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## STAGES OF FORMATION OF THE INNOVATION-ORIENTED PERSONALITY OF THE FUTURE TEACHER OF PHYSICAL EDUCATION

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**Abstract.** *The purpose of the article is to reveal the essence of the stages of formation of the innovation-oriented personality of the future teacher of physical education. During the study, the stages of implementation of pedagogical support for the formation of an innovation-oriented personality of the future physical education teacher were identified: diagnostic-orientational, professional-content, result-prognostic. We came to the conclusion that the formation of an innovation-oriented personality of a future physical education teacher is a holistic dynamic process of influencing the development of innovation-oriented, cognitive, praxeological, reflective components of education, which enables the individual to internalize innovative pedagogical ideas with their further application in practice.*

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

### Introduction.

The need to actualize and form an innovation-oriented personality of the future physical education teacher in the scientific and educational environment of higher education institutions is due to the growing demands of society for the competent inclusion of a specialist in the teaching profession with a high level of need for innovative pedagogical and scientific-pedagogical activities, personal and professional development and self-development, development of students by means of physical education [1].

Many studies of the individual's readiness for innovative activity consider only some components, do not touch on the issues of formation and development of the innovation-oriented personality of the future physical education teacher, there are no approaches to determining the structure of the innovation-oriented personality of the future physical education teacher. The analysis of philosophical, psychological, and pedagogical literature shows that there are no works related to our study that describe the stages of formation of the innovation-oriented personality of the future physical education teacher [1].

The purpose of the article is to reveal the essence of the stages of formation of the innovation-oriented personality of the future teacher of physical education.

### Main text.

During the study, the stages of implementation of pedagogical support for the formation of an innovation-oriented personality of the future physical education teacher were identified: diagnostic-orientational, professional-content, result-prognostic.

The diagnostic-orientation stage provided for the diagnosis of the level of formation of the ideas of future physical education teachers about the future professional activity, its advantages and possible risks. The state and results of the



learning process are studied, which makes it possible to predict possible deviations on this basis, to determine ways to prevent them, as well as to adjust the learning process in order to improve the quality of its result. Students of higher education, receiving such knowledge, have a chance to find a strong support for the future, in particular: the ability to quickly adapt in the teaching staff; the ability to realize one's potential in team work; obtaining a system of knowledge through the prism of practical experience; awareness of the social significance of the profession of a physical education teacher; possession of theoretical knowledge in their field and in the field of other fundamental sciences of human health in order to create their own educational product (creativity) based on the knowledge they possess.

The professional and substantive stage involved clarifying the strategy and tactics of forming an innovation-oriented personality of the future physical education teacher; interim monitoring of the formation levels of the innovation-oriented personality of future physical education teachers is carried out; the content of the professional training of future physical education teachers is being updated by developing educational programs, curricula, work programs for professionally oriented disciplines, educational and methodological materials, which should form the ability for continuous professional development of the future physical education teacher.

The result-prognostic stage involved an analysis of the levels of formation of the innovation-oriented personality of future physical education teachers according to the specified criteria and indicators.

The innovation-oriented personality of the future teacher of physical education is an integral quality of a person, which is formed as a result of his inclusion in innovative activity and consists of interconnected and mutually determining components: orientational, cognitive, active, reflective [1].

The orientation component of the innovation-oriented personality of the physical education teacher is the core around which the main properties and qualities of the teacher's personality as a professional are constructed. This is explained by the fact that the innovative orientation component performs a regulatory function in the process of teacher preparation for innovative activities. We believe that the innovation-orientation component of the innovation-oriented personality of a physical education teacher is a content-forming component, as it is aimed at forming a future teacher's constant desire for development and improvement of his innovative activity. Orientation to innovative activity includes everything that prompts actual activity, generalized and more specific life goals for which a person acts. A motive is a verbalization of a goal and a program that enables this person to initiate a certain activity. A motive can also be understood as a desired target state within the framework of the "individual – environment" relationship, and motivation as something that explains the purposefulness of an action. The problem of motivational readiness, receptiveness to pedagogical innovations is one of the central ones in teacher training, since only motivation adequate to the goals of innovative activity ensures harmonious implementation of this activity and self-disclosure of the teacher's personality. the innovation-oriented component of the innovation-oriented personality of the physical education teacher must be considered in two directions. Firstly, from the point of view of the place of professional motivation in the general structure of motives and, secondly, by assessing the future teacher's



