

Psychological and Pedagogical Characteristics of a Teacher in the Process of Physical Education of Students

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Abstract: The effectiveness of the process of the physical education of students largely depends on the teacher of physical education, one's competence, pedagogical skills, personal qualities, managerial capacity, and so on. The article is devoted to the study of psychological and pedagogical characteristics of a teacher in the process of physical education of students. The study was conducted in 2012-2022. 1323 students (528 males and 795 females) took part in the research. A survey of students was used to study their assessment of physical education teachers. The study of the relationship between students and teachers in the process of physical education showed that the relationship of respect is prevailing – 72.5 %, the relationship of familiarity is quite common – 13.6 %, despondency accounts for 10.4 %, there are also cases of advances (3.0 %) and flattery – 0.5%. It was found that 59.6 % of students prefer friendly relations with the teacher when the teacher is in the role of senior, a smaller proportion of students (30.9 %) prefer friendly relations and only 7.5 % prefer formal and 2.0 % – strict and inaccessible in physical and health-improving classes. The effectiveness of the impact on students depends largely on the authority of the teacher, one's characterological, personal qualities, and managerial capacity, among which the most important are professionalism, pedagogical skill, experience, outlook, honesty, justice, patience, appearance, endurance.

Keywords: *physical education; teacher; student.*

How to cite: Griban, G., Asauliuk, I., Yahupov, V., Svystun, V., Shukatka, O., Vasylieva, S., Oleniev, D., Yefimenko, P., Agarkova, N., & Otroshko, O. (2023). Psychological and Pedagogical Characteristics of a Teacher in the Process of Physical Education of Students. *Revista Românească pentru Educație Multidimensională*, 15(1), 402-421. <https://doi.org/10.18662/rrem/15.1/703>

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1. Introduction

Physical education at higher educational institutions (HEI) should be considered as the basis of professional capability and health of graduates. However, the level of health of modern university graduates is unsatisfactory (Bloshchynsky, et al., 2019; Shkola, et al., 2019). Currently in Ukraine, there are no criteria for encouraging students to engage in regular exercise and sports, for the formation of the need for physical development and improvement to ensure health and professional longevity, and so on. The rapid ill-considered reforming of the education system in Ukraine has actually destroyed the physical education process of the young students of HEI because of its transformation into the European educational space.

An important condition for the physical education system functioning in modern conditions is the professional capability of physical education teachers to implement a systematic approach, which is designed to ensure the unity of interests of all the participants in the physical and health-improving processes at HEI. The effectiveness of this process depends a lot on the teacher, one's competence, and role in this process. The innovative orientation of the teacher's work is the ability to implement the content of physical and health-promoting technologies in the process of physical education (Dobrescu, 2019; Griban, et al., 2020d; Nosko, et al., 2020a; Prontenko, et al., 2019a; Solyk et al., 2022). It is determined by the criteria of pedagogical innovations, which include novelty, optimality, efficiency, and the possibility of applying proven experience while working with young students at each stage of the process of physical education of the HEI students of different professional orientations. The life ideal of a physical education teacher is a preventive mission and maintaining one's own health throughout life. This ideal should be an example for students to take practical action, following which; they can improve the quality of life. The idea of healthy life requires students a certain behavior, lifestyle, nutrition, attitude to themselves, properly organized free time. Considering all this, it becomes obvious that educational goals should be reflected differently in the process of physical education teachers' training in terms of their own cognitive activity (Kalenskyi et al., 2021; Sheremet et al., 2020; Teslenko & Sebalo, 2020; Zhamardiy et al., 2020).

A teacher and a student are more distant at HEI than at schools, and this situation does not contribute to the improvement of the motivational side of physical education process. The greater the distance between the teacher and the student is, the more difficult it is to manage the educational, physical and health-promoting activities of the student because it is more

difficult to recognize the individual features of students, as well as the conditions of the external influences of all factors in the form of the preferences, interests, and motives for physical education classes formation (Griban, et al., 2020c; Pavlyuk, et al., 2020; Prontenko et al., 2020c; Tsilmak et al., 2020).

