



**FORMS OF SPORTS TEACHERS TRAINING THE
SYSTEM OF VOCATIONAL EDUCATION IN CHINA**

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ABSTRACT

At the present stage of the Chinese society development, the education and training system of teachers in the PRC faced the need of updating the forms and methods of training students, including future teachers of sports disciplines. This article analyzes modern forms of pedagogical work that are used in the system of higher sports and pedagogical education in the PRC, both traditional (lectures, practicals, consultations) and those that are unique (professional online projects and platforms) or innovative (volunteer movements, social practices, etc.). The purpose of this article is to present the results of the above analysis and to introduce this new data into the space of Ukrainian pedagogical science.

Keywords: PR China; sports disciplines teachers; vocational education; teachers training system; high sports and education institutions.

АНОТАЦІЯ

Форми підготовки вчителів спортивних дисциплін в системі професійної освіти Китаю

На етапі розвитку китайського суспільства сьогодні система освіти й підготовки педагогів в КНР націлені на поновлення форм і методів навчання студентів, включаючи майбутніх вчителів спортивних дисциплін. Ця стаття аналізує сучасні форми педагогічної роботи, які використовуються в системі вищої спортивно-педагогічної освіти в КНР, як традиційні (лекції, практичні, консультації), так і ті, що є унікальними (професійні онлайн-проекти і платформи) або інноваційними (волонтерські рухи, соціальні практики тощо). Метою цієї статті є представити результати вищезгаданого аналізу і введення нових даних в педагогічний простір української педагогічної науки.

Ключові слова: КНР; викладачі спортивних дисциплін; професійна освіта; система підготовки вчителів; вищі спортивно-педагогічні заклади.

INTRODUCTION

Globalization processes, which began to arise actively at the beginning of the XXI century, also pushed China to the need to reconsider approaches to the content of future teachers` education. Today the most important goals of Chinese students education (especially those who are going to work in educational sphere in future, both formal and informal) are respect for humanitarian values, following the spirit of progress and innovation, the ability to work in a team and the formation of a scientific worldview. With the beginning of the current stage of China`s development, there is an urgent need to improve the quality of teachers training who are to be not only professionals, but also conscious citizens of their own country. Therefore, pedagogical education faces the task of training professionals who could strengthen and improve the training of young people, raising the moral and ideological ideals of students, as well as promote cultural and intellectual development of the young generations in China. (Fu, 2018). Because of the increasing requirements for students of pedagogical specialties in the country, the principles of training future teachers were also revised. In particular, more and more attention is being paid to the principle of scientificity, which is based on a solid theoretical foundation of professional activity. Regarding the formation of professional competencies of future sports teachers, it became a



complex and long-term process, which consists not only of professional training, but also instilling in students an array of knowledge in social disciplines aimed at forming responsible citizens of the country.

LITERATURE REVIEW

Currently in Ukraine, the study of approaches to the organization of educational activities with young people in China is quite limited. Some aspects of the general system of education and the system of teacher training are covered in the works of N.Lavrychenko, N.Seiko, O.Bezpalko, O.Baidarova, V.Lofova, S.Zolotukhina, L.Kalashnyk and others. Interesting and useful information as to terms of studying trends in Chinese pedagogy at different stages of development of the state are presented in the developments of L. Kalashnik (system of training teachers to work with orphans), foreign Chinese scholars M.Baranov (features of teaching and adaptation of Chinese students to study abroad), E.Monoson (approaches to educational work with students in China), D.McGowan (issues of education of a noble person in the works of Confucius), M.Levenson (analysis of religious education in China), H.Krill (approaches to the education of ethical taste in students of Chinese schools during the Cultural Revolution), F.Ivanho (study of approaches to moral education of high school students in modern schools in China), G.Joyce (historical aspect of the formation and formation of the tutorial system in Chinese pedagogy and), etc. Among Chinese researchers, these issues are also reflected in the works of both purely educators (Zhou Ming, Li Wanxiao, Hu Da, Cao Tsai Tsai) and statesmen Mao Zedong, Jian Zemin, Li Wanyao and others.

