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## QUASI-PROFESSIONAL ACTIVITY AS A CONDITION FOR THE 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 highlight the forms of introduction of quasi-professional activities in the process of professional training of future teachers of physical education with the aim of forming their readiness for innovative activities. The main methodical method of transferring a student to the position of a developing professional is professional positioning - the formation of a professional position even among first-year students. Quasi-professional activity gives students the opportunity to learn and actualize professional knowledge, competencies, contributes to the formation of meaningful professional motives, the development of professionally important qualities, professional thinking, the acquisition of experience in the implementation of knowledge, as well as emotional and volitional regulation. Considered forms of its implementation in the process of professional training of the future teacher of physical education with the aim of forming his innovation-oriented personality.

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

### Introduction.

The need to research the methodology of innovative higher education is due to the reform of 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 master knowledge and "hard" skills, but the development of personal qualities and the formation of relevant personal traits in a student of higher education is extremely relevant [2]. 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. A physical education teacher should be a person open to new ideas, constantly improve his professional skills and be fully focused on the needs of students, interacting with whom he conducts professional activities [3]. Therefore, the task of personality formation in general and innovation-oriented personality in particular arises.

The analysis of a wide range of works from various areas of professional and pedagogical training of future teachers of physical education allows us to conclude that its current content, structure and organization do not meet the needs of the current stage of social development. Currently, updating the target, substantive and technological components of the higher education of physical education teachers is connected with the revision of its content, forms and methods, the requirements of the conditions of continuous education, the main idea of which is to ensure the integrity and completeness of human development [1]. Also, the results of scientific research indicate that the existing practice of professional training of future teachers of



physical education does not form a system vision of pedagogical reality and the ability to make decisions based on its analysis in the future teacher [5]. New approaches to the organization of professional and pedagogical training of future physical education teachers are needed. The existing practice of pedagogical education, built on the principles of elemental assimilation of socio-humanitarian, psychological-pedagogical and special knowledge without taking into account the regularities of the formation of the subject's pedagogical position, does not solve the task of holistic assimilation of the teacher's professional activity [6]. Therefore, it is important to develop the search for such a system of professional training of future teachers of physical education, which allows training personnel with universal aptitudes, with knowledge and desires for self-development.

The purpose of the article is to highlight the forms of implementation of quasi-professional activities in the process of professional training of future teachers of physical education with the aim of forming their readiness for innovative activities.

### **Main text**

The analysis of research by scientists of the theory of contextual learning makes it possible to state that the main goal of contextual learning is the formation within the educational activity of the learner of his integral, internally motivated professional preparation as a future specialist.

We expressed the innovation-oriented personality of the future teacher of physical education, which is considered by us, in the form of the phenomenon of innovativeness, which involves not only obtaining in the course of productive pedagogical activity in the scientific and educational environment of a higher education institution a scientific and practical result - a final innovative educational product that has new qualities, but also its ability to be widely distributed and used in educational practice. We consider the innovation-oriented personality of the future physical education teacher as a set of personal properties, qualities and abilities that ensure her psychological readiness to generate new forms of activity for the creation, mastering and distribution of innovative educational products, as well as self-development and personal growth as a strategic factor of productive pedagogical activity .

The formation of the innovation-oriented personality of the future physical education teacher is a set of personal properties, qualities and abilities that ensure her psychological readiness to generate new forms of activity for the creation, mastering and distribution of innovative educational products, as well as self-development and personal growth as a strategic factor of productive pedagogical activity. The phenomenon of innovativeness acts as a means of generating new forms of activity in order to obtain an innovative educational result capable of practical use [3].

The integrated psychological and pedagogical educational process of higher education institutions is based on the integration of educational, scientific and innovative activities, on fundamental or applied scientific research. The inclusion of future teachers of physical culture in the work of scientific teams, scientific schools, the joint acquisition and implementation of the results of scientific research in the educational process to obtain the final innovative educational products determines the innovative orientation that is formed in the process of pedagogical support.



Therefore, the leading component in the process of forming an innovation-oriented personality of the future physical education teacher is his innovativeness phenomenon, which is characterized by the degree of the subject's motivation for innovative activities in education, the level of development of creative abilities, freedom of choice, mobilization of intellectual forces and willful efforts. In the structure of the professional and pedagogical activity of the physical culture teacher, which sets the vector of development, the phenomenon of innovativeness is expressed through the optimal correspondence of the actual pedagogical, scientific pedagogical and scientific research activities [3].