The scientists (Arefiev, et al., 2020; Griban, et al., 2020a; Prontenko, et al., 2019b; Prysiazhniuk, et al., 2019) identify three main approaches to determining the nature and structure of modern pedagogical activities: systemic, technological, and management. They note that pedagogical activity is a component of a system of organized activities, among which the main one is the activity of a teacher related to teaching. The modern physical education teachers' training is built in such a way that all historically developed forms are used, regardless of whether they are effective or not. Their existence is mutually conditioned by the historical stages of sociality forms, forming new professional goals. That is why, in our opinion, the content of vocational education at pedagogical HEI needs a constructive fundamentalization of the content.

The aim of this article was to study the psychological and pedagogical characteristics of a teacher in the process of physical education of students.

2. Methodology

This study was conducted at different higher education institutions of Ukraine in 2012-2022. The study involved 1323 students, including 528 males (1st year – 225; 2nd year – 249; 3rd year – 33; 4th year – 21) and 795 females (1st year – 387; 2nd year – 291; 3rd year – 66; 4th year – 51). The main purpose of the experiment was to study the evaluation of the teachers of the Physical Education Departments through questionnaires, surveys, and interviews with students. Mathematical data processing was used for scientific analysis of the students' answers. In this study, the effectiveness of teachers' work was evaluated by the efficiency criteria.

The scientific methods included theoretical: analyses of organization of physical and health-promoting activities of the HEI students, the analysis of educational and methodological literature, many years of teaching experience; empirical: questionnaires, pedagogical observations, interviews, and surveys; pedagogical ascertainment experiment was conducted in order to assess the quality of conducting educational and extracurricular activities by a physical education teacher, one's communication with students, attitude to students, students' assessment of the effectiveness of teacher's work and

competence; statistical data processing methods which were used to process the research results and display them in tabular forms.

The authors confirm that the manuscript is an honest, accurate, and transparent. Informed consent has been obtained from all individuals included in this study.

3. Results

To achieve the goal and solve the problems of students' physical education and to ensure the effective functioning of the physical education process, physical and health-promoting activities at HEI, the teacher must have professional functional competencies and skillfully implement a systematic approach to physical and health-promoting activities, namely:

1) to perceive a group of students as a certain system. At the same time, students must attend physical education classes and participate in physical and health-promoting activities or sports with the set purpose.

2) to consider the educational process, physical and health-improving activities of students as a purposeful complex structure with a certain hierarchy. This means that physical and health-promoting work with a group of students focuses on a specific goal in the form of creating a motivational and values-based attitude to physical education, health, improving physical fitness, involving students in independent exercise, etc. Therefore, the assessment of the actions of teachers and students introduces the concept of the feasibility of certain activities, exercises, teaching means, and the training process as a whole.

3) to comply with the conformity principle of the structure and organization of educational process, physical and health-improving activities, i.e. the purpose and tasks should correspond to the form of their organization.

4) to highlight the interaction of the teacher with students, other teachers, leaders as a system-forming factor, which is aimed at establishing the interaction of all existing levels of physical and health-promoting activities.

5) to take into account resources, possibilities, and limitations. Setting goals and objectives, as well as organizing and conducting the educational process, physical and health-promoting activities of students at HEI should take into account the resources and capabilities of the Physical Education Department. Improving the quality of educational work and methodological support and its implementation in the educational process is considered as the most important resource. The students' possibilities to

achieve the goal of physical education conform to the limitations – internal and external, i.e. planning. The educational process, physical and health-improving activities are carried out according to age, gender, and individual features of students' organisms, their lives, the conditions of life and training, material and technical support of classes.

6) to take into consideration the human factor. This requirement of a systematic approach is realized on the basis of the teacher's use of the achievements of pedagogical and social psychology, the theory of education, the methods of spiritual education. Knowledge of students age, gender and psychological characteristics makes it possible for the teacher to effectively manage the process of physical, social, and spiritual formation of personality.

The study of the relationship between the students and teachers of HEI showed that the relationship of respect is prevailing – 72.5 %, the relationship of familiarity is quite common – 13.6 %, despondency accounts for 10.4 %, there are also cases of advances (3.0 %) and flattery – 0.5 % (Table 1).

