

WAYS OF ORGANIZING THE PROCESS OF FORMING THE INNOVATION-ORIENTED PERSONALITY OF THE FUTURE TEACHER OF PHYSICAL CULTURE

ШЛЯХИ ОРГАНІЗАЦІЇ ПРОЦЕСУ ФОРМУВАННЯ ІННОВАЦІЙНО-ЗОРІЄНТОВАНОЇ ОСОБИСТОСТІ МАЙБУТЬОГО ВЧИТЕЛЯ ФІЗИЧНОЇ КУЛЬТУРИ

The purpose of the article is to analyze the practice of pedagogical education and to determine possible ways of organizing the process of forming an innovation-oriented personality of the future physical culture teacher. Today, Ukraine is at the stage of reforming the education system. Educational standards are updated, new strategies for the development and improvement of the teaching profession are introduced. In this regard, the emphasis in the learning process changes, it becomes important not only to acquire knowledge and "hard" skills, but it is extremely important to develop personal qualities and to form relevant competencies in a student of higher education. To implement this task, it becomes necessary to train a specialist of a new era, with the ability to see and implement innovations in professional activity in general and with modern children in particular. Most of the works of scientists are focused on the formation of professional traits and personality qualities of a teacher, and in particular, a physical culture teacher in the process of professional training, but the issue of forming an innovation-oriented personality of a future physical culture teacher, ready to implement innovations in the process of professional activity, requires a separate, detailed study. A pedagogical fact is any objective phenomenon that occurs in the practice of the educational process. Pedagogical phenomenon – directly perceived quality of any element of the pedagogical process. The essence of the pedagogical phenomenon is the interaction in which the subjects of education enter in order to transfer the objective-social (socio-historical experience) to the individual-psychic (personality acquisition). The solution of pedagogical tasks as a system should be carried out on the basis of knowledge about the object as a multi-level phenomenon. Therefore, the most important aspect of the systematic analysis of a pedagogical object is its representation in the form of a multi-level structure and functioning in their subordinate connections and relationships. Pedagogical reality is presented in it systematically, in development and acts as the subject whose appeal is reflected from its subject. The named reality is presented to us in a condensed form as a system of knowledge that is brought to the educational process at levels adequate to the student's level of professionalism. This logic of system presentation in pedagogy allows to move from descriptive-empirical presentation of educational material to its abstract-theoretical structural modeling.

Key words: pedagogical education, physical education, personality, innovativeness, innovative direction, professional training.

Метою статті є аналіз практики педагогічної освіти і визначення можливих шляхів

організації процесу формування інноваційно-зорієнтованої особистості майбутнього вчителя фізичної культури. Сьогодні Україна перебуває на стадії реформування системи освіти. Оновлюються освітні стандарти, вводяться нові стратегії розвитку та вдосконалення професії вчителя. У зв'язку з цим змінюються акценти в процесі навчання, стає важливим не тільки оволодіння знаннями та «твердими» навичками, надзвичайно актуальним є розвиток особистісних якостей та сформувати актуальні компетентності у здобувача вищої освіти. Для реалізації цього завдання стає необхідним готувати фахівця нової епохи, із навичкою бачити та реалізовувати нововведення в професійній діяльності загалом та із сучасними дітьми зокрема. Більшість робіт науковців зосереджена на формуванні професійних рис, якостей особистості вчителя, а зокрема вчителя фізичної культури у процесі професійної підготовки, але питання формування інноваційно-зорієнтованої особистості майбутнього вчителя фізичної культури, готової до впровадження інновацій у процесі професійної діяльності, потребує окремого, детального вивчення. Педагогічний факт є будь-яке об'єктивне явище, що у практиці навчально-виховного процесу. Педагогічне явище – безпосередньо сприймається якість будь-якого елемента педагогічного процесу. Сутність педагогічного явища становить взаємодію, в яку вступають суб'єкти освіти з метою переведення об'єктивно-соціального (суспільно-історичний досвід) до індивідуально-психічного (набуття особистості). Рішення педагогічних завдань як системи має здійснюватися на основі знань про об'єкт як багаторівневе явище. Тому найважливішим аспектом системного аналізу педагогічного об'єкта виступає його уявлення у формі багаторівневої будови та функціонування у їх субординаційних зв'язках та відносинах. Педагогічна реальність представлена у ній системно, у розвитку і виступає тим предметом, звернення якого відбивається з його суб'єкті. Названа дійсність представляється нам у згорнутому вигляді як система знань, яка привноситься до навчального процесу на рівнях, адекватних рівню професіоналізму студента. Така логіка системного подання у педагогіці дозволяє перейти від описово-емпіричного викладу навчального матеріалу до його абстрактно-теоретичного структурного моделювання.

Ключові слова: педагогічна освіта, фізичне виховання, особистість, інноваційність, інноваціє спрямування, професійна підготовка.

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Problem statement in general form and its relation to important scientific or practical tasks.

