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The Value of Supervision in The Formation of An Innovation-Oriented Personality of The Future Teacher of Physical Culture

Dmitrieva N.*

Borys Grinchenko Kyiv University, Kyiv, Ukraine

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Abstract. The purpose of the work is to reveal the importance of supervision in the formation of an innovation-oriented personality of the future teacher of physical culture in the conditions of a general educational institution. As a result of the conducted research, the essential importance of supervision in the formation of an innovation-oriented personality of the future teacher of physical culture in the conditions of a comprehensive educational institution was revealed. Supervision is a mutually beneficial form of interaction between future physical education teachers and supervisors. It should be taken into account that the observations and conclusions made do not cancel a number of issues that require further study: advantages and disadvantages of remote (online) supervision in the conditions of general educational organizations, evaluation of the quality of implemented mentoring supervision programs in the conditions of general educational organizations, risks of supervision organization, modern image of supervision through the eyes of future teachers of physical culture. Summarizing the main provisions of the article, it should be noted that supervision expands professional skills and abilities, creates conditions for professional self-development and self-realization of future physical education teachers, ensures inclusion of the best graduates in the teaching profession, strengthens their innovative development and self-development. The organization of supervision gives future physical culture teachers the means to implement the relevant functions of the subject of innovative activity and to form the ability to apply these tools in the practical activity of the physical culture teacher. That is, the goal of forming an innovation-oriented personality of the future physical culture teacher is achieved. Supervision involves the performance of a number of tasks, such as familiarization with a possible place of pedagogical practice and future workplace, assistance in satisfying professional interests, formation of one's own style of pedagogical activity (learning to draw up lesson plans-summaries, assistance in the development and selection of didactic material, application of various forms, methods and means of education, implementation and improvement of own methodology for evaluating educational results in physical education classes), training young professionals to apply knowledge, skills, and abilities in real conditions of general education organizations, determining the degree of student readiness for the pedagogical practice of a physical education teacher. The first stage, which includes the development and conduct of lessons, is of particular importance. Future physical culture teachers note attendance at classes as one of the key criteria included in the concept of "supervision".

Key words: innovative activity, pedagogical practice, supervision, physical culture and sports, physical culture teacher.

Значення супервізії у формуванні інноваційно-зорієнтованої особистості майбутнього вчителя фізичної культури

Дмітрієва Н. С.

Київський університет імені Бориса Грінченка, Київ, Україна

Анотація. Метою роботи є виявити значення супервізії у формуванні інноваційно-зорієнтованої особистості майбутнього вчителя фізичної культури в умовах загальноосвітнього навчального закладу. В результаті проведеного дослідження виявлено суттєве значення супервізії у формуванні інноваційно-зорієнтованої особистості майбутнього вчителя фізичної культури в умовах загальноосвітнього навчального закладу. Супервізія є взаємовигідною формою взаємодії між майбутніми вчителями фізичної культури та супервізорами. Слід врахувати, що зроблені спостереження та висновки не скасовують низку питань, що вимагають подальшого вивчення: переваги та недоліки дистанційної (онлайн) супервізії в умовах загальноосвітніх організацій, оцінка якості реалізованих програм супервізії наставництва в умовах загальноосвітніх організацій,

Corresponding Author: Dmitrieva Nikol Subkhanivna. Phone: +380677656199. E-mail: nikolestern@ukr.net
Borys Grinchenko Kyiv University, 18/2 Bulvarno-Kudriavska Str, Kyiv, Ukraine, 04053.

Відповідальний автор: Дмітрієва Ніколь Субханівна. Тел.: +380677656199. E-mail: nikolestern@ukr.net
Київський університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, 04053.