Table 1. The students' assessment of the type of relationship with the teacher, which prevails in physical education classes (in %, n=1323)

The type of relationship	Students	Year of studying				General %
		First	Second	Third	Fourth	
Respect	M	69.2	65.4	93.9	76.2	69.3
	F	78.7	69.8	72.7	76.5	74.8
Familiarity	M	10.7	15.7	–	14.3	12.4
	F	10.9	19.9	9.1	15.7	14.3
Despondency	M	13.8	14.5	–	9.5	13.1
	F	8.8	7.9	10.6	7.8	8.6
Advances	M	4.5	4.4	6.1	–	4.4
	F	1.6	2.4	4.5	–	2.0
Flattery	M	1.8	–	–	–	0.8
	F	–	–	3.1	–	0.3

Note: M – males; F – females

Source: Author's own conception

The research showed that 59.6 % of students prefer friendly relations with the teacher when the teacher is in the role of senior, a smaller proportion of students (30.9 %) prefer friendly relations and only 7.5 % prefer formal equal relationship, and 2.0 % – strict and inaccessible relations in physical and health-improving classes (Table 2).

Table 2. The relationship with the physical education teacher, which is preferred by students (in %, n=1323)

The relationship	Students	Year of studying				General %
		First	Second	Third	Fourth	
Friendly (the teacher is senior)	M	40.4	63.9	42.4	71.4	52.8
	F	64.2	61.2	66.8	76.5	64.0
Friendly (equal)	M	45.8	25.7	21.2	14.3	33.5
	F	29.0	31.6	24.2	23.5	29.1
Official	M	12.5	6.0	18.2	14.3	9.9
	F	5.9	7.2	4.5	–	6.0
Strict and inaccessible	M	1.3	4.4	18.2	–	3.8
	F	1.0	–	4.5	–	0.9

Note: M – males; F – females

Source: Author's own conception

The effectiveness of the influence on students in classes largely depends on the authority of the teacher, one's characterological, personal, and managerial qualities, and preparedness, among which the most important are professionalism, pedagogical skill, experience, outlook, honesty, justice, patience, appearance, endurance. Among the most significant qualities that affect the authority of a physical education teacher is professionalism and physical fitness (Tables 3, 4).

Table 3. Determining the most important personal qualities of a physical education teacher by students (in %, n=1323)

Qualities	Students	Year of studying				General %
		First	Second	Third	Fourth	
Kindness	M	60.4	59.4	45.5	42.9	58.3
	F	60.5	61.9	31.8	70.6	59.2
Attentiveness	M	52.4	51.8	54.5	71.4	53.0
	F	50.4	53.6	59.1	64.7	53.2
Tolerance	M	38.7	41.8	36.4	14.3	39.0
	F	55.0	58.1	48.5	60.8	56.0
Justice	M	45.3	56.6	75.8	52.4	52.8
	F	64.9	26.1	36.4	33.3	46.3
Physical fitness	M	37.8	50.6	39.4	61.9	44.9
	F	50.9	50.2	45.5	66.7	51.2
Honesty	M	55.1	58.2	45.5	14.3	54.4
	F	38.0	54.6	28.8	43.1	43.6
Endurance	M	38.2	27.7	30.3	–	31.3
	F	50.6	49.8	37.9	47.1	49.1
Tactfulness	M	49.8	42.2	42.4	47.6	45.6

	F	34.9	41.2	42.4	25.5	37.2
Shrewdness	M	40.4	43.4	45.5	38.1	42.0
	F	42.1	34.4	24.2	45.1	38.0
Vigor	M	25.3	26.9	15.1	14.3	25.0
	F	29.2	40.2	45.5	37.3	47.7
Friendliness	M	37.3	27.7	12.1	66.7	32.4
	F	42.9	39.5	47.0	41.2	41.9
Cheerfulness	M	18.7	35.9	24.2	33.3	27.5
	F	41.6	40.9	19.7	37.3	39.5
Sympathy	M	21.3	25.3	21.2	9.5	22.7
	F	42.6	35.1	22.7	31.4	37.5
Optimism	M	12.0	31.7	33.3	33.3	23.5
	F	33.3	33.3	48.5	37.3	34.8
Sincerity	M	30.7	24.1	30.3	14.3	26.9
	F	26.6	33.3	27.3	19.6	28.7
Carefulness	M	22.7	26.1	9.1	14.3	23.1
	F	29.5	12.7	27.3	19.6	22.5
Skills	M	17.3	19.7	15.1	28.6	18.8
	F	12.1	30.9	9.1	13.7	18.9
Attraction	M	5.3	9.6	–	14.3	7.4
	F	14.2	11.3	15.2	15.7	13.3
Courage	M	14.7	7.6	9.1	–	10.4
	F	8.0	8.6	31.8	19.6	10.9
Enthusiasm	M	11.1	12.9	9.1	19.0	12.1
	F	3.4	2.4	7.6	17.6	4.3