Today, Ukraine is at the stage of reforming the education system. Educational standards are updated, new strategies for the development and improvement of the teaching profession are introduced. In this regard, the emphasis in the learning process changes, it becomes important not only to acquire knowledge and "hard" skills, but it is extremely important to develop personal qualities and to form relevant competencies in a student of higher education. To implement this task, it becomes necessary to train a specialist of a new era, with the ability to see and implement innovations in professional activity in general and with modern children in particular [1-3].

An analysis of recent research and publications. Most of the works of scientists are focused on the formation of professional traits and personality qualities of a teacher, and in particular, a physical culture teacher in the process of professional training, but the issue of forming an innovation-oriented personality of a future physical culture teacher, ready to implement innovations in the process of professional activity, requires a separate, detailed study [4; 5].

Emphasizing previously unresolved parts of the common problem. Disclosure of the issue of formation of an innovation-oriented personality of the future teacher of physical culture requires an analysis of philosophical, psychological and pedagogical scientific literature.

Formulation of the article's goals. The purpose of the article is to analyze the practice of pedagogical education and to determine possible ways of organizing the process of forming an innovation-oriented personality of the future physical culture teacher.

Presentation of the basic research material. The general mechanism of activity development assumes that in the process of professional education, all students' actions are initially performed exclusively taking into account the external supports given to them by the teacher.

The readiness for pedagogical activity is formed in future teachers thanks to their own actions according to a certain program by the method of successive approximations. Having an external model of pedagogical activity, received from the teacher, and general readiness for activity, the student acts as he knows how. Having performed evaluative and reflective actions, he continues to reveal his desires, knowledge and skills, thereby self-improving his activities. Thus, he internalizes (translates into the internal plan) the external objective activity and programs himself for its perfect execution. The path to benchmark activity is accompanied by the performance of receptive-mnemonic (listens and remembers information), algorithmic (performs according to a given pattern)

and research actions (performs creative tasks not provided for by the instructions).

In this approach, the line of development of the student as a subject of creative pedagogical activity is clearly visible, which reflects the general point of view of many psychologists, according to which virtually any activity includes elements of imitation, and the latter with experience acquire features of individuality. In essence, imitation and creativity are opposites: imitation is the reproduction (mirroring) of existing models (examples), and creativity is the creation of new, moreover, original, socially significant models. But even with all the oppositeness and polarity in relation to each other, imitation and creativity are interconnected, penetrate each other. Based on the above thesis, it can be seen that it not only reveals the line of development of individual pedagogical activity, but also guesses the levels of its formation and manifestation: the level of imitation and copying – the level of creative imitation – the level of imitative creativity – the level of creative pedagogical activity. It is known that the constituent elements, that is, the esoteric aspect (needs and interests, goals and means, methods, results) of any activity, have the same structure for all types of activity. In other words, they carry an invariant structure of human activity, and therefore, the psychological mechanism of assimilation of educational and pedagogical activities can be identical. Externally, the performance of both types of activities occurs thanks to the use of methods and means common to them. Therefore, it can be assumed that the content of reference professional activity should be determined from the appropriate presentation of educational material in the content of pedagogical education.

The educational process in institutions of higher education provides the subject with samples, samples of professional activity, products of activity as a means of recording and transmitting this activity, symbolic and material means of activity. Therefore, it should represent the process of "cultivation" of professional activity, reproduction by its products and the symbolic and material means used in it. These educational tools, both created and translated from one state to another, as well as special forms of objective and symbolic expression of activity, must correspond to the processes of restoring the structure of the activity itself, which is mastered, i.e. its logic, stages, dynamics, substantive and procedural aspects, etc.

Another feature of the professional training of future teachers is that, unlike a student engineer, doctor, or economist, a future teacher is already immersed in the space of his future professional activity. He is a participant in the pedagogical process of the higher school. Education in higher education is education with all the attributes of the didactic process (goals, content, methods, means, evaluation, analysis), which are often updated by the

teacher of higher education in relation to the future teacher in a reference form. This type of education, like any other, is characterized by the basic didactic attitude between teaching and learning, typical for the positions of actors in the educational process.

Since the educational activity of a student and the professional activity of a teacher coincide in their nature and internal characteristics, it is logical to assume that the relationship between educational and pedagogical activities is not the relationship of two entities, but becomes the relationship of two interpenetrating stages of a single, developing activity, acting as a space for the formation of their common and a single subject. They are distinguished in the structure of the consequent base. In the development of pedagogical activity, one should start from the fact that it is possible to single out a genetically original link (attitude), which allows to derive the entire system of connections – some structural and functional unit, which in the educational process, initially appearing in a general form, should gradually receive more specific and complex forms of professional activity of the future teacher. Such the simplest structure of professional activity is sensuously objective, which is implemented as a chain of sequential actions: analysis – forecast – goal setting – planning – execution – evaluation – control. Types of activity represent different levels of the same activity as transitions from one form of its existence to another. This circumstance allowed scientists to identify an artificial pedagogical object containing information about the set of main, significant factors affecting the formation of a future teacher. The key problem for the organization of the cultivation of pedagogical activity within the educational framework is the creation of a system of communicative and educational and professional situations, the development of psychological and pedagogical tools and didactic complexes that corresponded as much as possible to the processes of restoring the structure of pedagogical activity.

