**Personality profile of the teacher of physical education and sport**

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**Abstract**

Scientists from different countries show particular interest in the problem of the preparation of physical education and sports teachers. They think that for the modernization of this process, it is necessary to take into account the requirements for the development of special knowledge and communication skills.

Recently, the content of the personal structure of the physical education teacher has changed. Scientists have brought forward the personal qualities of the specialist. Nowadays, it is necessary to create a hypothetical model of a modern successful physical education teacher. For this, we have to take into account his individuality, character, professional skills and professionally valuable traits.

**Key words:** teacher of physical education and sport, professionally valuable traits, personality profile.

The importance of pursuing a healthy lifestyle is clearly recognized at the modern stage of the development of society. It is also obvious that to address the matter successfully, the existing system of physical education needs to be improved, focusing on the identification of the abilities of each individual and ensuring their well-being. Certainly, the effectiveness of the actions largely depends on the theoretical readiness of relevant professionals as well as the intensity of interaction between secondary and high schools.

Scientists from different countries, especially since the second half of the 20th century [L. Hendry, B. Ogilvie, B. Cratty, M. Mosston, V. Vereshchagin, et al.], have expressed a particular interest to the preparation of physical education and sports teachers. They rightly point out that in order to address the above issue, in other words, to modernize teaching and theoretical/ practical experience, the preparation must include the requirement for acquisition of specialized knowledge and enhancement of communication skills. This is because vocational education necessarily implies ensuring the promptness of physical education and sports teacher's knowledge (theoretical, practical, methodology) and framing his/her professional and pedagogical activities in a dynamic, unified and comprehensive structure.

In 2010, the Global Forum for Physical Education Pedagogy was held in Iowa, USA. The forum discussed a new model for the preparation of physical education and sports teachers based on modern approaches [2]. The model includes:

* combining practice and theory;
* full involvement-engagement in the learning process /environment;
* focusing on the use of modern technologies;
* expanding the learning environment, etc.

The intensification of the teacher training process is directly linked to the development of the teacher’s personality. The self-perception at this time is based on the teacher’s professional-pedagogical reflection, which is the key to the development of a successful professional. Building professional self-awareness is of particular importance, as it guarantees the effective training of physical education and sports teachers.

The preparation of physical education and sports teachers is subject to the same requirements as any other subject teachers. However, the effectiveness of their pedagogical activities largely depends on their working specifics. The specifics imply three groups of conditions, namely:

* mental tension;
* physical workload;
* external factors [6].

**Mental tension** conditions, which physical education and sports teachers are exposed to, include the following: the noise created by students attending classes, significant stress to the speech apparatus and vocal cords, the need to ensure student safety (physical activities are often accompanied by a high risk of traumatization), and, not infrequently, the necessity to switch from one age group to another. All of this leads to a teacher's mental fatigue.

**Physical workload** includes the necessity to perform physical exercises live, doing them together with students, and protecting students against trauma.

When conducting outdoor classes, we should pay particular attention to the **climate**, as well as the sanitary-hygienic condition of the gym or playground.

In the assessment of the professional readiness of the physical education and sports teacher, along with other skills (constructiveness, organization and communication skills, gnosticity), special attention is paid to his/her motor skills, which are primarily required to demonstrate practical exercises. Showing various physical activities provided for in the program certainly guarantees the effectiveness of the student's learning process. The above specialty teacher must also be aware of safety techniques and have the ability to timely repair sports equipment and gear during hikes, etc.

Success in pedagogical activities also largely depends on the teacher’s authority. If students look up to the teacher, then he/she can obviously have a strong educational influence on them. The authority of physical education teachers is established in the process of teaching practice and consists mainly of the following components [6]:

* professionalism, knowledge of psychology-pedagogy, physical education and training skills. The status of the teacher as a former athlete is also very important;
* the teacher's authority is also defined by his or her age, seniority. The teacher always remains a senior adult for the student, a person who has more life experience than the student has;
* there is also so-called official authority i.e. the status of a teacher as an educator, coupled with his or her expert knowledge and methodology skills.

The listed components create a common and complete authority of the teacher. When building their authority, physical education teachers should take into consideration their own abilities, acquired skills and individual style of performing activities.

Since the 1960s, physical education experts have embarked on the development of the successful teacher’s model. In developing the model of physical education and sports teachers, American scholars paid particular attention to the formation of their personality traits. Ogilvie, who is considered as the "father" of applied sports psychology, focuses on the following personality features of the teacher in general:

* Firmness;
* Enduring mental tension;
* Independence;
* Firm and realistic views;
* Sustainable authority;
* Willingness and aspiration to manage the learning process based on his or her views [5].

In contrast to the authoritarian model proposed by B. Ogilvie, L. Hendry believes that the PE teacher should have the following personality qualities [3]:

* Openness;
* Courteousness;
* Emotional resilience;
* Learner management skills;
* Groundbreaker;
* Skillfulness;
* Independence in decision making.

It should be noted that L. Hendry, back in 1968, identified and highlighted the basic, professionally significant personal qualities of the physical education and sports teacher, which are considered modern even today.

M. Mosston argued that a PE teacher should start teaching with an authoritarian approach - "Do as you are told!" However, once all students get used to this, we may gradually put them in charge of making decisions. He believed that this approach would make students more active in physical education classes [4].

According to B. J. Cratty, the pedagogical success of PE teachers also depends on their own attitude to physical training and sports, how active they are in this respect, their specific professional knowledge and ability to build relationship with students, emotionally control them and conduct highly intellectual conversations with them, etc. [1].

The issues relating to the development of the professiogram of the physical education teacher, the formation of his/her personal qualities and personality model have ignited the interest among Russian scholars as well. The theoretical analysis revealed that two approaches are employed in the development of the professional teacher's personality: activity and personal. The activity approach has been more thoroughly explored as it implies and incorporates the knowledge and skills of physical education teachers. The personal approach is relatively less researched. O. Misin ascribes the leading role in the professional teacher’s activities to the personal willpower, which is determined by the same willpower attributes aimed at overcoming challenges encountered in the educational process. These are (mostly):

* insistence;
* determination;
* persistence;
* proactivity [7].

Scientists particularly highlight the following professional-personal qualities of the physical education teacher:

* self-awareness;
* self-sufficiency and self-criticism;
* diligence and hard work;
* self-discipline;
* caring for one's own health;
* healthy lifestyle;
* behavior and building relationships.

Consequently, the analysis of the personal model of physical education and sports teachers allows us to conclude the following:

* the analysis of classification of the professional and personal characteristics of the physical education and sports teacher revealed a wide variety and number of qualities among which the authoritative traits prevail;
* The effectiveness and theoretical justification of the personality model of physical education and sports teachers includes the specifics of their work as well as a modern educational strategy;
* Nowadays, modern and innovative education strategies provide for the possibility to develop a hypothetical model of the successful physical education teacher in order to enhance the quality of the teacher professional training.

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