AIM OF THE ARTICLE

The aim of this article is to systematize theoretical ideas and generalize the practice future sports teachers training (its forms and methods) in Chinese vocational schools and universities to determine the possibility of creative use of Chinese experience in the Ukrainian educational space. The theoretical basis is the general provisions of the theory of scientific knowledge; conceptual ideas of psychology, philosophy, pedagogy about the individual as the highest value of society and the need to study them in specific conditions, pedagogical provisions on the importance of

combining sensory and rational in the cognitive process, stimulating human activity at any age to acquire knowledge

METHODOLOGY

To achieve the aim of the article, the following set of research methods was used:

- theoretical (analysis, synthesis, comparison and generalization of the results of studying scientific, scientific-methodical, initial literature of domestic and foreign authors, normative-legal documents in order to establish the degree of scientific elaboration of the problem under study;
- prognostic – to identify opportunities for the implementation of constructive achievements of Chinese teachers on the research problem in the educational process of educational institutions of our country,
- empirical – observations, conversations, dialogues, discussions, discussions at conferences, round tables – to analyse the experience of training sports teachers in China;
- axiological—in order to identify the value significance of sport as a system that creates and promotes the expansion of national spiritual values;
- dialectical – which allows us to consider sport in motion, development and contradictions in the context of the transformation of traditions in the XXI century, to reveal its patterns and driving forces of development;
- retrospective and historical-pedagogical – in order to determine the peculiarities of the development and formation of pedagogical education in China, to identify stages of development of the problem under study;
- system-structural – to systematise the theoretical ideas of training teachers and generalise the experience of their application in China;
- comparative and pedagogical – in order to compare the theoretical provisions and practice of training sports teachers in secondary and higher education in China.

Historical and structural-functional approaches allowed to explore the features of the future sports teachers training in vocational and higher education institutions of China

RESULTS

The article analyzes the main forms and methods of professional training of future teachers of sports in China. It is established that the training of sports teachers consists of both professional and general training. It is established that the main forms in training future sports teachers are lectures; practical and seminar classes; different types of student practice; participation in the work of volunteer groups; military training; educational conversations; participation in conferences, round tables and seminars; participation in various public events; voluntary work; visiting orphanages or nursing homes. The peculiarities of each form of training are analyzed, their peculiarities and specifics are determined and presented in the article.

DISCUSSION

Based on the analysis of the scientific literature, it is established that the main forms of training students-future teachers of sports in Chinese professional and higher educational institutions include:

- lectures;
- practical and seminar classes;
- different types of student practices;
- participation in the work of volunteer groups;
- military and extra-curriculum camps trainings;
- educational conversations;
- participation in conferences, round tables and seminars;
- participation in various public events;
- volunteering;

Lectures are currently the main form of work with student-athletes. The advantage of this form of future teachers in the field of sports education organization is connected, first of all, with a large number of students in an academic groups. It is quite normal when up to 60 students study in one academic group (this fact significantly complicates other forms of work). Lectures are divided into professional (aimed at forcing students with scientific information in the specialty, acquaintance with modern and effective methods of teaching sports disciplines, clearly defined concepts in the field of sports) and general (aimed at the general development of the personality of the future sports teacher, raising his/her general level of education,

broadening his/her horizons, gaining the possibility of interdisciplinary connections, etc.). Lectures on the specialty are also devoted to the development of the history of sports in China and the world, highlighting the basic methods, principles and forms of teaching sports (National seminar, 2018). It is believed that lectures as a form of work with students, direct the latter to the development of active cognitive and independent activities, critical analysis of information and the ability to draw appropriate conclusions, but they are not an effective means of forming practical skills of future sports teachers (Yi, 2011).

The logical continuation of lectures and at the same time an effective form of education of students-future teachers of sports are practical and seminar classes, which are closely related to and often repeat the topics of lectures. The combination of theory and practice in modern institutions of higher sports and pedagogical education is also achieved through the organization of discussions on relevant topics or the organization of role-playing games, during which students act out situations related to their future work and specialization. Particular emphasis is placed on the fact that students must act from the standpoint of a citizen and a representative of the country (Chong King Man Perceptions and Teachings: 130). During practical classes in higher sports and pedagogical educational institutions, teachers also use the method of micro-teaching, which allows students to feel like teachers, better understand the essence of pedagogical activity and acquire a certain level of pedagogical skills. The method of micro-teaching allows students to develop such qualities that are necessary in the implementation of pedagogical activities, as communication, the ability to speak to large audiences, empathy, pedagogical intuition, the ability to work with different people (Qing, 2007).