This condition provides for the breakdown of the educational process into stages, each of which begins with the formation of an approximate basis for pedagogical activity of the corresponding level, continues with executive actions, and ends with the assessment and control of the acquisition of the corresponding skill. This means that each stage, in turn, is divided into stages, during which the desired integration of motivational, intellectual and behavioral components of the teacher's work must be achieved. In the pedagogical process, the mental and moral development of the student is a direct reflection of the level of these types of development in the teachers themselves. Therefore, the disclosure of the mechanisms and conditions of professional development of students is of fundamental importance.

The essence of the formation of the teacher's personality is revealed in the approach from the generalized, theoretical representation of pedagogical activity to the practical, independent implementation of the system of education and upbringing. The formation of a student-teacher goes through a number of stages: 1) analysis and assessment of external manifestations of pedagogical activity; 2) selection of internal and essential characteristics of successful pedagogical activity; 3) acquiring the ability to adequately assess the role and place of the teacher in the creation of the educational process.

The interaction of educational and pedagogical activities of students in the educational process plays an important role in the development of a specialist teacher. This problem involves the theoretical disclosure of the factors of the development of pedagogical professionalism through the mechanisms of the activity approach in teacher training. In revealing the peculiarities of the relationship between the educational and pedagogical activities of students, the most rational method is their comparative analysis. The systematic organization of pedagogical activity requires taking into account the unity of its two sides: external – objective and internal – subjective.

During professional and pedagogical training, the student moves from an abstract to a concrete teacher. At the same time, the role of the teacher of higher education has the form of accompanying conditions and an indicative basis for the pedagogical activity of the future teacher, who is being formed. The conflicting unity of the activity of the teacher and the student turns their interaction into a system, the functioning of which is subject to the laws of synergy. The interaction between a teacher and a student is a non-linear process that has virtual parameters. At the bifurcation points of this interaction, there is a bifurcation, but also a multiplication of possible ways of its systemic organization. Therefore, pedagogical activity becomes a zone of freedom, where it is constantly necessary to regulate the relationship between the poles of the teacher's functions and the student's role. In this process, the teacher and the student find themselves in a position of mutual development. Their existing pedagogical experience, which remains above the point of bifurcation, turns into their personal experience, which creates a basis for the development of their contradictory unity. The teacher sees his origins, his original beginning in the mirror of the "abstract teacher" – student. In turn, the student discovers possible concreteness, wealth of knowledge and methods of his future pedagogical activity in the activities of the teacher. This means that the teacher's pedagogical activity, acting as a reference in relation to educational and professional activity, should unfold in front of students all the time as a process of pedagogical activity that becomes more complicated.

At the same time, the content, forms and methods of the educational process should also correlate with the level of development of the student's professionalism. Modeling an environment similar to that encountered by a teacher in real professional practice is the most important factor in pedagogical activity and a criterion for the formation of professional activity. Pedagogical activity as an object of knowledge and mastery is a system whose internal connections determine the movement and development of both the whole and its elements. It is aimed at learning and transforming pedagogical phenomena for the purpose of education and training. Cognition is the process of continuous descent of the knowing subject, from the external to the internal, from the superficial, visible to the hidden, essential, from what is directly seen and felt by a person to the deeper, externally invisible. Since the pedagogical process is a complex and multifaceted phenomenon, its examination and scientific research is necessary and methodologically expedient to be carried out on the basis of systemic and synergistic approaches. At the same time, the future teacher as a researcher should proceed from the fact that the observed pedagogical phenomenon is not adequate both to the pedagogical fact and to the phenomenon of education.

A pedagogical fact is any objective phenomenon that occurs in the practice of the educational process. Pedagogical phenomenon – directly perceived quality of any element of the pedagogical process. The essence of the pedagogical phenomenon is the interaction in which the subjects of education enter in order to transfer the objective-social (socio-historical experience) to the individual-psychic (personality acquisition).

Conclusions. The solution of pedagogical tasks as a system should be carried out on the basis of knowledge about the object as a multi-level phenomenon. Therefore, the most important aspect of the systematic analysis of a pedagogical object is its representation in the form of a multi-level structure

and functioning in their subordinate connections and relationships. Pedagogical reality is presented in it systematically, in development and acts as the subject whose appeal is reflected from its subject. The named reality is presented to us in a condensed form as a system of knowledge that is brought to the educational process at levels adequate to the student's level of professionalism. This logic is adequate for the processes of forming an innovation-oriented personality of a physical culture teacher, but it requires the development of a specific model.

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