ризиків організації супервізії, сучасний образ супервізії очима майбутніх вчителів фізичної культури. Резюмуючи основні положення статті, слід зазначити, що супервізія розширює професійні вміння та навички, створює умови для професійного саморозвитку та самореалізації майбутніх вчителів фізичної культури, забезпечує включеність кращих випускників у професію вчителя, зміцнює їхній інноваційний розвиток та саморозвиток. Організація супервізії дає майбутнім вчителям фізичної культури засоби реалізації відповідних функцій суб'єкта інноваційної діяльності та сформуванню вміння застосовувати ці засоби у практичній діяльності вчителя фізичної культури. Тобто, досягається мета формування інноваційно-зорієнтованої особистості майбутнього вчителя фізичної культури. Супервізія має на увазі виконання низки завдань, таких як знайомство з можливим місцем педагогічної практики та майбутнім місцем роботи, допомога в задоволенні професійних інтересів, формування власного стилю педагогічної діяльності (навчання складання планів-конспектів уроків, допомога у розробці та підборі дидактичного матеріалу, застосуванні різних форм, методів та засобів навчання, впровадження та вдосконалення власної методики оцінювання навчальних результатів на заняттях фізичної культури), підготовка молодих фахівців до застосування знань, умінь, навичок у реальних умовах загальноосвітніх організацій, визначення ступеня готовності студента до педагогічної практики вчителя фізичної культури. Особливу важливість має перший етап, що включає розробку та проведення уроків. Майбутні вчителі фізичної культури відзначають відвідування уроків як один із ключових критеріїв, що входять у поняття "супервізія".

Ключові слова: інноваційна діяльність, педагогічна практика, супервізія, фізична культура і спорт, вчитель фізичної культури.

I Introduction

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 [2; 3].

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 [17; 20; 21].

It is worth noting that a physical education teacher must be a person open to new ideas, constantly improve his professional skills and be completely focused on the needs of the students he interacts with [1; 6].

It has been established that most of the works of scientists are focused on the formation of professional traits and personality qualities of a teacher, and in particular of 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, pedagogical support of this process, needs a separate, detailed study. The practice-oriented nature of the training of future teachers of physical culture in Ukraine and the involvement of general educational institutions for this ensure the integrity of the process of training future subject teachers [3]. Consequently, the introduction of mentoring as a system of great importance in the formation of professional competencies of future teachers is becoming relevant:

- the development of professional abilities,
- the improvement of pedagogical skills,
- the management of the process of preparing students.

We agree with the position that the support of a young teacher by a supervisor consists in providing theoretical and practical assistance at the workplace [4; 7; 8]. In this regard, the training of future teachers of physical culture in the conditions of general educational organizations should be carried out under the guidance of experienced specialists.

There are various approaches to the definition of supervision [11; 19; 22]. This term interprets this concept in relation to the education system as a kind of individual educational and educational work with pedagogical workers who have experience in educational organizations from 0 to 3 years [5; 10]. They also see supervision as a popular method of training and development of employees, an important element of corporate culture [15; 24]]. Such assistance to young professionals activates their professional development, the formation of their motivation for improvement and successful development in the profession [9; 12; 16]. Moreover, Supervision is a two-way, mutually enriching process, necessary for the supervisor no less than for the student [13; 14; 23].

The aim of this paper is to reveal the importance of supervision in the formation of an innovation-oriented personality of a future teacher of physical culture in the conditions of a general educational institution.

II Materials and Methods

The methodological basis for conducting this research was laid by such approaches as:

- theoretical analysis of scientific and methodological literature,
- synthesis,
- generalization,
- comparative analysis of available scientific literature investigating the research question.

To solve the purpose of the research, a theoretical analysis of pedagogical, philosophical, psychological and multidisciplinary literature was carried out.

The results of the study were formed on the basis of the conducted analysis, synthesis, comparison, generalization, systematization and observation of the students of the specialty 017 "Physical culture and sport" of pedagogical practice in general educational institutions. In order to describe the meaning and structure of the organization of supervision in the professional training of specialists in physical therapy and occupational therapy, a system-structural analysis was used.

III Results

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, revealing 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 considering 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 supervisor takes the form of accompanying conditions and an indicative basis for the pedagogical activity of the future teacher who is being formed. The contradictory 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. We focus on a specific object of professional supervision - the future teacher of physical culture. In this regard, by supervision we understand the support of the future physical education teacher in his attitudes towards the development of his potential, skills, priorities and ways of becoming in professional activity. The supervisor, for his part, shares knowledge, experience, supports the mentee in effective and efficient ways, and also acts as a designer, navigator, analyst, and consultant. It should be noted that supervision is an example of cooperation pedagogy, the essence of which is a humane and respectful attitude towards the ward, ensuring his right to choose.

