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**INNOVATIVE APPROACHES TO ORGANIZING THE EDUCATIONAL
PROCESS OF FUTURE PHYSICAL EDUCATION TEACHERS**

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The article deals with the problem of motivating future physical education teachers to study by means of innovative technologies as one of the necessary pedagogical conditions of professional training of specialists in the field of physical education and sports. The topicality of the problem of introducing innovative technologies into the educational process at physical education departments has been explained. The organization of innovative training included modeling real-life situations, using role-playing games, functional music, and elements of a foreign language in the process of studying the cycle of professional and practical courses. It has been identified that the conceptual strategy of forming future teachers' readiness for professional activity is to increase the students' motivation to study.

In order to introduce the selected experimental means of teaching into the educational process, the level of teaching and the desire of the students of Physical Education Department to attend the classes from the cycle of professional core subjects have been studied. The application of innovative technologies allowed to establish certain requirements for organizing and conducting practical classes. The structure of such classes involves didactic motivation, announcement of the topic and the expected learning results, provision of the necessary information, the use of the latest techniques as well as summarizing and evaluating the results of academic activity. It has

been proved that the method of teaching core subjects by means of innovative technologies facilitates the formation of profession-oriented values, skills and abilities, which are necessary for students' future professional activity.

Keywords: motivation, innovative technologies, professional training, a physical education teacher, a student, teaching.

В статье рассматривается проблема формирования мотивации к обучению будущих учителей физической культуры средствами инновационных технологий, как одной из необходимых педагогических условий профессиональной подготовки специалистов области физического воспитания и спорта. Определена актуальность проблемы внедрения инновационных технологий в учебный процесс факультетов физического воспитания. Организация инновационного обучения предусматривает моделирование жизненных ситуаций, использование ролевых игр, функциональной музыки, элементов иностранного языка в процессе изучения цикла дисциплин профессиональной и практической подготовки. Выяснено, что концептуальной стратегией формирования готовности будущих учителей к профессиональной деятельности является повышение мотивации студентов к обучению.

С целью внедрения в учебный процесс избранных экспериментальных средств обучения, предварительно определено состояние преподавания и желание посещения студентами факультета физического воспитания занятий цикла специальных дисциплин. Применение инновационных технологий позволило установить определенные требования к организации и проведению практических занятий. Структура таких занятий предусматривает дидактическую мотивацию, определение темы и

ожидаемых учебных результатов, предоставление необходимой информации, применение новейших средств, подведение итогов, оценку результатов академической деятельности. Доказано, что методика преподавания дисциплин специализации с использованием инновационных технологий способствует формированию у студентов профессионально-ориентированных ценностей, навыков и умений, необходимых для будущей профессиональной деятельности.

Ключевые слова: мотивация, инновационные технологии, профессиональная подготовка, учитель физической культуры, студент, обучение.

Introduction. The new innovative humanistic paradigm of education is based on the principles of anthropocentrism, cooperation, respect for an individual and support of his/her initiative, subjective experience, freedom of choice, creativity and self-realization, etc. The main guidelines of the state policy in the sphere of higher education are defined by the Constitution of Ukraine, the National Doctrine of the Development of Education in Ukraine in the 21st Century, the Laws of Ukraine "On Education" and "On Higher Education", "On Scientific and Technical Activity", decrees of the President of Ukraine and decisions of the Cabinet of Ministers of Ukraine [8, p. 4].

In today's conditions, the problem of development and use of human potential is studied from a qualitatively new angle. Society creates objective conditions for creative manifestations of a personality as the structural unit of society, capable of the creative transformation of the world. It is on the personal level that real human possibilities are formed and realized and can ultimately determine the opportunities of the whole society [4, p. 67].

Formation and development of competitiveness in the structure of the teacher's personality as a system-shaping feature of professional

competence gains special importance in today's higher education [1, p. 22]. According to V.Bondar, professional training of future teachers should be focused on the formation of professional knowledge and skills, providing a comprehensive description of individuals, who are capable of changing social life and themselves for the better, analyzing and evaluating the impact of these changes, and proving the significance of their ideas and innovations for other people. Intellectual and creative abilities are an important component of complex characterization of the future teacher's personality [3, p. 2]. Future professionals should be able to organize the educational process in a creative way, research into the core of the pedagogical process, master new methods of the pedagogical science, use new technology and information systems to generalize advanced pedagogical and methodological expertise, evaluate the results of their own work critically, and work creatively for the purpose of their professional self-improvement [7, p. 106].

Analysis of the structure of professional training of a physical education teacher allowed to distinguish the main professional competences and typical tasks of his/her professional activity, which, when taken into account, allow to develop the content of methodological, theoretical and practical training of a professional educator.

