

Formation of Professional-Pedagogical Culture of Future Specialists of Physical Culture and Sports Specialties

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The results of research showed the need to organize in the institution of higher education conditions and a set of measures aimed at the formation of professional-pedagogical culture of future specialists, which makes it possible to strengthen educational work with them based on the translation of the values of the cultural and sports heritage of the subject of the state, the effective formation of their professionalism and pedagogical culture. The proposed system of professional training of future specialists of physical education and sports on acme-culturological bases directs teachers to improve the quality of training graduates in their future professional activities.

Keywords: carrier of professional competence, effective formation of professional-pedagogical culture, future specialist of physical culture and sports specialties, high professional and pedagogical level, modern pedagogical science

INTRODUCTION

In modern conditions, the system of higher physical culture education puts forward high requirements for a specialist of physical culture and sports specialties, not only to his personal characteristics, but also to a high level of skill, professionalism, spiritual and moral potential, physical and psychological readiness for high-quality performance of professional activities. Professional-pedagogical training of future specialists in physical education and sports is increasingly aimed at ensuring a high level of professional qualifications, opportunities for systematic progress, and meeting the necessary requirements of modern

society for personnel activation of the industry. The main content features of professional training of specialists in physical education and sports are a value-responsible attitude to the health of members of society, increasing the level of their motor activity, creating conditions for translating the values of physical culture and sports, their transfer to the culture of educational and physical culture and sports activities, attitude to everyday life in general, recreation, etc., thus ensuring the improvement and strengthening of the culture of society. Therefore, professional-pedagogical training of future specialists in physical education and sports is more relevant today than ever, because it has a significant impact on the physical and spiritual activation of society.

A significant role for the effective professional-pedagogical training of future specialists in physical education and sports is played by a qualitative indicator of physical culture education and the development of professional-pedagogical culture in the HEI, which determines both the level of purely professional readiness and individual ideological, civic development. The relevance of this problem is also due to the strengthening of the socio-cultural value of the formation of professional-pedagogical orientation of future specialists in physical culture and sports specialties, the development of the ability to predict the analysis of professional activity, creative application of the acquired knowledge in practice, which leads to the need for a comprehensive study of the formation of professional-pedagogical culture of future specialists in physical culture and sports specialties. The study of issues related to solving the scientific foundations of the formation of professional-pedagogical culture of future specialists is one of the priority areas of modern pedagogical science. In the research of domestic and foreign scientists, the content of this concept is considered, arguments are given to confirm its multidimensional and complexly organized structure (V.M. Gryneva (2007), I. Isaev (1993) and others).

However, research deals, as a rule, with the formation of professional-pedagogical culture of teachers of various specialties, and research in this direction in relation to future specialists of physical culture and sports specialties is clearly not enough. Only in some publications, based on the existing level of modern knowledge in this area, the formation of the professional culture of a physical education teacher (Dereka, 2017), physical (Ivanii, 2017), and sports culture of the individual (Balsevich & Lubisheva, 1995) is studied. However, the issues that reveal the theoretical and methodological foundations of the formation of professional-pedagogical culture of future specialists in physical culture and sports specialties, the scientific and methodological justification of this problem today remain insufficiently studied. The purpose of the research is theoretical and experimental substantiation of organizational and methodological conditions that contribute to the effective formation of professional-pedagogical culture of future specialists in physical culture and sports specialties.

LITERATURE REVIEW

Scientist's study various aspects of the phenomenon of "professional-pedagogical culture" on the basis of a logically consistent series constructed by I. Isaev (1993): "general culture of the individual" – "professional culture of the individual" – "pedagogical culture of the individual" – "professional-pedagogical culture of the individual". A general culture is created in the holistic assimilation of moral and sports cultures, containing in its structure the spiritual-physical and creative-artistic inspirations of the individual. The professional culture of a specialist's personality is studied by us as an integrated component of the general culture, which has the characteristics of a single whole and performs the function of its design in the field of physical culture and pedagogical activity. Professional culture is implemented in a complex of professional personality traits and acts as a general indicator of professional tolerance, as well as a condition for effective professionally confirmed activities. The pedagogical culture of a specialist in physical education and sports is multi-layered concept, interpreted simultaneously as the goal and result of general pedagogical readiness. The formation of pedagogical culture is due to the development of a certain pedagogical focus on individuality through the conscious assimilation of value orientations of pedagogy, the progress of the subjective view, pedagogical qualities and abilities of the individual (Ivanii, 2017).