Additional opportunities for the training of students-future teachers of sports in educational institutions of China provide consultations, which are conducted mostly by teachers of pedagogy or socio-political disciplines. During the consultations, students can return to the material studied, find out the unclear points and make an action plan for independent work, look at topics that have already been studied in other disciplines, from a new angle. It should be noted that both group and individual consultations the content of which is aimed at taking into account the needs of students are held in institutions of higher sports and pedagogical education (Lu, 2019).

To understand the methods and principles of working with students-future teachers of sports in China, it is necessary to address the issue of their independent

work (self-study), because it is during such kind of educational activity comes out the understanding of mechanisms and principles of working with young people, improving theoretical training and identifying weaknesses in own future practice. During independent work, students have the opportunity to focus on those topics that require more attention and time. As a rule, questions for self-study are provided by the teacher, along with questions, students are recommended literature on relevant topics. During the self-study, students make tasks of a reproductive nature, when it is necessary to read and summarize the relevant educational material, while students receive creative self-study tasks during the preparation of a practical lesson or an educational event.

An important role in the training of future teachers-athletes in the system of professional education in China is also played by individual work, which consists of individual tasks and preparation of individual projects, watching relevant videos that help expand and supplement knowledge on the topic. From the educational point of view, individual work is aimed at finding out the level of understanding of students of the theoretical issues of the course, identifying unclear points in order to eliminate them. (Liang, 2019). It should be noted that due to the intensification of research work in Chinese universities, the involvement of students in conferences, round tables and seminars is becoming very popular.

The curriculum for future sports teachers includes pedagogical practice in various fields and levels. In particular, during training students undergo educational and methodological, pedagogical, industrial, social and sports practices that contribute to the enrichment of professional competence and demonstration of acquired knowledge and skills:

- *Educational and methodical* sports practice consists of several stages: the stage of observation of the lessons by a teacher of sports disciplines and the stage of performing theoretical and practical tasks with the children's team. During the educational and methodical practice, students also study the specifics of working with children's team, the peculiarities of planning the work of the team, methods of conducting classes in various sports.

- Another type of practice of sports and pedagogical students is *sports practice*, the purpose of which is to get acquainted with the national sports heritage of the country and the region, as well as with athletes-teachers who have worked or were born in this region.

- *The internship (industrial practice)* aims to introduce students to teach students to conduct classes in sports, using effective methods and conduct educational activities, including public education. It is the kind of a practice that creates optimal conditions for the formation of students' professional knowledge and skills, as well as skills that are necessary for the head of a sports club or section, qualities (Qing, 2007).

- *Social practice* is also a mandatory component of teacher training in China. Currently, social practice complements the course of classroom classes and is held during the winter or summer vacation of students. The Standard for Curricula for Teacher Education, published in 2011, focuses on strengthening the practical training of students of pedagogical specialties. It is also noted that the internship should promote the development of students' outlook, foster a sense of civic and social responsibility and the development of professional skills. (Standard of the curriculum). Social practice can be organized not only by universities, but also by the Association of Future Teachers. It should be emphasized that in contrast to pedagogical practice, social practice involves students of pedagogical specialties in various fields, faculties and courses. Then teams of students who study in different specialties are formed and peculiar pedagogical teams are formed. While working in teams, students socially develop steps and educational activities, make presentations, use game teaching methods and more. During the internship, «teaching staff» must solve two groups of tasks: conducting classes in basic school subjects and educational activities (Zhang & Cai, 2020). Future teachers-athletes are encouraged to undergo voluntary social pedagogical practice, which takes place on the basis of kindergartens, primary schools or directly higher education institutions. On the one hand, as part of this practice, students learn to work with different segments of the population, and on the other - receive additional bonuses for scholarships (Kalashnyk & Zhang, 2016). Pedagogical universities in China develop and implement programs to modernize practice, in many pedagogical specialties social practice is a mandatory component of education (Zhang, 2015).