Motivation for studying and cognition that encourages students to demonstrate their mental activity is one of the urgent pedagogical conditions of training future physical education teachers, which makes learning deeper, more conscious and attractive [5, p. 44].

Promoting the interest in the educational process involves the implementation of numerous methodological techniques, the search for and application of various teaching technologies, namely interactive ones, which facilitate creative and involving interpretation of the students' educational activities.

Cognitive interest, in this respect, is a special type of individual interests, which embodies all the features of interest as a psychological phenomenon: its selective nature, the unity of subjective and objective components, the realization of mental, emotional and volitional processes. Specific features of cognitive interest are mainly included in its object (knowledge and the process of its acquisition).

The research objective is to provide experimental justification for the use of innovative technologies in shaping the motivation for learning and their impact on activating the students' cognitive activity. In the course of the research, the following tasks have been solved:

- to study the features of motivational activity of the students of the Physical Education Department;
- to investigate the nature and the degree of influence of innovative technologies on the formation of knowledge, skills and abilities of future physical education teachers in the process of their professional training;
- to experimentally validate the method of increasing the students' motivation for studying the curriculum content within the cycle of professional and practical training by means of role games, functional music, and elements of a foreign language.

The scientific novelty consists in the establishment of new scientific facts about the possibilities and ways of increasing the motivation of future physical education teachers to take part in educational activities using innovative technologies of physical education.

The object of the research was the process of professional training of future physical education teachers in pedagogical higher educational institutions. The subject of the study is the formation of students' motivation for learning activities.

In the course of the research, an attempt has been made to check the hypothesis that an effective formation of readiness of the future physical education teachers for professional activity is possible under the condition of improving the motivation of the Physical Education Department students to master innovative technologies.

The development of science and technology suggests that all the participants of the pedagogical process should foster new forms of communication, new ways of solving abstract and specific problems, thus transforming a high school teacher from an authoritarian translator of basic ideas into a mastermind of everyone's intellectual and creative potential growth.

Research results. As a result of the analysis of scientific and pedagogical literature, we have discovered that the future of modern professional training is closely connected with the didactic teaching system, which follows the scheme: a student - technology - a teacher, in which the teacher turns into a methodologist or a technologist, and the student becomes an active participant of the educational process.

Studying the experience of the leading researchers in the field of vocational education, we have found that cognitive activity serves as a proper personality trait of a future specialist and is an important condition for his/her self-realization.

Cognitive abilities are characterized by activity and cannot exist without activity. We believe that such aspects of activity as selectivity, motivation, energy, and need should come to the foreground.

We have proposed a method to increase the cognitive activity of future physical education teachers, which manifests itself in a coherent system with a multitude of interconnected elements that form a stable unity. It involves providing the students with a system of knowledge and the theory and methodology of vocational education, prescribed by the curricula of all

cycles of academic courses according to the State Standard of Higher Professional Education.

The essence of our proposed innovative training consisted in the fact that the didactic process took place under the conditions of constant active interaction of all students. This interaction included cooperative learning, mutual learning (within a collective or a group and learning in cooperation), where the student and the teacher are equal, equipollent subjects of educational activity. The teacher acted as the organizer of the didactic process, the leader of the group. The organization of innovative training included modeling real-life situations, using role-playing games, functional music, and elements of a foreign language in the process of studying the cycle of disciplines of professional and practical training. As a rule, the knowledge that students receive causes some difficulties with realizing it, explaining and solving specific tasks. One of the most important disadvantages of the students' knowledge is formalism, which manifests itself in the gap between the learned theoretical postulates and the ability to apply them in practice.

For the purpose of promoting the students' motivation to study, we accept the critical importance of cognitive motives, which form the basis of acquired thinking operations, but at the same time contribute to the formation of the students' cognitive activity. They manifest themselves in the encouragement of cognitive interest and are realized through satisfaction with the learning process itself and its results. Shaping cognitive motives is the leading factor in the success of cognitive activity because it helps realize the natural need.

We passed through several stages while promoting the students' motivation to study. The first stage was characterized by being aware of the incentive, namely being aware of its meaningful content, modes of action, and the result. An internalized motivation was the motivational unit proper,

represented by the need, the inclination, and the desire. The second stage was the adoption of the motive. The suggested techniques were internalized by the students and correlated with the hierarchy of their personal cognitive values for the conscious incentive to turn into a personal motive. The third stage was associated with the implementation of the motive, while its motivational function was combined with the function of satisfying needs. If the student was unable to realize the given motive, he/she experienced frustration. In the course of our research, some students demonstrated mental disorders caused by objectively overpowering difficulties in accomplishing the task and achieving the goal. As a result, self-esteem and the level of educational motivation of some students declined. At the fourth stage, the motive was fixed in the character of a student, turning into a personality trait, that is, a potential motive. The final stage in the development of motives was the actualization of potential motives, i.e. a corresponding expression of them as personality traits in the conditions of internal or external necessity.