It is an indisputable fact that the readiness of a specialist in physical education and sports and his ability to interpret theoretical knowledge in a professional, cognitive and creative method of activity is ensured by

the ability to think methodologically professionally. Developed thinking forms the basis of the individual world structure, which is determined in professional-pedagogical self-realization on the spatial scale of physical culture and sports life. In order for mental activity to turn into professional-pedagogical thinking, it is necessary to activate technological value-mental skills – the ability of the individual to quickly carry out the processes of analysis, synthesis, isolation of the core concept during the assimilation of professional-pedagogical knowledge by the system, etc. Subjectivity in the views of a specialist in physical education and sports is translated as a position of professional-individual self-development and is an indicator of the level of personal involvement in physical culture and sports activities.

Thus, the current political, economic and social situation in Ukraine has an impact on the nature of changes in the system of professional-pedagogical training of promising specialists in physical education. The results of the analysis of scientific literature indicate the following trends in the development of professional-pedagogical training of future specialists in physical education and sports based on acmeological and cultural approaches:

- 1) a humanized-democratic complex for training future specialists in physical education and sports. Such a system of professional training is characterized by the presence of two hierarchical levels. The first stage is determined by providing formative training for applicants for education in historical-philosophical, political-economic, pedagogical-aesthetic, environmental-legal, linguistic and other types of cultures. The second one provides direct training in the human science aspect. That is, it guarantees the development and assimilation of specific humanitarian-oriented knowledge and skills, which are mandatory components of the future professional specifics of specialists.
- 2) tandem of natural-humanitarian sciences in the structure of higher professional physical culture education. It is understood as the use by a competent teacher of characteristically related disciplines within the curriculum, namely the use of arithmetic algorithms in the process of analysing educational material, as well as the introduction of IT-technologies in training.
- 3) continuous improvement of the system training of specialists in physical education and sports, namely rethinking and interpretation of already created complex organization and the essence of the learning process, aimed at consolidating the applicants for education in demand skills and skills of a valid solution of professional-pedagogical situations, creating and accumulating a wide range of optional-selective courses that allow justifiably progressively deform the meaning of the educational process, meeting regulatory requirements.
- 4) creating the personality of the future specialist. Organization of systematic scientific research, where norms, means, methods and ways of building a professional-pedagogical vector of a specialist's personality are interpreted.
- 5) use traditional methods during training. The essence of the learning process should also be interpreted by the national codes of the state. There are two ways to introduce such components into educational content. The first is the implementation of modern courses in educational institutions, the leading motive of which is highlighted through the interpretation of individual components of physical and sports education. The second component represents the interweaving of traditions elementary into the content basis of academic disciplines.

The relevance of the study of this problem is hyperbolized by such contradictions between:

- the need to modernize the system of higher professional education in the direction of implementing professional-pedagogical training and the ability to professional-pedagogical progress of future specialists in sports and physical education during life;
- actual stimulation of the future specialist to professional and individual development, setting his professional-pedagogical culture and a minimized level of his readiness for the learning process, self-improvement, creatively important implementation;
- real demands on the acme-cultural progress of promising specialists, ensuring their ability to learn and progress in all areas throughout their lives, and the lack of methodological equipment for professional-pedagogical training in the acme-cultural direction;

- the need to use acme-culturological targeted form-methods of training future specialists and inadequate development of the semantic and procedural component of this activity.