Scientists, investigating the problem of formation of professional competence of future specialists on the basis of contextual learning, rightly point out that the technology of contextual learning projects the educational process as being as close as possible to future professional activity. Researchers emphasize that the main characteristic of the educational process of the contextual type, which is implemented with the help of a system of new and traditional forms and methods of learning, is the modeling of the subject and social content of the future professional activity through the reproduction of real professional situations [4].

There are three basic forms of student activity: academic activity (lessons, lectures, seminars, independent work); quasi-professional activity (business games, game forms of classes, trainings); educational and professional activity (scientific and research work, production practice, diploma design).

Taking into account the peculiarities of the training of future teachers of physical education, as well as the specifics of their further professional activity, the second condition of the study was based on the active involvement of students in quasi-professional activities in an innovative pedagogical environment with the aim of forming in them aspirations (positive motivation) and methodical experience of rational the use of innovative technologies of physical education in professional and methodical activities, the implementation of contextual training and continuous professional development.

Quasi-professional activities help students increase their interest in their chosen professional field, actualize their creative potential, relieve psychological tension and fear that often arise in students before teaching practice at school. Quasi-professional activity acts as a necessary stage of the transition from educational activity to the world of professional culture, setting the objective (mastery of knowledge, abilities, skills and experience of professional activity using a system of educational tasks, models and situations), social (interaction of participants in the educational process in accordance with accepted social norms) relations) and psychological ("inclusion" in the profession as a part of culture: through the assignment of its norms, rules, values) contexts, due to which the value-semantic components of the image of the world of a person - a future professional - are restructured. The essence of quasi-professional activity is that it takes place in real conditions and ensures the unity of the above-mentioned contexts [4]. Quasi-professional activity is one of the forms of contextual learning and involves modeling a certain segment of professional activity, creating real pedagogical situations. Through inclusion in quasi-professional activities, students learn to solve various professional tasks and issues of pedagogical



interaction. Quasi-professional activity can be considered as a certain transitional stage between actual educational activity and educational-professional activity. It increases the level of preparation of students for pedagogical practice and solves the problem of fear of public speaking.

Quasi-professional activity is transitional from academic educational activity to educational and professional activity. Students do not perform professional activities, but simulate them. The student accumulates experience in the use of educational information as a means of activity, which increasingly acquires professional features, which ensures the transformation of objective values contained in this information into personal content, that is, own knowledge as a personal asset of the future specialist, into his professional competences. The main methodical method of transferring a student to the position of a developing professional is professional positioning - the formation of a professional position even among first-year students. Quasi-professional activity gives students the opportunity to learn and actualize professional knowledge, competencies, contributes to the formation of meaningful professional motives, the development of professionally important qualities, professional thinking, the acquisition of experience in the implementation of knowledge, as well as emotional and volitional regulation.

Leading forms of such educational work in a higher education institution can be simulation, role-playing and business games, simulation tasks of real problem situations, trainings, etc. The advantage of such forms of work for the future teacher of physical education is the opportunity to "play" any pedagogical situation of professional activity from different positions of participants in the pedagogical process (teacher, student, parents, school administration, colleagues), which will allow to understand the psychology of its participants, and subconsciously level to gain some professional experience.

It follows from the above that in order to implement the specified condition, it is necessary:

- ensure the modernization of the innovative pedagogical environment of the pedagogical institution of higher education, taking into account the provisions of the Concept of the New Ukrainian School;

- to ensure the involvement of students in quasi-professional activities in the innovative and pedagogical environment of a higher education institution.

### **Summary and conclusions.**

It was established that quasi-professional activity is transitional from academic educational activity to educational and professional activity. Students do not perform professional activities, but simulate them. The main methodical method of transferring a student to the position of a developing professional is professional positioning - the formation of a professional position even among first-year students. Quasi-professional activity gives students the opportunity to learn and actualize professional knowledge, competencies, contributes to the formation of meaningful professional motives, the development of professionally important qualities, professional thinking, the acquisition of experience in the implementation of knowledge, as well as emotional and volitional regulation.

Forms of its implementation in the process of professional training of the future



physical education teacher with the aim of forming his innovation-oriented personality were also considered.

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