In our opinion, the development of students' interest towards learning in the process of forming their readiness for professional activity is possible under the condition of using a complex of pedagogical innovations. Such a method of conducting classes of professional and practical training stimulates the students' harmonious development, fosters their interest in learning and reflects their determination for further educational activity.

The experimental study was aimed at optimizing the students' educational process by means of an innovative approach to learning. For the purpose of introducing the chosen ways of teaching into the educational process, a survey has been conducted among the students of the Physical Education Department, which was focused at studying the state of teaching and the students' desire to attend a series of vocational subjects, such as the theory and methods of teaching action-oriented games, the theory and

methods of teaching gymnastics, the theory and methods of teaching sport games, the theory and methods of teaching athletics, the theory and methods of teaching swimming, etc. The results of the survey revealed lack of judgement on the part of the students in assessing the need for studying the cycle of vocational subjects: 32% of the students showed indifference towards the significance and priority of mastering the curriculum requirements, 58% of the students demonstrated interest in learning, and 10% of the students refused to participate in the survey.

The next stage of the asserting experiment was to determine the level of students' success and satisfaction with the learning process. The results of interpreting the analytical material make it possible to assert that in comparison with the first year of training the motivation towards theoretical training is reduced to 30% during the fourth year of studying. Therefore, in order to promote the interest in studies, the following didactic methods have been suggested: during the preparatory part of practical classes from the professional cycle, physical exercises were accompanied by functional music; during the main part we used elements of a foreign language (English), which proved innovative by itself; during the final part role-playing games were introduced.

Over 52.6% of the respondents expressed their desire to study vocational courses with elements of functional music; 30.7% did not show any interest at all, and 16.7% were indifferent to the innovative method of conducting classes.

According to Yu. G. Kodzhaspirov, functional music, which includes specially selected musical accompaniments aimed at stimulating and regulating the activity of various body systems and one's mental state, allows to significantly intensify the educational process, improve the students' efficiency, and avoid mental stresses and associated negative

consequences by communicating positive emotions and inducing rhythmic pulsations [6, 1987, p. 4-5].

The music effect was based on the fact that rhythmic sound vibrations were associated with a sense of movement. While developing practical skills in vocational courses, such as the theory and methods of teaching gymnastics, sport games, track-and-field athletics and other kinds of motor activity, the students performed exercises listening to a structured plot melody. While doing so, they randomly demonstrated auditory-motor coordination of motor actions that facilitated performance of the exercise and improved the students' motivation to learn the material.

Specially selected musical compositions, accompanying each type of movement during the educational process, were aimed at stimulating and regulating the students' functional performance and their mental state. The physiological expression of emotions, caused by music, is associated with distributing excitement from the hypothalamic area to all effector systems. It is only in the hypothalamus that emotional excitement appears, but the whole organism, with all its systems and peripheral organs, is involved in the expression of emotions, which leads to:

- 1) emotional arousal, which initiates the body's motor activity that can satisfy the emerging need;
- 2) maintenance of motor activity by restructuring the performance of the internal organs;
- 3) emotional activity of the receptor apparatus (sense organs), which participate in meeting the needs that arise.

The use of any didactic means should coordinate well with the whole system of learning and correlate with its principles and objectives. This means that the students' actions must be motivated, and the exercises must be involving and situational, such as the characteristic features of the actual process of communication [2, p. 6].

The methodology of conducting such classes was focused on using a foreign language in the process of studying professional core subjects. At the initial stage, while studying rhythm and choreography, the students were given foreign language words defining steps (for example, *soft, sharp, high, gallop, polka*). The participants of the experiment, in their turn, pronounced the words a few times in the process of performing the task.

At the initial stage of the experiment, the classes of gymnastics were delivered to the students with the names of physical exercises from the preparatory part of the class given in English, for instance, *walking, jumping, running, bending, turning, squatting*. Gradually, the task was becoming more complicated, and the students performed combinational actions of a complex coordinating nature, trying to comment on some techniques and exercise elements in English (for example: *pull-up; cartwheel, balancing*).

