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Criterios de desempeño para la formación profesional del profesorado de educación física
Performance criteria for vocational training of physical education teachers

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Abstract. The rapid development of science and technology and the social, economic and cultural changes taking place in modern society are putting on the agenda of the training of highly qualified and competitive specialists in the field of physical education and sport. The specifics of the professional activities of these specialists point to the need to modernize the content, forms and methods of higher education in this field. The objective of the study is to define criteria, indicators and describe the level of preparedness of future physical education teachers. To achieve the objective of the study, the following were used: analysis, comparative analysis, retrospective analysis, synthesis, comparison, content analysis of regulations in the field of physical education and sports, a study of personal experience in teaching; systematization and generalization; abstraction and classification. The article defines the structure of the preparation of future physical education teachers for professional activity. The analysis of scientific literature and in-house experience in teaching made it possible to identify motivational, value-based, cognitive, procedural and emotional components of the readiness of future specialists for recreational activities. Their own sub-structure, interrelationship and interdependence are indicated. The criteria (motivational, cognitive, activity and personal) with the indicators and levels (low, medium, high) of the readiness of future physical education teachers for professional activities in recreational activities have been defined. It has been stated that students with a high level of readiness for professional activity are well acquainted with the use of recreational and health-improving means. They are thoroughly and consciously conversant in modern technologies of recreational activity, with a creative approach they use the acquired knowledge to solve the given tasks. Work in the field of physical recreation is related to a stable feeling of psychological comfort, emotional activity, with confidence in raising social status and qualification.
Keywords: Indicators of professionalism; Teacher; Healthy population; High school; Physical education.

Resumen. El rápido desarrollo de la ciencia y la tecnología y los cambios sociales, económicos y culturales que se están produciendo en la sociedad moderna están poniendo en la agenda la formación de especialistas altamente cualificados y competitivos en el campo de la educación física y el deporte. Las particularidades de las actividades profesionales de estos especialistas apuntan a la necesidad de modernizar los contenidos, formas y métodos de la educación superior en este campo. El objetivo del estudio es definir criterios, indicadores y describir el nivel de preparación de los futuros profesores de educación física. Para lograr el objetivo del estudio se utilizó: análisis, análisis comparativo, análisis retrospectivo, síntesis, comparación, análisis de contenido de normativas en el campo de la educación física y el deporte, estudio de la experiencia personal en la docencia; sistematización y generalización; abstracción y clasificación. El artículo define la estructura de la preparación de los futuros profesores de educación física para la actividad profesional. El análisis de la literatura científica y la experiencia interna en docencia permitió identificar los componentes motivacionales, valorativos, cognitivos, procedimentales y emocionales de la preparación de los futuros especialistas para las actividades recreativas. Se indican su propia subestructura, interrelación e interdependencia. Se han definido los criterios (motivacionales, cognitivos, de actividad y personales) con los indicadores y niveles (bajo, medio, alto) de preparación de los futuros profesores de educación física para la actividad profesional en actividades recreativas. Se ha afirmado que los estudiantes con un alto nivel de preparación para la actividad profesional conocen bien el uso de medios recreativos y de mejora de la salud. Conocen completa y conscientemente las tecnologías modernas de la actividad recreativa y con un enfoque creativo utilizan los conocimientos adquiridos para resolver las tareas encomendadas. El trabajo en el campo de la recreación física está relacionado con un sentimiento estable de comodidad psicológica, actividad emocional y confianza en la elevación del estatus social y las calificaciones.
Palabras clave: Indicadores de profesionalismo; Maestro; Población sana; Escuela secundaria; Educación Física.

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Introduction

Physical education stands as a cornerstone in the holistic development of students, encapsulating physical, mental, and social dimensions. In our ever-evolving educational landscape, it is vital to highlight the experiences of university students with reduced mobility (Hall-López et al., 2022; Martinez, 2023).

The rapid development of science and technology and the social, economic and cultural changes taking place in modern society are putting on the agenda of the training of highly qualified and competitive specialists in the field of physical education and sport. The specifics of the professional activities of these specialists point to the need to modernize the content, forms and methods of higher education in this field (Rodriguez-Ayllon et al., 2019). The priority national values that determine the social and economic policies of civilized countries are health and the formation of a healthy way of life (Çera, 2022). The health of a nation is an indicator of the maturity, culture and success of the state (Kosherbayeva et al., 2018). Social development and global changes in economics, culture and science have led to urbanization, informatization, industrialization and a significant decline in human activity. Recreational activities (Christiansen et al., 2018) can serve as an effective means of preventing the negative

consequences of the development of modern civilization (Slivkina et al., 2020).