So, professional-pedagogical training of future specialists in physical education and sports should be aimed at a strategic and reform direction with attention to the value orientations of the nation and its actual resource products. Reorientation to the latest ideological directions of physical culture and sports, acme-cultural ensuring content, the desire to reach a ratio of the quality of training to the requirements of modern national society, as well as a faster solution to the situation with modernizing the process of training specialists in the physical culture industry emphasize the relevance of this study. Learning is also considered as a process of satisfaction and formation of human cognitive activity by involving it in general and professional knowledge; as a purposeful influence on the development of the information and operational sphere of a person. We agree with the opinion of S. Honcharenko (2006) that the learning process should be considered as a process of forming a set of knowledge, skills and practical experience that contribute to the comprehensive development of a person, the development of his personal qualities, the formation of erudition and worldview. Of great importance in the learning process are the independent work of the student, his self-education, the desire for self-development of his own intellectual qualities, knowledge of the content of the chosen field of science and the possible practical use of the acquired knowledge and practical experience in everyday and professional activities.

Training in a higher education institution is aimed at obtaining a certain profession as a kind of set of skills, activities, individual interests of a person, which serves as a source of material profit, contributes to the identification of creative abilities and the realization of their own and social aspirations (Hertsyk & Vatsaba, 2002). So, “profession” of a person should be considered as a type of activity work, a system of thematic theoretical knowledge and really effective-relevant skills acquired during special education (Nychkalo, 2008). Professional training is generally considered as the formation of qualified, nationally conscious individuals with a decent arsenal of professional knowledge and the ability to quickly mobilize in the conditions of modern scientific progress and in a market economy. Thus, S. Sysoeva and I. Sokolova (2010) under the professional training of a future specialist understand the non-stop controlled process of obtaining a person’s outstanding professional experience, which makes it possible to fully perceive the activity and become more active on the basis of humanistic value orientations created in modern educational interpretations. According to L. Sushchenko (2003), professional training of future specialists in physical education and sports is a process that reflects scientific-methodological justifications in the activities of HEI aimed at the full formation of the level of professional tolerance of a specialist.

Considering the content of professional-pedagogical training of future physical education teachers, many researchers note that professional-pedagogical training is preparation for specially directed and selective use of physical culture and sports tools to prepare for certain professional activities. The purpose of this training is to achieve psychophysiological readiness of a person for successful professional activity. The task of professional-pedagogical training is to master applied knowledge, applied physical, mental and personal qualities, applied skills and abilities (Nosko & Davydova, 2002). In the process of professional-pedagogical training, according to Ts. Garmaev (2005), the formation of a socially active personality of the future teacher takes place. The scientist notes that the formation of such a personality by means of physical education is of a value nature and is productive in the conditions of creating a creative environment within the educational process for the purpose of self-realization of students in the process of performing individual tasks of professional orientation, as well as creating conditions for the development of activity and disclosure of potential opportunities of students for the formation of professional value qualities and skills. Thus, the content of the pedagogical process should be aimed at the formation of professional qualities by means of physical education in the interaction of educational subjects, which contributes to the semantic consolidation of the values of physical education, a healthy lifestyle, equal partnership in the process of professional self-development of the future teacher.

MATERIALS AND METHODS

In the experimental work to determine the level of formation of professional-pedagogical culture, recruited students of the 2015 Sumy State Pedagogical University named after A. S. Makarenko (specialties “Physical Culture” and “Physical Culture and sport”) participated, who were part of the control (n=95 people, 53 boys and 42 girls) and experimental (n=98 people, 58 boys and 40 girls) groups. The sample of students was conducted throughout the entire period of study at both bachelor’s and master’s levels. The age of students ranged from 17 to 22 years.