Note: M – males; F – females

Source: Author's own conception

Table 4. Identifying the most important managerial qualities of a physical education teacher by students (in %, n=1323)

Qualities	Students	Year of studying				General %
		First	Second	Third	Fourth	
Professionalism	M	52.9	49.4	36.4	57.1	50.4
	F	58.1	36.4	63.6	52.9	53.0
Discipline	M	39.1	45.8	48.5	38.1	42.8
	F	28.7	19.6	30.3	49.0	26.8
Seriousness	M	35.1	32.5	33.3	19.0	33.1
	F	25.6	39.2	45.5	35.3	32.8
Responsibility	M	33.3	32.5	9.1	23.8	31.1
	F	41.2	17.9	40.9	33.3	32.1
High standards	M	20.4	26.5	9.1	–	21.8
	F	14.0	34.7	9.1	35.3	22.5
Hard-working	M	18.7	20.1	24.2	28.6	20.1

nature	F	20.2	15.1	16.7	19.6	18.0
Persistence	M	15.1	6.0	24.2	–	10.8
	F	13.2	31.6	19.7	23.5	21.1
Intellectuality	M	15.1	11.6	12.1	14.3	13.3
	F	13.7	29.6	13.6	7.8	19.1
Purposefulness	M	14.2	10.8	27.3	–	12.9
	F	11.1	21.3	13.6	25.5	16.0
Proactivity	M	12.4	15.7	27.3	–	14.4
	F	4.1	14.8	10.6	9.8	8.9
Strictness	M	16.4	10.8	12.1	–	12.9
	F	5.9	14.8	6.1	–	8.8
Self-control	M	13.3	11.2	–	14.3	11.6
	F	9.0	2.7	9.1	15.7	7.2
Spirituality	M	2.7	10.4	–	4.8	6.3
	F	9.8	8.6	12.1	5.9	9.3
Self-dependence	M	1.3	4.8	9.1	–	3.4
	F	1.8	2.7	4.5	–	2.3

Note: M – males; F – females

Source: Author's own conception

The research showed that the perceptions of the students of different years of study about the qualities of a physical education teacher that affect one's credibility are identical. The only difference is the ranking of these qualities. There are also characteristic differences in determining the predominance of qualities by males and females. This is especially evident in the assessment of such qualities as tolerance, endurance, attractiveness, and others.

Certain qualities are to some extent characteristic of physical education teachers and they form the relationships and communication between the teacher and students. A typical way for this teacher to communicate with students in the learning process is the type of management. Each of the types is characterized by certain features, strengths, and weaknesses of management, which creates a certain atmosphere in the group of students. The teachers with the following management types differ most significantly: authoritarian, democratic, and liberal.

The authoritarian type of management is characterized by an unlimited monopoly in all important matters. The style of student management may be mild, but in any case, the first and last word belongs to the individual decision of the teacher. The authoritarian management can be considered appropriate at certain stages of group formation, in setting the objectives of the educational process, as well as in some critical situations,

when students' differences force the teacher to put an end to undisciplined and unproductive actions of students in the learning process.

The democratic type of management is the opposite of the authoritarian one. It implies that the important issues are resolved together with students, each significant decision is discussed, the wishes and interests of students are taken into account and only then a decision is made. The functions of the teacher are mainly to identify the general opinion, which contributes to the accurate implementation of joint tasks aimed at improving health and physical fitness, enjoying physical education classes, and involving students in an independent exercise in extracurricular activities. The students like this type of management the most and it is one of the most effective and favorable conditions for exercise and sports, as indicated by 80.5 % of males and 79.4 % of females (Table 5).