Physical education classes, especially in the high school context, are a primary venue where both disabled and nondisabled students engage in physical activity. These classes need to be structured in a way that acknowledges the diversity of student abilities and fosters an environment of inclusivity and empowerment. This, in turn, underscores the importance of the role of physical education teachers. They are entrusted not only with instilling sports skills but also with nurturing an environment of understanding, resilience, and self-efficacy, particularly for those with mobility challenges (Zhekibayeva et al., 2020).

The solution to the problem of employing future specialists in physical education and sports is based on a competency-based approach, in which the professional and personal characteristics of the graduate are linked to the personnel needs of the health recreational sphere (Faber et al., 2021). Physical activity education centers are distinctly different from general knowledge-based subjects. Thus, online physical education classes require special training and work to convey and practice the values of physical education well (Goncharenko and Diatlenko, 2022). At present, as in-person school attendance and online lessons are held in tandem around the world (Komilova et al., 2023), it is necessary to examine whether online physical education classes are conducted and whether the values of physical education are transmitted accordingly. However, preliminary research on the effectiveness and potential of online physical education classes is limited. For the efficient professional training of the prospect physics and sports education specialists the quality of higher physical education is of high importance, which renders the level of their preparedness for performing health-recreational activities, and for their development in the individual, philosophical and civil aspects (Myrzabayev et al., 2018).

Teaching in the Republic of Kazakhstan is currently hindered by the quitting of teachers from the profession and is in the same difficult situation (Ivanova, 2014). There are various consequences in terms of social costs and total professional burnout. This research project was designed to counter this psychological stress in the teaching profession, which has been the subject of debate for many years. Attempts to understand the situation suggest focusing on the well-being of teachers and how to achieve it (Johnstone et al., 2018).

As the torchbearers of this critical responsibility, physical education teachers are expected to not only possess a strong foundation in sports and physical training but also demonstrate adeptness in pedagogy, student engagement, inclusive teaching methods, and lifelong learning advocacy. Ensuring that these educators are well-prepared is, therefore, of paramount importance, making the quality of their vocational training essential. Establishing clear and effective performance criteria is a crucial step in achieving this objective. Such criteria serve as benchmarks against which the efficacy of training programs can be evaluated, ensuring that the next generation of physical education teachers is equipped with the skills, knowledge, and mindset required to inspire and guide their students, irrespective of their physical abilities.

In creating meaning, the strengths of character are considered to be the driving force and the cornerstone of well-being (Fletcher & Ni, 2021). The purpose of the study is to define criteria, indicators and the level of professional preparedness of future physical education teachers. This article delves into the performance criteria that define excellence in the vocational training of physical education teachers, offering insights for institutions, trainers, and policymakers in enhancing the quality of training programs.

Materials and Methods

In order to achieve the objective of the study, namely, to define criteria, indicators and to characterize the levels of professional readiness of future physical education teachers, the following were applied: analysis, comparative analysis, retrospective analysis, synthesis, comparison, content analysis of normative documents in the field of physical culture and sport, study of personal experience in teaching – to ascertain the state of the problem of the vocational training of future physical education teachers; systematizing and generalizing – with a view to providing a theoretical basis for the structural components of the preparedness of future physical education teachers; abstraction and classification – to determine the criteria, indicators and characteristics of the levels of preparedness of future physical education teachers; design – in order to develop a training concept for future physical education teachers; modelling and generalization – for the development of a system for the training of future physical education teachers.

In this study, content analysis and comparative analysis were also carried out through a systematic analysis of scientific sources to identify trends, develop key conclusions and formulate scientific recommendations. Google scholar web resource and Scopus database were used to search for literature sources. More than 150 English-language sources were studied. A literature search was performed using key words “performance criteria”, “vocational training”, “physical education teachers”, “pedagogy”, “student engagement”, “inclusive teaching methods”, “lifelong learning advocacy”, “training benchmarks”, “teacher preparation”, “holistic development”, “adaptive teaching”, “student well-being”, “physical activity”, “diverse abilities”, “educational standards” etc. The selected scholarly sources have been read in detail, critically understood and analysed through the collection of information related to the topic of the study, as well as through an assessment of the quality of the sources, in particular by checking the credibility of the authors, the research methodology and the presence of substantiated evidence. Key aspects, conclusions and recommendations related to the topic are highlighted. Data

from scientific sources are organised and summarised for further analysis.