attitude to changes, that is, in the needs for pedagogical innovations, their receptivity, which determines the meaningful side of the creative direction of professional activity. The formation of the innovation-oriented personality of the future physical education teacher is largely determined by the public environment, the collective of teachers – the pedagogical community. The personality of each teacher is unique, as well as determines the degree of receptivity to pedagogical innovations, the nature and peculiarities of the author's concept, the level of its implementation and others.

The cognitive component of the innovation-oriented personality of a physical education teacher is aimed at enriching future physical education teachers with psychological and pedagogical knowledge and information about the essence of innovative activity in the direction of physical education, its structural components, signs and features.

The active component of the innovation-oriented personality of the future physical education teacher is an important guarantee of the implementation of innovative activities, as mentioned above, which is necessary for the creation of a new program, as well as for the modification of this new one at the level of implementation. Therefore, pedagogical creativity is a necessary component, a key to the formation of the ability to use a certain amount of specific knowledge, skills necessary for the effective implementation of creative pedagogical activity by a physical education teacher.

The reflective component of the innovation-oriented personality of the future physical education teacher as a system-forming component of professional activity in the pedagogical sphere, as an integrative quality of the personality provides stable professional motives, motivational focus on the implementation of reflection in professional activity, systematic knowledge about reflection itself, its place in the socio-pedagogical sphere, which allows to effectively and adequately implement it, to creatively understand and overcome problematic moments, to forecast situations. It is this quality of the personality of the future physical education teacher as a professional that contributes to self-development and the ability to develop reflection in others [1].

The innovation-oriented personality of the future physical education teacher also includes the following personal qualities: tolerance for uncertainty, the ability to take justified risks, responsibility, the need for self-realization, achievement motivation, reflexivity, creativity (quality of intellect, intellectual initiative).

We came to the conclusion that the formation of an innovation-oriented personality of a future physical education teacher is a holistic dynamic process of influencing the development of innovation-oriented, cognitive, praxeological, reflective components of education, which enables the individual to internalize innovative pedagogical ideas with their further application in practice. This process is a component of the formation of the professional competence of the future teacher of physical education and is realized through creativity, which represents a creative understanding of the task and acts as a basis for innovation [1].

To create an innovative product, it is necessary to apply creative thinking, a non-standard approach, find a new quality in an existing product, the ability to be creative, which is aimed at the fulfillment of a specific scientific and practical goal, which involves obtaining a certain effect, and the creative potential of an individual is the



basis for the formation of an innovation-oriented personality of the future teacher of physical education, the value of the personality, which must be developed, taking into account the requirements of modernity, and therefore the effectiveness of the formation of the innovation-oriented personality of the future teacher of physical education in the scientific and educational environment [1].

### **Summary and conclusions.**

The stages of formation of the innovation-oriented personality of the future physical education teacher were considered based on the consideration of the essence and structure of this phenomenon. We came to the conclusion that the formation of an innovation-oriented personality of a future physical education teacher is a holistic dynamic process of influencing the development of innovation-oriented, cognitive, praxeological, reflective components of education, which enables the individual to internalize innovative pedagogical ideas with their further application in practice. This process is a component of the formation of the professional competence of the future teacher of physical education and is realized through creativity, which represents a creative understanding of the task and acts as a basis for innovation. During the study, the stages of implementation of pedagogical support for the formation of an innovation-oriented personality of the future physical education teacher were identified: diagnostic-orientational, professional-content, result-prognostic.

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