Let's consider the main functions of a supervisor in a general educational organization:

- professional and educational (assistance in professional development, raising the level of methodological and general scientific training, developing pedagogical tact and observation);
- educational (active influence on the formation of value orientations, self-organization skills);
- self-educational (the supervisor continuously learns himself and looks for new content, methods and forms of work with students in order, among other things, to share experience with future teachers in the future).

Having studied the abilities, inclinations, interests, attitude towards himself on the part of students and colleagues, the supervisor seeks to become an authority for a young specialist, contributes to the activation of his self-development.

Supervision involves the performance of a number of tasks, such as getting to know a possible place of teaching practice and a future place of work, helping to meet professional interests, developing one's own style of pedagogical activity (training in compiling lesson plans, assistance in the development and selection of didactic material, the use of various forms, methods and means of teaching, introduction and improvement of own methodology for evaluating learning outcomes in physical education lessons), preparing young professionals for the application of knowledge, skills in the real conditions of general education organizations, determining the degree of readiness of a student for the pedagogical practice of a physical education teacher.

Supervision also includes assistance to future teachers in the study of the Law of Ukraine "About a new high school education", normative legal acts, the implementation of the norms of which is prescribed by state supervision in the field of education. A separate area of supervision is briefing on labor protection, safety, fire safety, familiarization with the rules of internal labor regulations; joint analysis of curricula, textbooks, teaching aids, advanced pedagogical experience of domestic and foreign educational organizations together with the future teacher of physical culture; enlightenment of the mentee in the field of new psychological and pedagogical research; support in the improvement of theoretical and practical skills, pedagogical skills in the field of physical culture.

The pedagogical practice of future physical education teachers is organized as follows:

- 1) briefing on labor protection, safety, fire safety, familiarization with the rules of internal labor regulations;
- 2) drawing up and implementation of an internship schedule, which provides for the following activities for the student: participation in the orientation conference, coordination of the schedule; visiting lessons; development of lesson notes and extracurricular activities; conducting physical education lessons; solving professional problems; preparation of a practice report; participation in the final conference;
- 3) an individual task (it corresponds to the main stages and sections of the practice) - a set of assignments, in addition to the working program of the practice, that meets its goals and objectives.

The results of pedagogical practice are drawn up by future teachers of physical culture in the form of a report as they progress through the relevant sections of the program and are presented immediately after the end of the practice. The report should contain an analysis of the work performed, the conclusions and proposals arising from it, and be distinguished by independence of judgment. In particular, information about the acquired skills, formed skills should be displayed. As an application, materials collected during the period of practice or provided by the organization, methodological developments, etc. are attached. The report is accepted by the leaders of the practice at the place of its passage, as well as curators from the higher educational institution.

Of particular importance is the first stage, which includes the development and implementation of lessons. Future teachers of physical culture note attending lessons as one of the key criteria included in the concept of "supervision".

The interaction of supervisors with future physical education teachers should be considered effective, provided that it ensures adaptation to the profession and integration into it. This is facilitated by a set of methods used in supervision: a conversation on methodological topics; discussion of various forms, methods, methods of organizing classes; design and detailed analysis of lessons; advising the future teacher on emerging issues and coordinating his work; support for creativity, independence, initiative.

In addition, we note the professionally significant qualities that future physical education teachers need to communicate with the audience: the ability to control their voice, facial expressions, body, feelings, thoughts, mood; the ability to unprepared (spontaneous) communication, the ability to anticipate pedagogical situations and their consequences; the presence of verbal abilities (development of speech, including a rich vocabulary), readiness for pedagogical improvisation.

We consider the innovation-oriented personality of the future physical culture 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.

Among the functions of the innovation-oriented personality of the future physical culture teacher, we highlight the target, motivational, creative, prognostic, transformational functions, the functions of development, the formation of innovative experience and practical orientation.