Research is the systematic process of collecting, analyzing and interpreting information (data) to improve our understanding of a phenomenon that interests us or concerns us. People often use a systematic approach when collecting and interpreting information to solve small problems of everyday life. Here, however, we are focusing on official research, studies in which we have deliberately undertaken to improve our understanding of a phenomenon and hope to report what we find to the wider scientific community. Research starts with a question or a problem. The world is filled with unanswered questions and unresolved problems. Everywhere we look, we see things that make us wonder, reason, ask questions. And when we ask questions, we hit the first spark, igniting a chain reaction that leads to the process of exploration. The study requires some form of further action. The study is not a blind guide into the unknown, in the hope that the data needed to answer the question raised as to how they will accidentally appear. In turn, it is a carefully planned route you are going to take to reach your final destination - your research goal. Consider the title of this text: practical research: planning and design. The last three words are important. Researchers purposefully plan their overall research structure and specific research methods to provide data relevant to their research problem. Depending on the research issue, different structures and methods will be more or less appropriate. The study usually divides the main problem into more manageable sub-problems. From a planning point of view, it is often useful to break down the main problem of research into a few sub-problems which, if resolved, will solve the main problem. The research is guided by a particular problem, a question of hypothesis. By articulating the problem and the associated sub-issues, the researcher typically forms one or more hypotheses about what it can detect. A hypothesis is a logical assumption, a clever and guess. It provides a preliminary explanation of the phenomenon being investigated. This can direct your thinking towards possible sources of information that will help in solving one or more sub-problems and in the process, the main problem of research. Over time, as certain hypotheses are supported by more and more data, they evolve into theories. The theory is an organized set of concepts and principles intended to explain a certain phenomenon. Like hypotheses, theories are preliminary explanations of which new data either support or not. To the extent, the new data contradicts a particular theory, the researcher either modifies it to better data recording or rejects the theory altogether in favor of an alternative explanation.

Results

Our study assumes that the criterion expresses the essence of the features of an object on the basis of which its state, level of formation and development can be observed; evaluate and compare the results of our scientific research. Theoretical analysis of the scientific literature and our own teaching experience allowed us to define the criteria for the readiness of future physical education teachers for professional activities. Such criteria include motivational, cognitive, activity and personal (Ivanova, 2014). The motivational criterion for the preparation of professional teachers of physical education reflects the level of professional orientation of students towards recreational activities, the understanding of the importance of a profession in the field of physical recreation, awareness of the social importance of recreational and health activities, of the positive motivation to use recreational activities and of the interest and need for self-improvement in recreational activities field; the desire to use modern technologies for recreational activities.

The low level of readiness of prospective physical education teachers to commit their professional activities on the basis of motivation is characterized by the absence of professional orientation of students for recreational activities, Ignorance of the importance of the occupation in the field, misunderstanding of the social significance of recreational activities and lack of positive motivation for the use of recreational facilities, unstable interest, not identified need for self-improvement in a recreational sphere and undetected desires to use modern recreational technologies.

The average level of preparation of prospective physical education teachers for professional activities in curative activities according to the motivational criterion is characterized by the marked professional orientation of students towards recreational activities, situational awareness of the importance of the occupation in the field, awareness of the social importance of recreational activities and positive motivation for the use of recreational facilities, occasional interest and expressed needs for self-improvement in recreational and health activities, revealed desires to use modern technologies of recovery activities.

The high level of preparedness of future teachers of physical education for professional activities according to the motivational criterion is characterized by the clear professional orientation of students for recreational activities, an in-depth understanding of the importance of the profession in the field of physical recreation, a solid understanding of the social significance of recovery activities and a clear positive motivation for the use of curing facilities, stable interest and clearly expressed needs for self-improvement in recreational field, developed desires to use modern technologies of recreational activity.

