher and additional professional education curricula. In such curricula formation, the principles and methods of problem-based learning content can be successfully applied [18, 19]. The monitoring results carried out by the authors can be applied both for prevention and for solving the identified problems of the teacher's activity on physical culture in poly-ethnic educational organizations.

METHODOLOGICAL FRAMEWORK

The prerequisites for the study and close attention of the international community to the children's education and health recovery in a poly-ethnic society were the following theoretical, methodological and practical contradictions:

1. between the close attention of the international community to the problems of socialization and organization of migrants' education on the one hand, and a low level of practical realization of this need on the other;
2. between the society needs in teachers who are able to adapt to students from different contingents on the one hand, and the impossibility of training such specialists without the orientation of the educational process to solve problems arising in various educational organizations, in particular, with a poly-ethnic contingent;
3. between a high level of modern physical culture teachers' interest in effective professional work and increasing barriers, de-motivating professionals in a poly-ethnic educational organization.

To identify the problems of the teacher professional activity on physical culture, a monitoring complex based on the principles of the necessity and sufficiency of presentation forms variability, mobility and targeting, taking into account subjects of professional activity, was formed and applied in a poly-ethnic educational organization. This complex included SWAT analysis methods, a survey method (questionnaire) with analysis in the form of scaling and ranking, criteria observation and a standardized questionnaire to characterize the subject of professional activity.

The hypothesis of the research was the assumption that understanding pedagogical problems of physical culture teachers' professional activity in a poly-ethnic educational organization will allow targeted training of professionals to prevent and overcome these problems in order to increase the effectiveness of professional activities in a poly-ethnic educational organization.

RESULTS

A number of problems of physical culture teacher's professional activity in a poly-ethnic educational organization were identified by the authors and then they were arranged according to several target areas of physical culture teacher work. It turned out that some of them were realized by the teachers and indicated during the monitoring. Others were not even considered by them as barriers that reduce the effectiveness of professional activity. Already during the monitoring, a single experimental array was divided according to the differences of professional activity's entities, so versatile answers were given by graduate student-trainees, young teachers who did not have a qualification category and experienced teachers-masters with a qualification category who possessed a great professional experience in educational organizations.

The generality in the opinions of teachers was achieved only in two positions, namely that the main problems that arise when designing a recreational environment in a poly-ethnic educational organization are the health problems themselves (the disharmony of health components), and also the fact that many students in poly-ethnic groups interact weakly with each other, which requires special attention from the teacher ([Table 1](#)).

Table 1. Problems' rating of teacher professional activity on physical culture in a poly-ethnic educational organization

№	Problems	Teachers with experience of the highest and the first category, the rating score	Young teachers without a category, a rating score	undergraduates-trainees, a rating point
11	Weak motivation of school children to be engaged in physical culture in the natural environment (connection with nature)	8	4	2
22	Inadequate self-assessment of health state all components by students (the problem of self-esteem)	7	5	6
33	The existing mechanisms' ineffectiveness in children's inclusion in sport and sports activities with the family and the reference group participation (the problem of technology)	6	3	7
44	The presence of a language barrier hampering educational cooperation (the language barrier)	9	7	1
55	The aggravation of the conflict nature of the educational environment in the poly-ethnic educational organization (conflict nature of the environment)	5	6	5
66	Low level of interest in healthy lifestyles and sports activities (problem of motivation)	1	8	4
77	Deficiency of motor activity (the problem of motor activity)	3	9	3
88	Weak interaction between representatives of different ethnic groups in the training community (lack of cooperation)	4	2	9
99	The presence of deficiencies and disharmony of components in the state of health (disharmony of health components)	2	1	8