Table 5. The type of teachers' management of the physical education process of students (in %, n=1323)

Management type	Students	Year of studying				General %
		First	Second	Third	Fourth	
Democratic	M	84.9	79.1	60.6	81.0	80.5
	F	83.4	73.6	77.3	84.3	79.4
Liberal	M	8.0	13.3	21.2	19.0	11.7
	F	11.9	20.6	12.1	15.7	15.3
Authoritaria	M	7.1	7.6	18.2	–	7.8
	n	4.7	5.8	10.6	–	5.3

Note: M – males; F – females

Source: Author's own conception

The teachers of the liberal management style are characterized by familiarity in relations with students in the educational process. They are typical of medium activity and balance, high physical mobility, sociability, impulsiveness, low dominance, and reflectivity.

At the same time, students' assessment of the effectiveness of teachers' activities showed that in addition to the positive impact there was negative. Thus, 8.5 % of male and 5.5 % of female students indicated that the physical education teacher developed in them a negative attitude towards physical education, caused fear of being punished systematically, and created distrust in oneself and the subject (Table 6). Such relationships between students and teachers negatively affect the quality of the students' involvement in regular exercise and sports, which in general negatively affects the implementation of the methodological system.

Table 6. The evaluation of the effectiveness of the physical education teacher's activity by students (in %, n=1323)

Evaluation criteria	Students	Year of studying				General %
		First	Second	Third	Fourth	
Helped to improve health	M	44.4	57.4	36.4	52.4	50.4
	F	50.1	41.9	60.6	60.8	48.7
Promoted a love of physical culture and sport	M	32.4	40.6	24.2	61.9	37.0
	F	50.1	34.4	51.5	45.1	44.2
Helped to improve physical fitness	M	41.8	38.6	57.6	71.4	42.4
	F	41.1	37.5	53.0	31.4	40.1
Prepared for successful passing of the test	M	37.8	34.9	21.2	52.4	36.0
	F	34.4	21.6	6.1	25.5	26.8
Helped to increase sports performance	M	30.2	38.6	15.1	28.6	33.1
	F	25.1	24.1	25.8	21.6	24.5
Developed the skills in morning gymnastics	M	6.7	10.0	–	–	7.6
	F	14.2	15.1	7.6	11.8	13.8
Helped to get rid of posture defects	M	1.8	10.4	–	–	5.7
	F	17.3	12.7	9.1	7.8	14.3
Helped to get rid of excess weight	M	8.4	10.4	12.1	–	9.3
	F	9.0	6.9	10.6	19.6	9.1
Promoted a negative attitude towards physical education	M	12.9	5.6	9.1	–	8.5
	F	4.1	9.6	–	–	5.5
Systematically caused fear of being punished	M	15.6	5.2	–	–	9.1
	F	5.9	5.2	3.0	–	5.0
Promoted distrust of oneself	M	9.8	8.8	12.1	–	9.1
	F	4.4	6.2	–	–	4.4
Helped to get rid of bad habits	M	12.0	1.6	–	–	5.9
	F	5.9	3.1	3.0	5.9	4.7

Note: M – males; F – females

Source: Author's own conception

The majority of the HEI students noted the positive role of the teacher in helping them to improve their health, promoting a love of physical education and sports, helping to improve physical fitness, preparing for successful passing of physical education test, and other positive criteria. This contributed to the involvement of these students in physical and health-improving activities in later life.

4. Discussion

In physical education, the main organizational and methodological form of training is the one in which the purpose, tasks, content, and

methods of teaching interact dialectically. The effectiveness of their implementation depends entirely on the pedagogical skills of the teacher, one's ability to develop an interest in training, to form the students' need for physical self-improvement (Nosko, et al., 2020b; Semeniv et al., 2018).

The analysis of scientific literature (Griban, et al., 2019; Kolokoltsev et al., 2018; Nosko, et al., 2020a; Prontenko, et al., 2020a; Tymoshenko, et al., 2019) and teaching experience determined the integrative characteristics of personality traits and professional qualities of physical education teachers, which allow them implementing general *pedagogical* (educational, personal education, developmental, cognitive, informative, project, planning, organizational, values-based, communicative, and research) and *specific* (health-preserving, preventive, ensuring life safety, judicial) functions.