The cognitive criterion of the professional readiness of future physical education teachers reflects the degree of theoretical awareness of the use of recreational methods and facilities, mastery of a scientific thesaurus in the field of physical recreation. The indicators of the cognitive criterion of the preparedness of such physical education and sports professionals to engage in recreational activities are the comprehensiveness, depth and scientific knowledge of the

characteristics of the use of recreational methods and facilities, proficiency in the use of scientific thesaurus in the field of physical recreation, the goal of acquisition of new knowledge on recreational health activities.

The low level of preparation of prospective physical education teachers for professional activities according to cognitive criteria is characterized by a lack of knowledge about the use of recreational methods and facilities, not possessing an ability to use a scientific thesaurus in the field of physical recreation. Students have an interest in acquiring new knowledge in the recreational field only to obtain credits or take exams. Students have difficulty making their own judgments about the importance of recovery activities.

The average level of preparation of future physical education teachers for professional recreational activities in terms of cognitive criteria is characterized by a superficial knowledge of the use of recreational methods and facilities. Students consciously receive information and use the science thesaurus skillfully. Their interest in acquiring new knowledge of recreational and health activities becomes the basis for the development of needs and interests. They can formulate and justify the purpose of their recreational activities. Students make their own judgments about the importance of health recovery activities.

The high level of preparation of prospective physical education teachers for professional activity according to cognitive criterion is strong, in-depth scientific knowledge of the use of recreational methods and facilities. Students regularly read scientific literature on the specialty and thoroughly operate a scientific thesaurus in the field of physical recreation. They clearly express an interest in learning new information on the topic. They consciously and responsibly choose the purpose of their recreational activities. Students are autonomous in their assessments and judgments about the value of such activities.

The performance criterion for the professional readiness of future physical education teachers reflects the extent to which professionally oriented skills have been developed in the structuring, planning and implementation of recreational activities, orientation in the use of recreational and health-improvement means, mastery of modern technologies for recreational activities, the use of the knowledge acquired in solving the tasks set, creation of own style in the field of physical recreation, ability to organize health-recovery events. The performance criteria for the readiness of physical education teachers to engage in recreational activities include vocational skills for the projecting, planning and implementation of recreational activities, guidance in the use of recreational facilities, familiarity with modern technologies in this sphere, the ability to apply the acquired knowledge in solving the tasks assigned, as well as to create one's own style while working in the field of physical recreation, and to organize recreational activities.

The low level of preparation of prospective physical education teachers for professional activity is characterized by a lack of professionally oriented skills in the projecting, planning and implementation of recreational activities. Students have no experience working with such means, they have difficulty applying knowledge and skills to their professional challenges. Students do not try to create their own style while working in the sphere of physical recreation, they cannot organize health recreational activities.

The average level of readiness of prospective physical education teachers for professional activities in the recreational field by activity criterion is characterized by distinct professionally oriented skills and an ability to project, to plan and organize recreational activities. Students' skills are advanced, they are trying to achieve their goals by various means, with vigor and initiative. Students try to create their own style while working in the field of physical recreation. They have developed the capacity to organize recreational health activities.

The high level of preparedness of prospective physical education teachers for professional activity is characterized by markedly professionally oriented skills and skills of projecting, planning and realization of recreational activities. Students are advanced in the field knowledge, they can consciously and thoroughly operate the modern technologies of recreational activity and use the acquired knowledge freely and creatively in solving the problems. They clearly express the need for self-discovery, self-development and creativity in the field of physical recreation. Students focus on creating their own style while working, they have a stable ability to organize health-recovery events.

The personal criterion of the professional readiness of physical education teachers reflects the level of formation of personal qualities, in particular the need for approval, strength, empathy and the need to look for impressions, necessary for the fulfillment of recreational and health activities.

The low level of readiness of prospective physical education teachers for professional activities based on personal criteria is characterized by poor development of such personal qualities as: the need for approval, will, empathy and the need to look for the experiences needed for performing the recreational activities. The average level of readiness of prospective physical education teachers for professional activities in the recreational field according to personal criteria is characterized by the development of such personal qualities as: the need for approval, will, empathy and the need to look for the experiences needed for fulfilling recreational activities. Work in the field of physical recreation is related to the feeling of psychological comfort and to the improvement of qualification. The high level of personal readiness of future physical education teachers is characterized by the depth of personal development such as: the need for approval, will, empathy and the need to look for the experiences needed for recreational events. Work in the field of physical recreation is related to a stable emotional activity, mental comfort, confidence and rising of social status and qualification.