The goal function of the innovation-oriented personality of the future physical culture teacher is the realization of her innovative resource in professional and pedagogical activities. An innovative resource is understood as the totality of the results of an individual's innovative activity. The innovative resource includes subject-phenomenological and potential spheres. The first is expressed mainly in a symbolic form, which is generated by the experience of culture and human activity. The second consists of persistently reproducible grounds for allocation of innovation space, principles, types, mechanisms, determining methods, and directions of innovative activity. The innovative resource includes objective and subjective results, which is a condition for its further development. The assessment of the quality of achieving the target state of innovation potential is determined by identifying the advantage (based on the principle of efficiency) of the innovation strategy in a specific problem situation.

The target function of the innovation-oriented personality of the future physical culture teacher is manifested in the setting of tasks of obtaining new or improved scientific and educational products (programs, technologies, methods, scientific publications, results of intellectual activity), creating new objects for the implementation of innovative projects, forming innovative competence, self-development and personal growth.

The motivational function of the innovation-oriented personality of the future teacher of physical culture causes the need to implement readiness for innovative professional and pedagogical activities, the need for new forms of behavior and activities regarding the creation and use of innovative educational products, the system of relations in the scientific and educational environment of the university, as well as in one's own self-development, self-improvement and development of students. The underdevelopment of the motivational function leads to the absence of an internal motivator, interest in innovative activities, to a decrease in the desire for personal self-improvement, self-development.

The motivational function ensures the development and formation of motives and interest in the practical use in mass educational practice of the created products of intellectual activity, actualizes the cash level of the development of innovative potential, reveals the need for its development, and at the same time marks the priority directions of development with the help of targeted trainings and programs.

The creative function of the innovation-oriented personality of the future physical culture teacher creates conditions for generalization of knowledge, search for regularities and discoveries in solving assigned tasks. It expresses a potential tendency in the form of readiness to acquire creative activity in the relevant types of activity under certain external conditions. This function is manifested in the ability to have a holistic, systemic thinking, a broad outlook; to be capable of creative understanding of phenomena, independent search for truth, critical perception of contradictory ideas; to be capable of a systematic vision of pedagogical reality, analysis of one's activities, independent actions under conditions of uncertainty.

The creative function, firstly, involves the development of creative abilities in those with whom the teacher works, and secondly, it determines the creative nature of the physical education teacher. In the process of professional and pedagogical activity, the physical culture teacher faces a contradiction between the accumulated experience, changed external conditions that pose new tasks, and the impossibility of effectively solving them using traditional methods. Therefore, creativity is an integral feature of the teacher's innovative activity. It determines the optimal trajectories of self-development, personal and professional growth. The focus of the innovation-oriented personality of the future physical culture teacher on creative activity is revealed, which implies the coincidence of the motive and purpose of the activity.

The prognostic function of the innovation-oriented personality of the future physical culture teacher consists in the ability to imagine the possible result of the action before its implementation, to imagine the way of obtaining it before it is obtained; in predicting, anticipating the results of innovative activities, assessing existing conditions, determining the most likely methods of action; forecasting motivational, volitional, intellectual efforts, the probability of achieving a qualitatively new result. It is manifested in the ability of an individual to mentally fix the prerequisites for further activity in accordance with the goals and needs of the scientific and educational environment.

This function is also manifested in the subject's ability to predict the consequences of innovative activity in the professional pedagogical field, the ability to create models of the author's systems of activity according to the criteria of scientific rationality, and is a means of feedback during its design. It is manifested in the readiness to take responsibility in possible problem situations, independently and effectively solve them, the ability to forecast the demand for innovative educational products in mass educational practice.

An important function of the innovation-oriented personality of the future physical culture teacher is the transformational function or changes. According to Aristotle, activity is movement, the realization of what exists in possibility, the transition from the potentially existing (that is, the actual non-existent) to the actual existing. The essential function of innovative potential is the built-in possibility of achieving any goal, and at the same time, passivity, that is, it does not directly participate here and now in the process of achieving the goal, solving the problem, "potential" is opposed to "current" analogously to philosophical categories "possibility" and "actuality". Reality is the realization of the existing potentials of being and practice as its social form. The function of the potential, defined theoretically as the meaning of existence, purpose, necessity of the system, is its future transformation into reality.