The educational function of a teacher is manifested in promoting students' health, comprehensive development, disease prevention, ensuring high efficiency, mastering the system of practical skills by students, etc.

The personal education function of a physical education teacher is aimed at the purposeful influence on the students' personality for creating conditions for the comprehensive development, education of universal, national, moral, and spiritual values. It occupies a leading place in the process of forming the student's personality through physical education.

The developmental function is aimed at 1) providing students with deep and solid knowledge, which is the basis of understanding the role of exercise in the formation of a healthy lifestyle; 2) comprehensive development of students by means of physical education, management of their perceptual, mental, emotional, and other components of activity both at classes and in extracurricular time; 3) the education of students' need for independent physical exercises; 4) the scientifically sound application of the means and methods for the development of vital and professionally-applied physical qualities, abilities, and skills necessary for future professional activity.

The cognitive function is focused on 1) deepening and expanding special scientific and methodological knowledge of physical education.; 2) the mastery of research methods used in physical education (the analysis and generalization of data from literature sources, test results to assess physical fitness, data from personal psychological and pedagogical research, etc.); 3) the ability to identify the students' problems and to provide assistance or eliminate them if necessary; 4) the development of interests and needs of students to enrich their knowledge of physical education, a healthy lifestyle, and regular exercise.

The informative function is aimed at forming students' understanding of the need for regular exercise and sports.

The project function is aimed at 1) the selection of means, techniques, and methods for the educational process, taking into account the conditions of classes, the physical fitness level of students, their motives, interests, individual preferences, and real possibilities; 2) designing the level of general and special physical and methodological training, based on internal and external conditions.

The planning function is designed to 1) plan physical education classes, taking into account the basic criteria and methods of optimization; 2) plan individual homework for students who regularly exercise on their own, as well as for those who have certain disabilities, deficiencies in physical development and problems with the level of physical fitness, etc.

The organizational function is the need to involve young students in active independent exercise and sports both in the educational process and in extracurricular activities.

The values-based function is aimed at 1) improving knowledge of the dynamics of values-based orientations and motives of students for their comprehensive development and following a healthy lifestyle; 2) deepening and expanding students' knowledge of the ways, means, and methods to preserve and strengthen their health, the ability to transfer this knowledge to somebody in the near future and to their children and team members in the future.

The control function involves the use of various forms of control and evaluation of students, determining their physical fitness level, dividing students into subgroups according to their individual capabilities, control over physical activity parameters, defining criteria for evaluation of the results of students' activities in accordance with the program and regulatory requirements.

The communicative function is focused on 1) the use of gymnastic and other sports terminology, command voice during discipline exercises, the mastery of pedagogical speech techniques, pedagogical tact, and pedagogical communication standards in the teacher-student, teacher-group of students, student-student, teacher-parents, teacher-public systems; 2) pedagogical skills in conducting classes, the ability to recognize the individual characteristics of students, their health, character traits, and mental condition; 3) the formation of the right relationship with students based on the principles and requirements of pedagogy.

The research function of a teacher implies the selection and mastery of the methods and instrumental methodologies for pedagogical experiments to assess the effectiveness of physical education means, determining the dynamics of the students' functional state indicators.

The health-preserving function of a teacher involves the using and creating of health-preserving technologies.

The preventive function of a teacher is aimed at developing physically healthy young students with strong beliefs, educating conscious attitude to the means of physical education and one's own health.

The function of ensuring life safety (protective) includes 1) instructing on compliance with safety rules during training and extracurricular activities, skills in spotting and their application during exercise; 2) creation of a humanistic system of physical education at HEI.

The judicial function involves the development and preparation of documentation, conducting competitions among young students, and judging competitions of various ranks in certain sports.