Based on our research and analysis of the scientific literature, the levels (low, medium, high) of the professional readiness of future physical education teachers can be characterized (Luna et al., 2019).

The low level of preparation of physical education teachers for professional activities is characterized by the lack of professional orientation of students for such activities, ignorance of the importance of the occupation in the field of physical recreation, ignorance of the social significance of recreational activities, lack of positive motivation to use recreational facilities, unsustainable interests and unexpressed needs for self-improvement in the professional environment, undetected desires to use modern health-improvement technologies; lack of knowledge of the peculiarities of the use of methods and means of carrying out recreational activities, lack of scientific thesaurus in the field of physical recreation. Students have an interest in acquiring new knowledge of the health-recovery sphere only for the purpose of obtaining credits or passing exams. Students have difficulty making their own judgments about the value of such activities. They lack vocational skills in the projecting, planning and organization of recreational activities. Students don't know how to deal with such responsibilities. They have difficulty applying knowledge, skills to their professional tasks. Students do not try to create their own style while working in this area. They cannot organize health-recovery events; poorly developed such personal qualities as the need for approval, willpower, empathy and the need in getting the experiences necessary for performing recreational activities.

The average level of readiness of prospective physical education teachers for professional activities in health-recovery activities is characterized by the distinctive professional orientation of students towards their professional environment, situational awareness of the importance of the occupation, awareness of the social importance of recreational activities and positive motivation for the use of recreational facilities, occasional interest and expressed needs for self-improvement in a recreational sphere, revealed desires to use modern technologies for achieving goals; superficial knowledge of the use of recreational methods and facilities. Students consciously accept information and use a scientific thesaurus in the field of physical recreation. Their interest in acquiring new knowledge of recreational and health activities becomes the basis for the development of their needs and interests. They can formulate and justify the purpose of their recreational work. Students make their own judgments about the significance of such activities. They have developed professionally oriented skills and skills in the projecting, planning and implementation of curing activities. Students are well versed in the topic. They are trying to achieve their objectives by various means, with vigor and initiative. Students try to create their own style while working in the field of physical recreation, they are capable of organizing health-recovery events; personal qualities such as the need for approval, strength of will, empathy and the need to look for impressions necessary for recreational activities have been developed. Work in the field of physical recreation is connected with a sense of psychological comfort and the need for further training.

The high level of readiness of prospective teachers of physical education for professional activities in health recreational activities is characterized by a clear professional orientation of students towards their professional field, an in-depth understanding of the importance of physical recreation, a solid comprehension of the social value of a recreational field, a clear positive motivation for the use of specific facilities, a steady interest and a demand for self-improvement, a desire to use modern technologies (Komilova et al., 2020). They have in-depth scientific knowledge on the use of recreational methods and facilities. Students can easily operate the science thesaurus in the field of physical recreation. They are autonomous in their assessments and examinations. They have all the necessary skills and knowledge to project, plan and organize health recreational events.

Students are well-versed in the use of recreational facilities. They thoroughly and consciously use modern technologies of the recreational field, creatively p[erate the acquired knowledge to solve the given tasks. They clearly express the need for self-knowledge, self-development and professional self-fulfillment. Students focus on creating their own work style. They have such personal qualities as willpower, empathy, the need for approval, the need to find impressions. Work in the field of physical recreation is related to a stable feeling of psychological comfort, emotional activity, with confidence in raising in social status and qualification. The results of the present study emphasize importance as a defining element in the expression of well-being. This is reflected in teachers' confidence in the choice of profession, the importance they attach to their job, the impact of their actions and their sense of self-fulfillment, pride and achievement (Adab et al., 2018). Sense is based on human expectations, values and actions; It, therefore, becomes a reality when the meaning of the profession becomes clear and is shaped by life experience. A key aspect in understanding professional well-being concerning professional values is the possible compatibility between personal and school values.