The connection between innovative orientation and innovative activity is direct: innovative activity is a movement from innovative orientation to innovation: practical use or transformation of innovative potential in order to obtain a new product that satisfies consumer demand. Through innovative activity, potential fulfills its function. Therefore, it is possible to define innovative activity as the practical use or transformation of innovative orientation with the aim of obtaining a new product that meets educational needs.

Being involved in innovative activity, a person consciously and deliberately makes his choice, acting as its subject, in which he directs his activity to qualitative changes in activity, taking responsibility for them, for the maximum realization of innovative potential. In the process of actualizing the innovative potential of the teacher, he and those who study as subjects of innovative educational activity and their own development are transformed.

The transformational function of the innovation-oriented personality of the future physical culture teacher is connected with the development function aimed at gradually revealing him in the scientific and educational environment of the pedagogical university. The function vectorially determines the transition from one qualitative state to another, from the old to the new, is characterized by a focus on the productivity and creativity of innovative pedagogical and scientific-pedagogical activity, a focus on designing changes in self-development and personal and professional growth as its essential characteristic.

In the process of implementing the function of forming an innovation-oriented personality of the future physical culture teacher, a strategy is formulated, development programs are determined, which ensure a holistic psychological and pedagogical educational process.

Technologically, this is carried out through the innovative activity of students, young scientists and teachers, individual or joint, which consists in the creation, implementation and distribution of a qualitatively new educational product that has an educational effect that exceeds the previous one. At the same time, the personality develops its internal, individual-psychological and external potential, and the specially organized scientific and educational environment of the university, psychological-pedagogical support and educational programs contribute to the optimal formation of the innovation-oriented personality of the future physical culture teacher in it. The action of the developmental function is manifested in personal, intellectual, behavioral and activity properties. The developing function of the innovation-oriented personality of the future teacher of physical culture provides meaningful content and progressive development of it as a special system.

The development function is related to the formation of the professional position of the physical culture teacher as a set of value relations of the subject of education to innovative activity, himself as an individual and a professional. It is manifested in the understanding of the essence and social significance of innovations in education, in the presence of a constant interest and need for innovative pedagogical activities, in the understanding of responsibility for the results of one's professional creativity, in the desire for constant professional growth, acquisition of new knowledge, including in various fields ; in the pursuit of self-improvement (self-discovery, self-control, self-evaluation, self-regulation, and self-development), the pursuit of creative self-realization due to the demand for created educational products.

The function of forming innovative professional-oriented experience is related to the immersion of the subject of education in the content of his own innovative activity. It is about gaining experience in the way of individual and social existence in the scientific and educational environment in higher education institutions and specific innovative activity, about the selection of forms and methods of such existence, which allows for the effective development of the necessary skills and abilities, forms the competencies of innovative activity, actualizes creative abilities. Underdevelopment of the function of forming innovative experience leads to inability, to insecurity, to uncertainty in life, to weak knowledge, inability to work with students. The vast majority of this function leads to excessive self-sufficiency of the teacher, his insensitivity to the opinions of others.

Implementation of the function ensures the transmission of innovative experience (dissemination in educational practice); its localization, which involves the description of innovative ideas and ways of changing pedagogical practice; animation, which allows you to adapt innovative experience and transfer it to mass educational practice; consulting subjects of innovative pedagogical and scientific-pedagogical activity, ready to borrow innovative experience in the form of educational products (programs, projects, methods, technologies, etc.), regarding providing them with psychological-pedagogical and methodological assistance in the technologicalization of generalization and presentation of innovative experience, as well as tutoring and examinations.

The practice-orientation function is manifested in the readiness of the individual to generate new knowledge in the field of innovation and use it for the needs of educational practice in the course of setting and solving new tasks, in the possession of creative methods of performing innovative activities for the effective solution of specific problems within the framework of educational practice, in the applicability of the formed complex innovative skills, innovative experience and competence.