According to scientists (Bergier et al., 2017; Griban, et al., 2020b), the acmeological position of a teacher (from the ancient Greek *acme* is a flourishing force, the top) ensures the development of the productivity of one's pedagogical activities: from reproductive to system-modeling level, which stimulates system-modeling holistic personality development. In the acmeological model of a teacher, scientists distinguish the following components: 1) professional maturity – the readiness of a teacher for innovative professional and pedagogical activities, based on professional competence, pedagogical skills, and pedagogical orientation of professional activity; 2) personal maturity - independence and responsibility for life and professional decisions, which is manifested in the ability to determine their area of immediate development, its promising directions; 3) spiritual maturity – the wisdom of life, the awareness of the need to live and work for reasons of conscience, to do a good deed, which in general characterizes the capability of a teacher for spiritual self-development.

The situation in the field of students' physical education and new approaches to the methodological support of this field require teachers to have modern innovative potential, which is determined by

- the creative ability of a teacher to generate new scientific and methodical ideas. It is conditioned by a professional attitude to achieving the priority tasks of the development of the physical education system of young students; the ability to model the ideas in practice. In addition, the realization of the innovative potential of a teacher involves considerable freedom of action and independence in the use of specific techniques, the desire to change the old system and develop new forms of involving young students in regular exercise;

- high professionalism, cultural and aesthetic level, education, intellectuality, and diversity of interests of a teacher, which are a unique

feature of one's personality, which determines the choice of different forms and methods of physical culture and sports. The professional and personal development of teachers, their methodical training provide for the implementation of systemic, comprehensive, activity, competence, personality-oriented, and stylistic approaches to the implementation of innovative technologies in the educational process through the "teacher-student" system of cooperation;

- open personality of a teacher to the understanding and perception of the new ideas, thoughts, and ways of development of the new physical education system in modern conditions. The quality of realization of physical education means depends on the personal development of a teacher;

- innovative orientation of the teacher's work which is the ability to implement the content of the methodological system while working with young students. It is determined by the criteria of pedagogical innovations, which include novelty, optimality, efficiency, and the possibility of applying proven experience while working with young students (Kosiba et al., 2019).

The results of the research confirmed and expanded the findings of many scientists (Blynova et al., 2020; Bondarenko et al., 2020; Popovych et al., 2021; Prontenko et al., 2020b; Zhamardiy et al., 2019).

5. Conclusions

1. The study of the relationship between students and teachers showed that the relationship of respect is prevailing – 72.5 %, the relationship of familiarity is quite common – 13.6 %, despondency accounts for 10.4 %, there are also cases of advances (3.0 %) and flattery – 0.5 %. It was found that 59.6 % of students prefer friendly relations with the teacher when the teacher is in the role of senior, a smaller proportion of students (30.9 %) prefer friendly relations and only 7.5 % prefer formal and 2.0 % – strict and inaccessible in physical and health-improving classes. The effectiveness of the impact on students depends largely on the authority of the teacher, one's characterological, personal qualities, and managerial capacity, among which the most important are professionalism, pedagogical skill, experience, outlook, honesty, justice, patience, appearance, endurance.

2. The level of the physical education system functioning at HEI significantly depends on the professional training and competence of the teacher, namely: 1) a high level of knowledge that reflects pedagogical incentives that encourage students to engage in active physical activities; 2) a system of professional and pedagogical skills and abilities; 3) a directed stable

and interconnected system of goals and assessments that encourage the teacher to overcome difficulties in professional activities and master high pedagogical competence; 4) general skills, which are manifested in pedagogical activities, including developmental, project, organizational, cognitive, values-based, and communicative functions; on the basis of all functional components and individual abilities, the corresponding pedagogical abilities and skills of the physical education teacher are formed; 5) general abilities: the qualities of mind, language, imagination, 6) special sports, artistic, and musical abilities, which constitute the structure of the teachers' activities and are the basis for pedagogical skills and creativity; 7) the necessary properties of temperament and personal qualities: kindness, attentiveness, professionalism, patience, balance, emotional stability, justice, etc.

Authors' contributions

Grygoriy Griban, Inna Asauliuk and Vasyl Yahupov were involved in study concept and design. Valentyna Svystun, Oksana Shukatka, Svitlana Vasylieva, Pavlo Yefimenko, Nataliia Agarkova were involved in data collection, its interpretation and analysis of the results. Dmytro Oleniev and Olena Otroshko were involved in writing the paper.

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