Positive emotions and positive feelings are also very important. In general, positive emotions in work are indicative of stimulating activity. Thoughts about work lead to a sense of happiness, because these thoughts are positive, inspire good feelings and make you want to work. These positive emotions are expressed in different ways by happiness, joy, pleasure and pride. Interestingly, the positive emotions generated and fuelled by work or at work appear to be linked to the ability of teachers to accept situations positively (Vennix et al., 2018). In addition, our results show that positive emotions, which are closest to the professional context and arise as a result of professional activities, are similar to those experienced during the

optimal performance at work. The discussion of these feelings generated by the professional activity, including self-determination, achievement and competence, is widespread in the literature, given that numerous studies use them as a theoretical basis for the study of professional well-being. To these studies, our discoveries add new notions, in particular of creative freedom and self-esteem. Further research (Bremer et al., 2018) is needed to better define and describe these two emotional states.

Discussion

The research results show that involvement is expressed in the emotional capacity of a person to live in the present moment. By performing an action, a person is absorbed into the task and activity to such an extent that they lose sight of time and space (Tolgfors, 2018a). In a state of well-being, optimal engagement refers to the idea of timelessness, which implies not only an absence of time when nothing else exists but also a refreshing sense of emptiness (Tolgfors, 2018b). This phenomenon is consistent with the concept of flow described by researchers. The sensation of the flow during optimal work performance is almost addictive: it leaves a person with a desire for more. Conversely, during sub-optimal functioning due to a destabilizing situation, well-being may give teachers the power to regain control of the situation, gaining access to their repertoire of successful experiences, slowing down the pace of its activities and taking time to look for solutions (Zhou et al., 2019).

Teachers say that their vitality is manifested in many ways: high energy levels, a sense of serenity, healthy fatigue after a busy day, and finally their desire and willingness to return to work every day (Lakomý and Alvarez-Galvez, 2022). These variables complement those described and complement the notion of viability in a way that is very similar to the enthusiasm that the authors have described as affective power. In general, teachers view physical and psychological viability as a manifestation of optimal work performance, which reminds us of the original definition given as the level of energy available to themselves (Betancur et al., 2018). Teachers emphasize the importance of the variable viability as it is both an indicator of well-being and a strategy for gaining privileges, creating or rediscovering a state of well-being. Surprisingly, in previous literature vitality wasn't taken into account while describing professional well-being (Vallett et al., 2018). The positive attitude variable shows how the quality of relationships affects the teachers' work. Scientists also saw positive attitudes as a vector of the school climate; in terms of the results of our research, this is a two-way variable for students and colleagues. For students, bonds are expressed in various forms of positive contact: pleasant presence, looks, smiles, physical contact and intimacy, discussions on personal topics, and finally, relationships that have strengthened over the years. This resembles the attachments described in the representation of attachment theory, that is, the use of feelings, physical and emotional intimacy, belonging and importance assigned to a person (De Loof et al., 2019; Zhakparova et al., 2019). In learning, the same findings demonstrate the importance of positive relationships for promoting class management and learning (Nesterenko, 2023).

As for colleagues, the teachers in our study look at the relational variable through the dynamics of a group of peers. Complementing the work, research shows that positive relationships can potentially have a two-way impact: peer on teacher and vise versa. Their effect is to motivate, make a positive impact, and convince physical education teachers to risk trying new things. Attachment is described here more in terms of belonging and self-importance (Breslin et al., 2019). Interestingly, positive attitudes tend to derive from the meaning attributed to the profession. In the section "Me" teachers discussed their beliefs about the choice of profession and the consequences of their actions. In this section, a sense of well-being is achieved through learning or collaboration (depending on the nature of the relationship between pupils and colleagues). Indeed, as far as students are concerned, teachers refer to learning as the most important proof of their well-being at work (Salmi & Thuneberg, 2019). Accordingly, the teacher is responsible for planning and implementing an environment conducive to learning. Then the success of a student becomes the success of the teacher and contributes to his professional well-being (Harrington et al., 2018). At the same time, teachers call for cooperation with colleagues as an expression of well-being. From a practical point of view, healthy collaboration motivates them to carry out projects and to monitor them up to their successful completion. For teachers, collaboration is an association where partners work together to achieve a goal and share both good and bad outcomes (Eckes et al., 2018). Such mutual assistance is valued because it promotes well-being at work and can even overcome the possible isolation of the teacher. These findings are consistent with the conclusions of those who link an atmosphere of cooperation with professional well-being in a teaching process.