This function integrates the actualization of the innovative potential of the individual into the scientific and educational environment of the pedagogical university, i.e. connects knowledge, skills, personal qualities, innovative competences, creativity in innovative experience. The function of practical orientation evaluates the consequences of the practical use of results and predicts the dynamics of the effectiveness of an innovative product in the conditions of a scientific and educational environment.

Let's move on to consider the problem of structuring the innovation-oriented personality of the future physical culture teacher as a subject in innovative pedagogical and scientific-pedagogical activities. Solving this task, we turned to studies that highlight core personal education in the logical and essential construct of the innovative potential of the individual.

Innovative orientation is an important characteristic of a modern personality and is a personal resource capable of being actualized and put into action to achieve the desired result under optimal conditions for the development of personal abilities, as well as the ability of the individual in the field of setting and solving the tasks of his activity.

The general structure of the innovation-oriented personality of the future physical education teacher is considered considering the regularities of the functioning of the motivational, emotional and volitional spheres, cognitive processes (divergence of thinking, degree of rigidity of mental processes, etc.), individual characteristics (ability to creativity, internality in decision-making) of the subject activity.

We distinguish the following components as parameters of innovative orientation: technological, creative, motivational, emotional, cognitive, regulatory.

The innovation-oriented personality of the future physical culture teacher 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: creativity, innovativeness and creativity. Separated components with different forms of activity. Considering the main stages of innovative activity, the integrative components of the innovation-oriented personality of the future teacher of physical culture can be represented by three different forms of activity: intellectual, activity and value-motivational.

IV Discussion

The systematic approach used in our study involves consideration of the physical culture teacher's personality as a subject of pedagogical activity, as a whole multi-level reality. It allows to consider the teacher's personality as a system of functioning of his professional qualities and properties, actualized states and at the

same time as a structure, hierarchical tendency of his behavioral, emotional-sensory and mental processes and as a unity of its structural and functional components [3].

So, it follows from what has been said that the formation of the teacher's personality as a subject of pedagogical activity has a structural character. Thus, the teacher's self-esteem, on the one hand, is a multidimensional hierarchically organized integrity, has a specific structure in which "the professional and pedagogical orientation forms a framework around which the main properties of the teacher's personality are composed" [18]. On the other hand, we consider it as a system of functioning of personal and professional qualities, abilities [20; 24].

The mentioned considerations make it possible to define two interrelated and complementary models of the subject position of the personality of the physical culture teacher.

The first model defines the system structure of the personality, which presents its most important characteristics (qualities and properties) as a subject of pedagogical activity. Here we fully share the opinion about the illegality of defining the main psychological core of a personality, its psychological structure only by the structure and nature of its subject-practical activity. As a subject of activity, a physical education teacher must have a number of basic professionally significant qualities, among which humanistic potential and professional-pedagogical orientation, qualities and properties that determine self-organization and self-governance of an individual, psychological-pedagogical knowledge, professional consciousness and self-knowledge are of priority. At the same time, it should be noted that the structure of the teacher acquires harmony not on the basis of "proportional and "proportional development of all its qualities, but on the maximum development of those abilities that create the dominant orientation of the teacher's personality, which gives meaning to his entire life and activity [17]. Such an integrating force that harmonizes the manifestation of the basic qualities of the physical culture teacher's personality is, in our opinion, the professional and pedagogical orientation. Its presence and degree of development are subjective conditions of professional activity and qualified performance of official functions by a physical culture teacher. As an integrative quality, professional orientation includes love for children, inclination to work with them, the need for pedagogical activity, fairness, pedagogical maturity and observation, pedagogical tact and other qualities that characterize the social and professional position of a physical education teacher. Their formation guarantees progress in the development of other professional qualities of a physical education teacher.

Professional-pedagogical orientation is manifested in the need for pedagogical activity, in stable interests, psychological readiness for it, in a constant desire to master the profession.