Students of the control group were trained according to the traditional system of training future specialists of physical culture and sports profile; experimental group – according to the developed and scientifically based training system, when the educational process included a set of didactic conditions that contributed to the effective formation of their professional-pedagogical culture: the application of a systematic approach in the development of courses, in particular, “Fundamentals of professional-pedagogical culture of a specialist in physical education and sports”; traditional and non – traditional forms of learning were used in the classes – business games, case-study methods, trainings, projects. Methods of assessing the levels of formation of professional-pedagogical culture of students were evaluated:

- by the motivational and value criterion according to the methodology of “Assessing the level of claims” (Dereka, 2017) and the author’s text-questionnaire “Professional-pedagogical values of a specialist in physical culture and sports” (Ivanii, 2017);
- by the gnostic-cognitive criterion – according to the questionnaire “Assessment of claims levels” (Dereka, 2017) and the test tasks developed by the author to determine the level of knowledge formation on professional-pedagogical training of students of physical culture and sports specialties (Ivanii, 2017);
- by the activity-performance criterion – according to the test-questionnaire of A. Rean and V. Yakubin (1994) and the card of expert assessment (self-assessment) of professional-pedagogical skills developed by the author (Ivanii, 2017);
- creative criterion – according to the methodology of “Self-assessment of the creative potential of the individual” (Fetiskiy, 2005).and the test “Creativity” (Vishnyakova, 2000).

For pedagogical diagnostics of the levels of formation of professional-pedagogical culture of students according to certain criteria, a computer program “Monitoring the state of formation of professional-pedagogical culture of future specialists in physical education and sports” was developed. Methods of factor and classical analysis were used to quantify and qualitatively evaluate the results of a pedagogical experiment and determine a statistically significant difference in the results obtained (Samsonova, 2013).

RESULTS

Processing, analysis and generalization of the results of the experiment to determine the level of formation of professional-pedagogical culture of future specialists in physical education and sports in the process of professional-pedagogical training on acme-cultural principles was carried out at the qualitative and quantitative levels. At the beginning of the pedagogical experiment, the indicators of the level of formation of professional-pedagogical culture of students of experimental and control groups of specialties “Physical education”, “Physical culture and sports” did not differ statistically. In the first year of bachelor’s level of higher education, students of the specialties “Physical education”, “Physical culture and sport” in the process of acme-culturologically directed professional-pedagogical training mainly form a motivational-directional component of professional-pedagogical culture. This indicates that the motivation formed in students in the first year will allow them to realize the immediate and final goals of training, to realize the theoretical and practical significance of the acquired knowledge, the professional orientation of educational activities, prospects and opportunities for professional-pedagogical development.

At the beginning of the first year, the motivational-orientation component in students of experimental groups was about 53.5%, in the control groups the indicator of the motivational-directional component was 54.1% of formation. Thus, at the beginning of the ascertaining experiment, the indicators of the level of

formation of the motivational-orientation component of professional-pedagogical culture of students of the specialties “Physical education”, “Physical culture and sports” differ. In the process of acme-culturologically oriented professional-pedagogical training, enriching the content of academic disciplines with acme-culturological component, the use of acme-culturological teaching methods among students of experimental groups of both specialties on the first course, there is an increase in the level of formation of the motivational-orientation component by 7.2% and 8.6%, respectively, for the academic year. For students of the control groups, this indicator is about 2.3% in both specialties. Since the regularities of the levels of formation of structural components of professional-pedagogical culture of students have a common tendency, then in the future we will analyse them on the example of the specialty “Physical education”, noting, if necessary, the features of the manifestation of individual components in the specialty “Physical culture and sports”.

The formation of the motivational-orientation component of professional-pedagogical culture takes place during training at all levels of higher education. In the process of acme-culturologically oriented training in the second year, there is an increase in the level of formation of the motivational-directional component among students of the experimental group by 6.7%. Indicators of the level of formation of this component among students of the control group were 1.6%. In the third year, in the process of acme-culturologically directed professional-pedagogical training of future specialists in physical education and sports, there is an increase in the level of formation of the motivational-directional component among students of the experimental group of the specialty “Physical education” during the academic year by 4.5%. For students of the control group of this specialty, this indicator remained almost unchanged (+1%). Students of the experimental group of the specialty “Physical culture and sports” increased the level of formation of the motivational-directional component by 5.6%, while students of the control group of this specialty increased by only 1.8%.