During the classes of action-oriented games, the methods of teaching involved elements of separate game plots in English. The introduction of the game material in a foreign language significantly increased the emotional background of the classes and the students' motivation to accomplish didactic tasks. In addition, the students were offered an academic assignment for independent study: to select a story-based game with some elements of a foreign language.

At the classes of theory and methods of teaching sports games, the students were given fundamental (technical) elements: during the exercise, they pronounced some vocabulary items in English (for example, *throw, acceleration, catching, return*). This approach to the academic process allowed us to develop a conscious attitude to classes, which in future would trigger the students' significant progress in learning.

The procedural component of motivation acquired special significance during the game. After all, the motive of the game was in the game itself,

but not in the result. So, when the students were set a task in the form of a game, the motive of the game was in the mere process of playing, in the creation of something, that is, in the content of the activity as such. Playing rather than winning - this is a general formula for motivating the game.

However, the games also included the productive component. Like any other activity, the game demonstrated a combination of procedural and productive components of motivation.

The procedural component had a significant role. The desire to overcome difficulties in learning and to test one's strength and abilities becomes a significant personal motive. The productive component of motivation is, on the one hand, associated with determining long-term perspective goals and, on the other hand, with the students' acceptance of the goals and objectives of the activity itself. An effective motivational directive played a leading role in determining the learning process, especially if its procedural component (i.e. the process of activity) caused negative emotions. In this case, the goals and intentions, which define the final and intermediate tasks of the educational activity, came to the foreground.

In order to prepare the students for pedagogical practice, we analyzed the academic progress of the third-year students with the same level of academic training and intelligence. The young people differed only in terms of their motivation. Some of them were highly motivated: they were highly interested in the content of the activity, they were interested in learning and sought to become highly skilled specialists, striving to take the leading position in the group. Due to high motivation, these participants of the experiment study diligently and succeed in learning.

Other students (with low motivation to study) demonstrate little interest in studying, are indifferent to their own success and to their status in the group, seek no leadership, etc. As a result, they are not inclined to work a

lot and, of course, do not have high achievements and significant progress in educational activities.

As a result of the obtained data, it was discovered that the use of innovative technologies sets certain requirements for organizing and conducting practical classes. The structure of such classes included didactic motivation, announcement of the topic and the expected learning results, provision of the necessary information, the use of the latest techniques (the main part of the class), summarizing and evaluating the results of academic activity. Classes should be conducted in a way that they bring students the pleasure of learning new material and cause a conscious desire to improve their professional training both theoretically and practically. In this case, special attention should be paid to stimulating the students' cognitive activity and shaping their conscious attitude towards classes.

Manifestation of persistence among the research subjects concerning the achievement of significant results in learning the curriculum content served as the informative indicator of the increase in motivation. This also included the process of pedagogical and sporting improvement in the chosen area, namely physical shape and achieving sports categories and titles. In the process of experimental research it has been established that the higher the students' interest in learning was, the more volitional effort they managed to make in accomplishing the tasks. At the same time, the volitional effort was observed not only during classes and competitions, but also in everyday life: the students scheduled their day, demonstrated self-discipline and time-management.

After introducing our methodology of conducting classes with the elements of a foreign language and through the use of functional music and role-playing games, the performance indicators improved by 14,40% in the experimental group, whereas in the control group the progress reached only

3%. In general, after the forming experiment, the success rate was 88.70%, and the quality indicator was 62.30%. In the control group, no significant changes have been observed. For instance, the success rate was 86.10%, and the quality indicator reached 50.95%. Thus, the difference in the quality of studying the cycle of vocational courses has improved by 11.35% in the experimental group compared with the control group, which is an informative indicator of the increasing motivation to study by means of innovative technologies as demonstrated by the students of the Physical Education Department.

The experimental methodology for conducting classes benefits from the combination of up-to-date information resources and the traditional learning system.

Conclusions. The study of psychological, pedagogical and professional literature, generalization of the gained teaching experience and the conducted forming experiment made it possible to conclude that the designed technique of teaching vocational subjects by means of innovative technologies has contributed to shaping values, skills and abilities and creating an atmosphere of cooperation and interaction; it has enabled the instructor of the Physical Education Department to become a true leader of the educational group of students and feel a competent member of the teaching process.

The suggested innovative approaches to the educational process made it possible to conduct classes aimed at the students' active mastering of knowledge and developing their specific abilities and skills through a set of special organized educational and informative actions. The latter consisted in the students' active interaction and building their interpersonal communication in order to achieve the expected result.

Thus, the formation of the future physical education teacher's readiness for professional activity is a complex multifaceted process that

requires a complex unity of pedagogical components, aimed at obtaining and developing the sufficient level of competence both during the process of studying at a higher educational establishment and in practice.

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