At the same time, young teachers consider classical methods and technologies for attracting children to a healthy poly-ethnic educational organization as inefficient ones. Experienced teachers do not agree with them in this, who established the success of their activities and the effectiveness of the methods used by them. It should be mentioned here that in another survey conducted among teachers of high qualification categories, a certain pedagogical restraint was revealed, when the innovative and even author's methods used by them, modestly were treated as traditional ones by them. At the same time, all respondents unambiguously supported the expansion of working methods and the replenishment of their "methodical piggy bank", aimed at finding unique methods and technologies for working in a poly-ethnic educational organization. Experienced teachers who have the opportunity to observe the dynamics of the decrease in younger generation's motor activity, among the most important problems indicate the lack of motor activity of students in poly-ethnic classes. While young teachers do not see any problem here, perhaps, because, they themselves already belong to the total computer literacy generation. Also as important aspect in their work, all teachers consider the solution of the problem of the educational environment's conflict nature aggravation, and they all see themselves capable of solving this problem. The young teachers are more concerned about the students' weak motivation to study physical education in natural conditions, whereas teachers with higher and first qualification categories believe that this process of adaptation to the natural conditions of the Russian-speaking region should not be accelerated artificially. The rating of problems, in the opinion of graduates-interns, differs sharply from that presented by the respondents-teachers, as shown in [Figure 1](#) [20, 21, 22]. This histogram does not reflect the respondents' opinions on the problems associated with the exacerbation of the educational environment conflict and the disintegration of the health state and the inadequacy of its self-estimation by the students. These problems are basic for solving the problems of educational organizations' health-improving environment projecting, so all respondents indicated them as important and placed them in the first part of the rating. Respondents' opinions on other problems have a number of significant discrepancies, shown in [Figure 1](#).

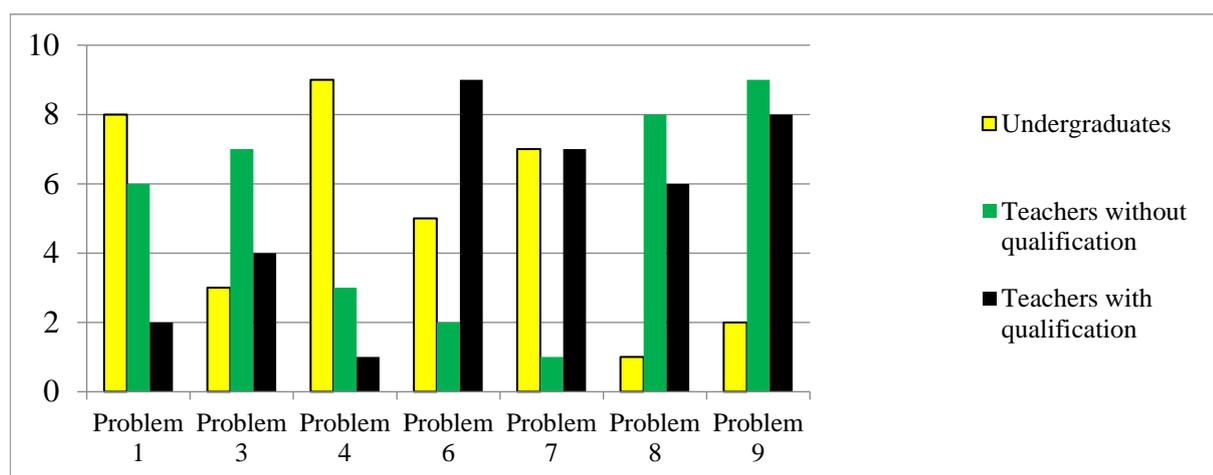


Figure 1. Problems' rating of professional activity in a poly-ethnic educational organization

In general, as it can be seen from [Table 1](#) and [Figure 1](#), undergraduates- trainees consider the problems of the initial state and primary adaptation of students in the new educational activity conditions to be the most important one for increasing the work effectiveness in a poly-ethnic educational organization. That is, students easily put themselves in the place of their pupils and see the problem field with their pupils eyes, suggesting that the most difficult adaptation will be overcoming the language barrier, which forced lack of activity and adaptation to new living conditions. It can be concluded that undergraduates-interns see themselves more as pupils than as teachers, while they state obvious problems that are noticeable at first glance, but not those that require serious analytical work. To such problems that compel the teacher to analyze his work, its methodical provision, the educational process, and as well as all the components of the students health, the following are included: the ineffectiveness of the existing mechanisms for including children and their parents in the health recovering environment of the school; disharmony of students health components; the problem of school interaction in relation to learning activity and the relationship of students in the team.