In the IV year of bachelor’s level of higher education in the process of professional-pedagogical training of students, the level of formation of the motivational-directional component among students of the experimental group of the specialty “Physical education” increased by 5.4%. In turn, for students of the control group, this indicator was 1.2%. Students of the experimental group of the specialty “Physical culture and sports” increased the level of formation of the motivational-orientation component by 6.7%, while students of the control group of this specialty increased by only 2.1%. In the experimental group of students of the specialty “Physical education” during the period of study at bachelor’s level of higher education, the level of formation of the motivational-directional component of professional-pedagogical culture was 79.62%. For students of the control group for the corresponding period of study, this indicator was 59.9%. For students of the experimental group of the specialty “Physical culture and sports” for the corresponding period of study, the level of formation of the motivational-orientation component of professional-pedagogical culture is 81.2%, and for students of the control group for the corresponding period of study was 57.7%.

The tendency to form the motivational-directional component of professional-pedagogical culture in the direction of growth can also be traced at the master’s level of higher education. Students of the experimental group of the specialty “Physical education” during the period of study in the master’s program, the level of formation of the motivational-orientation component increased by 4.88% and amounted to 85.3%. Students of the control group during their master’s degree in this specialty increased the level of formation of the motivational-orientation component by only 2.3% and this indicator was 63.5%. Students of the experimental group of the specialty “Physical Culture and sports” during the period of study in the master’s program, the level of formation of the motivational-orientation component increased by 4.52% and amounted to 86.5%. For students of the control group during their master’s degree studies, this indicator increased by 2.7% and amounts to 61.7%. The analysis of the obtained research results allows us to note the following indicators regarding the levels of formation of professional-pedagogical culture of students:

- a high level of formation of professional-pedagogical culture according to the motivational and value criterion was demonstrated by 13.01% of students of the control and 21.12% of students of the experimental groups; according to the gnostic-cognitive criterion – 11.19% and 22.02%

of students, respectively; according to the activity-performance criterion – 13.02% and 19.04% of students, respectively; according to the creative criterion – 12.91% and 21.11% of students, respectively;

- the average level of formation of professional-pedagogical culture according to the motivational and value criterion was demonstrated by 49.92% of students of the control and 60.21% of students of the experimental groups; according to the gnostic-cognitive criterion – 33.02% and 63.87% of students, respectively; according to the activity-performance criterion – 35.98% and 62.04% of students, respectively; according to the creative criterion – 35.91% and 64.02% of students, respectively;
- the low level of formation of professional-pedagogical culture according to the motivational and value criterion was demonstrated by 38.03% of students of the control and 23.04% of the experimental groups; according to the gnostic-cognitive criterion – 54.99% and 20.06% of students, respectively; according to the activity-performance criterion – 52.02% and 20.01% of students, respectively; according to the creative criterion – 51.01% and 18.98% of students, respectively.

The generalized results of the dynamics of the formation levels of professional-pedagogical culture for all certain criteria of students of the specialties “Physical Culture” and “Physical Culture and Sport” are presented in Table 1. A detailed analysis of some differences in the levels of formation of professional-pedagogical culture has shown that students of the specialty “Physical Culture and Sports” are more strongly dominated by the motives for achieving success and personal self-realization in sports activities. During the pedagogical experiment, statistically significant changes in the indicators of the formation of professional-pedagogical culture of experimental students were established in comparison with the results of students of the control group ($p < 0.05$). The effectiveness of the proposed system of forming professional-pedagogical culture of students is confirmed by the results of correlation and factor analysis. A high correlation is established between the level of formation of professional-pedagogical culture of future specialists of physical culture specialties with its activity-procedural ($r = 0.82$), motivational-orientation ($r = 0.77$), gnostic-cognitive ($r = 0.70$) and creative ($r = 0.69$) components.