One of the forms of involving students-future teachers of sports in practical activities is participation in volunteer groups and movements. The Western China Development Program, the State Volunteer Teaching Program, and other voluntary community service programs involve a significant proportion of Chinese youth, with the most active participation typically among students in specialized colleges and

universities. Such an active focus on involving university students in educational work is due to the fact that in the course of future professional activities, students will use mostly the forms and methods of working with young people that they once experienced. Teachers are convinced that such practical classes allow students to form the ability to use the latest learning technologies in teaching sports, as well as methodically correctly explain the theoretical material and put sports activities. Today, Chinese volunteer programs for sports students offer two types of volunteering: international (in poor countries in Africa) and in rural China. As for volunteer service, the main mission is to spread Chinese culture through sports, as well as to form a sense of pride for one's own country. Working in volunteer missions also allows students to develop a sense of social responsibility. To improve the volunteer movement in China, some efforts are currently being made to coordinate the actions of the government, educational institutions and public volunteer services. The country is also currently working on an interactive platform for volunteer services among educational institutions, governments, and social departments; planning and coordinating all the needs of society that could be solved by volunteers; integrating various social resources and providing opportunities for volunteer services from students (Wei, 2016).

One of the most effective forms of training future sports teachers are defense and sports health camps (summer and post-school ones). The role and significance of this form of initial military training is determined by the fact that in such a camp the activity is as close as possible to the conditions in the army. All classes are usually held in the field, quite intensively, but in the form of games and with the involvement of real servicemen and athletes (Du, 2014).

Currently, the government of the country considers Internet resources to be an effective form of professional training for students of all specialties (including sports). In particular, specialized sites and forums for sports education and training of sports teachers are being actively developed. To implement patriotic and civic education of young people in the country there are such major Internet projects as:

- searchingsystem.baidu.com, which is one of the largest projects in the world. This project was developed in 2000, and in 2006 the project already had its own encyclopedia «Baidupedia», in which students can find information on sports as well;
- QQ, WeChat messengers help students to exchange information both with each other and with teachers, which greatly facilitates and optimizes the individual

and independent work of students;

- active promotion of sports forums, communities and blogs. In particular, Internet portals such as «Chinese Sports Education» and «Athlete's House» are very popular with students. (Yivanenko, 2018; Se & Kovryzhnyh, 2016).

The course on ideology and morality, launched by the Ministry of Education of China in 2011, is mandatory for higher education and emphasises that the essence of educating the younger generation is related to the state issues as education in China has historically been closely linked with the process of state formation and was called to build a collective identity, instill patriotism and loyalty to the nation. Also, during the lectures, students, including the Faculty of Sports ones, get acquainted with the issues of globalization, environmental change and human rights, because all these issues are closely related to the essence of the «ideal citizen». The course consists of three main blocks: personal development; the team and me; state, society and me. (Davies, Evans & Reid, 2015).

It is mandatory for all students in China to study law. Thus, students are introduced to such concepts as citizens, national identity, study what does it mean to be a participant of public relations. As a rule, this course consists of lectures and practical classes, in which students discuss and consolidate the educational material with which they became acquainted during the lectures. Interesting to get acquainted with is the practice of discussing real pedagogical situations that may arise during classes, national and international competitions, etc. in terms of «rule of law» and providing students-future sports teachers with skills how to explain to their students a situation like respond, etc. (Zhang & Cai, 2020).

A common form of educational work in Chinese universities, including educational institutions where future sports teachers study, is the oral and written characteristics of students, the award of diplomas, certificates, medals and prizes, or reprimand for failure to comply with certain obligations. It is also practiced to compile a rating of students, on the basis of which it is then determined which of the students receives scholarships and grants from universities, provincial, city, faculty, etc. Note that the rating is calculated not only on the basis of academic achievements of students, but also on the basis of activity of participation in various cultural and educational activities (Du, 2014).

There is also one direction of educational work with the future sports disciplines teachers in Modern China — self-identification of such kinds of educational workers.



Factors such as family and family traditions influence professional self-identification; school and out-of-school education; sociocultural context; professional education; economic and political context. Pedagogical self-identification is closely related to the reorientation of the personality's own psychological attitudes, the reassessment of one's place in space and the acquisition of one's own awareness as a subject of pedagogical activity. Pedagogical self-identification occurs in the process of mastering knowledge about professional functions, typical tasks and skills that a teacher should possess. It is closely related to the formation of professional competencies in young people (intellectual; technological; cultural; psychological; psychological and pedagogical; professional; social and psychological). Pedagogical self-identification in Chinese educational institutions occurs during the study of such disciplines as Pedagogy, Psychology and partly Foreign Language. Further formation of pedagogical self-identification of future teachers of sports occurs during pedagogical practice. It is found that during this type of educational activity, students should develop professional, practical and methodological knowledge. Main tasks of pedagogical practice (formation and development of professional knowledge, skills and abilities; development of need for pedagogical self-education and constant self-education; creation of interest in the profession of sports teacher; education of personality qualities necessary for the profession of sports teacher; study of the experience of other colleagues with the purpose of its creative use during teaching; study of the organization of the educational process in secondary school and high school. Pedagogical self-identification is also closely related to the formation of taste for pedagogical activity, which also refers to the psychological competence of the teacher. As for the pedagogical self-identification of teachers of sports disciplines, it is associated with a rethinking of the individual about his own role in society, in changing the emphasis from his own sports achievements to the achievements of his/her pupils.