DISCUSSIONS

The study is consistent with the scientific results obtained by other authors who have considered other aspects of the teacher professional work in a poly-ethnic educational organization. Thus, considering the formation of a special multicultural educational space in Russia, scientists indicate that this process will be associated with the emergence of new pedagogical problems:

- problems of adequate language communication,
 - study of other national cultures,
 - integration of family and school education on the basis of cultural values integration of different nations.
- However, the group of pedagogical problems arising in the direction of physical education [7, 23] is not singled out.

Other authors defined new functions of teachers in a poly-ethnic educational organization [24]. The authors attributed to them the function of a consultant on ethno-cultural interaction, the functions of a mediator. However, they did not indicate the problems that may arise in the exercise of these functions in physical education classes, taking into account the characteristics of this subject. The goal-related importance of health in the students physical education was emphasized by most specialists in this field, among them V.C. Balsevich [25], S.D. Neverkovic [26] and M.Ya. Vilensky [27]. Nevertheless, the problems that reduce the effectiveness of health formation among the younger generation were considered by them without taking into account the students' poly-ethnic interaction and their ethno-cultural affiliation. Thus, the problems identified by the author in this study make an innovative contribution to the theory and technology of the physical education teacher's professional activity in a poly-ethnic educational organization, and also create new foundations for professional education content formation in the physical culture field, taking into account the need for professionals that are easily adaptable to new conditions in professional activity.

CONCLUSION

The authors identified the main problems of physical culture teacher's activity in a poly-ethnic educational organization. In particular, teachers-masters, refer to them:

- low level of interest in healthy lifestyles and sports activities;
- the presence of deficiencies and disharmony of components in the health state.

These problems significantly reduce the effectiveness of the educational process on physical culture in poly-ethnic educational organization and should be the basis of educational content modules formation in higher education and secondary vocational education.

Problems that reduce the effectiveness of young professionals' adaptation to the conditions of professional activity in poly-ethnic educational organization are identified.

Among them:

- weak interaction between representatives of different ethnic groups in the training community;
- the presence of deficiencies and disharmony of components in the health state.

Thus, the teachers training in pedagogical universities should be directed towards the prevention of the above problems.

Problems, awareness of which prevents to see the real situation in the educational environment, are indicated by undergraduates-interns.

They include:

- weak motivation of schoolchildren to be engaged in physical education in the natural environment;
- the presence of a language barrier that hampers educational cooperation.

In fact, these problems are not related to the specifics of the educational organization, but to the shortcomings of the trainees' readiness to adequately perceive themselves as a teacher, and in this connection, more attention should be paid to the self-actualization of future teachers in the educational activity.

RECOMMENDATIONS

Identified problems of physical culture teachers professional activity, having different work experience, different qualifications and even belonging to different age groups, clearly demonstrated the need to improve the education system in bachelor's, master's, as well as in the system of additional vocational education and in the structure of educational practices. The change in the content of education, taking into account the problems mentioned, should be aimed at creating the personal and professional potential of a physical culture specialist, which contributes to his successful adaptation to the conditions of professional activity in educational organizations of various types that have a poly-ethnic contingent. Thus, knowledge of the problems identified by the authors and the methods of solving them will increase the effectiveness of both professional training and the professional activity of teachers on physical culture. This knowledge can be used by university teachers in their work, who train students for industrial (pedagogical) practice and their own professional activities. Also, this information is useful for teachers of upgrading courses, which are called upon to react promptly on the changing social conditions of pedagogical work using their activities content. The same problems in their subjective representation can be useful as a basis for conducting master classes and professional trainings in the conditions of physical culture teachers' methodical association, as topics of pedagogical seminars. It is also important to apply this knowledge when developing new educational standards and curricula.

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