TABLE 1
DYNAMICS OF THE FORMATION LEVELS OF PROFESSIONAL-PEDAGOGICAL CULTURE AMONG STUDENTS OF THE SPECIALTIES “PHYSICAL CULTURE” AND “PHYSICAL CULTURE AND SPORTS”

Levels	Control group (n=95)					Experimental group (n=98)				
	start of the experiment		end of the experiment		Difference, %	start of the experiment		end of the experiment		Difference, %
	abs.	%	abs.	%		abs.	%	abs.	%	
Specialty “Physical Culture”										
High	6	6.07	12	12.01	+5.95	7	7.01	15	15.82	+8.81
Average	24	31.01	31	37.10	+6.09	22	46.92	37	62.25	+15.33
Low	17	59.92	6	49.37	-12.54	17	45.47	2	20.11	-23.14
Specialty “Physical Culture and Sports”										
High	5	6.18	10	12.02	+5.84	6	7.25	12	17.92	+6.10
Average	25	32.71	31	39.04	+6.33	21	47.11	36	62.01	+14.91
Low	20	62.88	8	49.51	-12.27	26	48.36	7	20.89	-20.91

Analysis of the factor structure of the components of the professional-pedagogical culture of students of the experimental group after the pedagogical experiment shows that the implementation of the developed system has caused certain qualitative transformations, which are reflected by changes in the significance of individual structural components of the professional-pedagogical culture of students and are determined by three factors that explain 68.31% of the total variance of features. The most significant structural components of professional-pedagogical culture that form factor 1 are the motivational-orientation and creative components (which explains 32.74% of the total variance). Factor 2 forms the activity-procedural component of professional-pedagogical culture, and such components as the level of communicative and organizational abilities of students (which explains 18.25% of the total variance). Factor 3 is determined by the gnostic-cognitive component of professional-pedagogical culture and such a component as the development of the physical culture worldview of the individual (which explains 17.32% of the total variance). So, the components of professional-pedagogical culture (motivational-oriented, gnostic-cognitive, activity-procedural and creative) are formed, developed, improved, being in relationship and influencing each other.

The results of the pedagogical experiment indicate that there were statistically significant changes in the levels of formation of professional-pedagogical culture of students of the experimental group in comparison with the levels of its formation in students of the control group, which confirms the effectiveness of the developed systems as a higher level of spiritual, physical, moral, aesthetic training and professional-pedagogical competence in teaching and upbringing.

DISCUSSION

In our research, we relied on the modern understanding of education and pedagogical (professional-pedagogical) culture, which were developed by E.V. Bondarevskaya (1999), I. Isaev (1993) and others, which actualizes its consideration as a socially determined position of a person who acquires his personal image, determined by the existing state of cultural existence. However, education does not appear as an unambiguously predetermined ascent to the necessary definition of a model, but as its continuous implementation and self-implementation in the space of culture and society. In this context, a number of scientists (E.V. Bondarevskaya (1999), V.M. Gryneva (2007), N.B. Krilova (2000) and others) suggest considering the professional training of future teachers on the basis of the formation of their pedagogical culture.

In the work professional-pedagogical culture in the formation of future specialists of physical culture and sports specialization, we consider on the one hand as a basis for improving the level of general culture (spiritual, moral, legal, economic, etc.), and on the other – the carrier of professional competence, which implies physical, cultural, moral, intellectual development, the introduction of a person into the general cultural world of values and it is in this space that a person further realizes himself “as a specialist, professional”: from a narrow sphere of business activity, he moves to a wide space of culture, increases the level of practical and theoretical training of specialists of this profile, it is also the basis for the formation of future specialists in physical culture and sports specialties of a high professional and pedagogical level (increase the professional status and prestige of a specialist’s work and is an incentive for professional and personal self-realization of specialists in physical culture and sports specialties (Ivanii, 2017).