Today in China there is an urgent need to form a corps of high-quality specialists in the field of physical education, who would identify themselves primarily as teachers, and less as athletes. The scientific community emphasizes the need to work with students of physical education departments in China and to train specialists who can successfully solve pedagogical problems in the classroom, to use a specially developed system of independent psychological analysis of the lesson. This system should meet the principles of developmental education common to pedagogy and

psychology and is conditionally divided into three areas:

- 1) educational work: the development of the student's personality, formation of his /her morality, worldview;
- 2) methodological work: substantiation of goals, content and organization in accordance with the level of students' preparedness, their intellectual development, age and individual characteristics;
- 3) the ability to use new teaching methods that contribute to the development of students' communication skills, their individual and psychological qualities (Liang, 2019).

Unlike persons who identify themselves with athletes, teachers of sports disciplines should be able to conduct a psychological analysis of the lesson, apply various forms of educational activities when conducting lessons, conduct analytical analysis and assessment of lessons. Sports teachers should be able to conduct a psychological analysis of the lesson, which includes drawing up a plan for a future lesson.

Another issue that requires attention and additional work in pedagogical educational institutions is work with children with special needs. It should be borne in mind that there are almost no trainers in the country who are ready to train physically gifted children with special needs. The trainers working with them now (especially at the regional level) are mostly invited foreign specialists. Many coaches working on the basis of non-formal educational institutions (both private and municipal) are not ready to work with sports gifted children with disabilities, either psychologically or methodically. Among the reasons for this position are the following:

- the need for special attention and approach during training;
- lack of special training to work with such children,
- the need to devote a lot of time to such students, on the one hand, and uncertainty about the ability to achieve high results on the other hand.

However, most coaches and sports teachers understand that if they really show good results in working with such a child, they can make a career as a good coach faster, but this will have to change specialization to work with gifted children with disabilities and receive medical education. According to the coaches, the balance between the effort expended and the expected result is almost unattainable.

The challenges facing the Chinese society at the present stage (providing quality education in physical culture in secondary education institutions; improving



approaches to working with gifted children; the need to involve people with special needs in sports; the need to develop Paralympic sports in the country). The solution of these tasks will be facilitated by the formation of a corps of teachers of sports disciplines who are well aware of the psychological and pedagogical foundations of working with children of different groups, who are able to work with children with special needs and athletes representing the country at the Paralympic Games. However, at present there are not enough specialists in the country who are ready to work effectively to solve the problems facing the PRC society.

At the same time, it should be noted that Chinese scientists continue to work on improving the system of youth sports education as a state strategy and professional training of future teachers of sports. Priority areas include work on expanding the tasks for pedagogical practice, creating experimental pedagogical platforms that will work on the territory of universities, conducting internships for students as assistant teachers, and so on.

CONCLUSIONS

At the present stage of development of China, much attention is paid to sports, because it is considered an effective mechanism for both physical and harmonious human development, and the formation of patriotism and citizenship of the people. Sports as a compulsory school subject is due to the fact that practical classes contribute to the physical development of the child and the formation of children's social feelings, skills of collective interaction, and the theoretical component, during which students are introduced to the history of Chinese sports, traditions and legends. who surround him, with the formation of interest in the history of their own country and culture. Globalization processes, which began to develop actively at the beginning of the XXI century, also pushed China to the need to reconsider approaches to the content of training future sports teachers in higher and professional educational institutions. The most important goals of education of Chinese sports students during their own education and training are respect for humanitarian values, the spirit of progress and innovation, the ability to work in a team and form a scientific worldview, which are achieved by a set of methods and a variety of forms in Chinese educational space: lectures, practices, application of technique methods of education and e-learning, etc.

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