Conversion is a variable that positively affects the well-being of teachers and demonstrates the impact of their teaching; as such, this is feasible for both students and colleagues. In the first case, this occurs when students use materials that have been learned at the physical level, in their free time at school, or in their everyday lives; second, when the content taught during physical education or the cognitive and motor skills acquired by students are transferred to classes and life situations. These privileged moments contribute to the professional well-being of teachers, as they demonstrate the impact of their structured and formalized teaching on other areas of education and life (McDavid et al., 2020).

The special place given to the administration is directly related to its role in the school. Here, leadership is the key to the welfare of teachers. A privileged style is a style that inspires all members of the school team to pursue a

common purpose and to stick to the school's mission; hence a unifying approach (Altunkurek & Bebis, 2019). From the point of view of operationalization, such leadership can be described as increasing professional autonomy; in other words, substantial freedom of action for professional activity and creativity. In addition to freedom of action, our findings are consistent with those in the literature that teachers value the continued support of the school administration when it supports their choices and projects (Halliwell et al., 2018). Physical education, often referred to as PE, holds a significant role in the educational system. It promotes physical fitness, instills discipline, and fosters teamwork and leadership skills. With the increasing awareness of the importance of a healthy lifestyle, the role of PE teachers is becoming even more crucial. Therefore, the vocational training of physical education teachers needs to be top-notch, ensuring they're well-equipped to guide students effectively. Setting performance criteria for this training is essential to maintaining high standards. PE teachers should have a broad and deep understanding of various sports and physical activities. This includes rules, techniques, and strategies. Their training should prepare them to teach a variety of sports, from mainstream ones like basketball and soccer to less common ones like pickleball or floorball. The ultimate goal isn't just to teach students a particular sport but to instill a love for physical activity that lasts a lifetime. Teachers should be trained to emphasize the long-term benefits of physical fitness. Sometimes, the weather won't cooperate for an outdoor game, or equipment might be unavailable. PE teachers should be trained to think on their feet and adapt their lessons as needed. The role of a physical education teacher goes far beyond merely instructing students on the mechanics of physical activities and sports. Given the complexity of the job, which involves imparting both physical skills and broader life lessons about health, teamwork, and resilience, a robust and comprehensive vocational training program is indispensable.

Conclusions

The article defines the structure of the preparation of prospective physical education teachers for professional activity. The analysis of scientific literature and personal experience in teaching made it possible to identify motivational and value-based, cognitive, procedural and emotional components of the readiness of specialists for performing their professional duties. Their own sub-structure, interrelationship and interdependence are indicated.

The criteria (motivational, cognitive, activity and personal), as well as the indicators and levels (low, medium, high) of the preparation of future physical education teachers for professional recreational activities, have been defined. The indicators of the motivational criterion are the vocational orientation of students towards health recovery activities, an understanding of the importance of the profession in the field, and awareness of the social importance of health-recovery events, positive motivation for the use of specific means of recreation field, interest and need in self-improvement, desire to use modern technologies for professional purposes. Indicators of the cognitive criterion are the comprehensiveness, depth and scientific knowledge of the characteristics of the use of recreational methods and facilities, and the possession of a scientific vocabulary in the field of physical recreation. The performance criteria are professionally oriented skills and the ability to project, to plan, to organize and perform health-recovery activities; mastery of modern wellness technologies, applying acquired knowledge to solve professional issues, ability to create an individual style of work. We consider such qualities as willpower, empathy, the need for approval and in search for new impressions to be indicators of the personal criterion. Students with a high level of readiness for professional activity have a good understanding of the use of recreational facilities. They thoroughly and consciously operate modern technologies in the field, creatively apply the acquired knowledge to solve the given challenges. They clearly express the need for self-knowledge, self-development and professional self-fulfillment. Students focus on creating their own work style. They have such personal qualities as willpower, empathy, the need for approval, the need to find new experiences. Work in the field of physical recreation is related to a stable feeling of psychological comfort, emotional activity, with confidence in raising social status and qualification.

In conclusion, the study allowed us to achieve our goal and to identify various variables that affect the professional welfare of teachers of health and physical education. Interestingly, the variables come from separate and interrelated categories and subcategories. Further research is needed to identify teachers' perceptions of well-being and thereby determine whether well-being is a situational condition that varies depending on the events, or a general condition, which tends to remain stable over time. It is stated that the methodological background and historical background provided the basis for the development of a vocational training system for physical education teachers.

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