On the basis of theoretical and methodological justification of the specifics and study of the current state of professional-pedagogical training of specialists of physical culture and sports profile professional-pedagogical culture of a specialist of physical culture and sports specialty is considered by us as “an integrated quality of personality that ensures the ability of a specialist to synthesize socio-pedagogical and physical culture and sports values that reflect the content and procedural characteristics of the specified quality, and are manifested in the ways and forms of his creative self-realization in various types of physical culture and sports activities, and is a generalized indicator of professional-pedagogical competence and the goal of professional-pedagogical self-improvement” (Ivanii, 2017). We present professional-pedagogical culture of a specialist of a physical culture and sports specialty with the following components:

- motivational-orientation, which provides for the presence of: motives for obtaining a physical culture and sports profession; beliefs about the importance of the socio-cultural mission of a specialist; values as the basis of life activity and choosing a professional path, etc;
- personal-cognitive, which contains integrative, related to cognitive and educational aspects of cultural studies, which are the basis for forming a value attitude to its professional-pedagogical activities;
- activity-procedural, aimed at activity not only as a rational, but also as a value-oriented action, based on the development of key general professional and professional-pedagogical competencies;
- creative, considered as reflecting the creative and productive dominant of the specialist's personality; determines the heuristic innovative nature of the search in the physical culture and sports industry; provides effective, dynamic, promising functioning of all other components (Ivanii, 2017).

The use of versatile interpersonal connections by a physical culture and sports specialist to form a team of people who study is also an important indicator of their professional-pedagogical culture. It should be noted that pedagogical communication of a physical culture and sports specialist includes the ability to work not only with the class team and a sports group of young people in sports sections, at physical culture lessons and in competition conditions when organizing mass sports events, during Health days, sports holidays and evenings, etc. The example of a physical culture and sports specialist is a model, and in the conditions of personality-oriented education is an important means of educating young people, since having a high level of professional-pedagogical culture, the specialist works on improving pupils through self – education, self-improvement of their own personality (Balsevich & Lubisheva, 1995).

CONCLUSIONS

The results obtained indicate that there have been statistically significant changes in the levels of formation of professional-pedagogical culture of students of the experimental group in comparison with the levels of its formation in students of the control group, which confirms the effectiveness of the developed system of training future specialists in physical culture and sports specialties, which is aimed at forming their professional-pedagogical culture as a higher level of spiritual, physical, moral, aesthetic and professional-pedagogical competence in training and upbringing. It was experimentally tested the effectiveness of the developed and scientifically based system of professional-pedagogical training of future specialists in physical education and sports on acme-culturological principles, which is implemented through the following pedagogical conditions: the content of disciplines of professional-pedagogical training of future specialists in physical education and sports, taking into account their acme-culturological orientation; providing professional-pedagogical training with active teaching methods, modern information-communication technologies and subject-subject interaction of teachers and students; formation of the personality of the future specialist as a subject of professional-pedagogical culture in the process of conducting practice and organizing research work of students.

According to the results of experimental work, future specialists in physical education and sports who were part of the experimental group significantly increased the level of formation of professional-pedagogical culture compared to the results of the control group, which was revealed by motivational-value, gnostic-cognitive, activity-performance and creative criteria. Analysis of the dynamics of the levels of formation of professional-pedagogical culture of future specialists in physical education and sports showed the following trends to changes: the number with a high level of formation of professional-pedagogical culture increased by 5.95% in the control and by 8.81% in the experimental groups; the number with an average level increased by 6.19% in the control and by 15.03% in the experimental groups; the number of students with a low level decreased by 12.34% in the control and by 22.07% in the experimental groups. The results of the pedagogical experiment confirmed the expediency of using the proposed organizational and methodological conditions for the effective formation of professional-pedagogical culture of future specialists in physical culture and sports specialties, namely: a systematic approach to the development of

courses; organization of the educational process taking into account the subject-subjective interaction of the teacher and students in the process of implementing active teaching methods (business games, case-study method, trainings, projects, etc.).

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