Also, the teacher's model is determined by his functions as a subject of activity, the structural hierarchy of the teacher's practical, praxeological and mental pedagogical activity in the unity of their interconnected manifestation. So, we can talk about the systemic and level nature of pedagogical activity, the structure of which is determined by external subject, praxeological and pedagogical thinking. The implementation of these forms of activity is based on one general idea - the development of activity and independence of the children themselves, the development of their activities. Regulating the children's activities, the physical education teacher uses a variety of methods on the students, related to the creation of such conditions in the process of education and upbringing, which contributed to the organization of the independence of the children themselves. At the same time, the teacher's choice of pedagogical tools should be based on the diagnosis and forecast of the pedagogical situation. Only after delving into the essence of pedagogical phenomena, understanding the regularities of the pedagogical process, in which the main goal is the development of the student's personality, correctly assessing one's pedagogical potential, one can choose the necessary methods for students, determine pedagogical tools and apply them. Therefore, practical pedagogical activity is always accompanied by praxeological and intellectual pedagogical activity [1; 15].

The updating of these types of activities allows the physical culture teacher to study the course and result of his activities, evaluate his actions and their results from the point of view of socially approved actions, carry out error analysis, build and implement a plan for his professional development.

The transformation of these provisions into the characteristics of the subject of pedagogical activity allows us to judge that pedagogical activity appears not only as a manifestation of the integral properties of the physical culture teacher's personality in the totality of its structural components, but also as the unity and interaction of the external and internal, material and ideal, non-mental (technological) and mental [12], and not simply as the external side of human behavior, which is determined purely rationally.

Pedagogical activity acts as a connecting link, figuratively speaking, a driving belt that connects two mutually determining concepts: "personality of the teacher" and "pedagogical object". Through activity, there are "overflows" of the subject's influence on the object and, conversely, the surrounding world on the person. This communication is multi-level and multi-channel [4].

Each level and type of connections solves a very specific task, but it is obvious that pedagogical activity acts as a link through which "overflows" of information and signals are carried out from one system to another and which determines their harmonious functioning. This aspect of the relationship can be further studied, because one of the characteristics of the educational process aimed at the formation of the teacher's personality can be seen here [5].

At the same time, it is important to see that this is only one of theses in which the object of research is presented in a logically condensed form as a starting principle. Therefore, the idea should be reinforced with concrete material, elaborated and deepened in principle. The stated thesis is also relevant because there are very good reasons for opposing the principle of activity in the formation of personality. As already mentioned above, today there is no denying the truth that the fullness of a person's existence is not exhausted by activity, since there are processes that fall out of an active attitude to the world [9]. It is obvious that the implementation of the personal approach involves the creation of conditions for the self-development of the teacher's personality, which is possible provided that he becomes the subject of the activity. The subject cannot self-determine without activity, which acts as the most important form of his activity, which organizes and implements his being, is one of the leading ways of his existence.

An important methodological conclusion emerges from the analysis of the relationship between personality and activity, the formation and dynamics of their development, that the activity changes not only the object itself, but also the subject's position (attitude) towards the object. This means that the activity itself has a dynamic nature: that is, the life positions of the subject to the object change according to the course of the activity. In this sense, activity is an open system for personality formation [23]. This finding is important for our study. It indicates the main ways and conditions for the formation of an innovation-oriented personality of a physical culture teacher.

An active approach to the problem of forming a person in general and as a future teacher involves the study of the subject in relation to the object of activity. For pedagogy and pedagogical practice, consideration of the relationship between the two sides of the activity is of particular importance [3; 10].

The analysis of the content, structure and functions of pedagogical activity is indirectly reflected by a chain of categories: "pedagogical system", "pedagogical process", "pedagogical activity", "subject of pedagogical activity". If systemic attitudes to the pedagogical process have already been developed by domestic science, other categories, especially "pedagogical activity" and "subject of pedagogical activity", are still under development. The relationship between them can be considered as a relationship between a substance (subject) and its attribute (activity). Without going into details, we note that one of the serious problems of philosophy and other sciences is the correct selection of the subject and its attributes. Often an attribute is taken for a substance [3]. In our case, we are talking about the need for a clear demarcation of two close categories - "pedagogical activity" and "subject of pedagogical activity".

V Conclusion

Thus, as a result of the conducted research, the essential importance of supervision in the formation of an innovation-oriented personality of the future physical culture teacher in the conditions of a general educational institution was revealed. Supervision is a mutually beneficial form of interaction between future physical education teachers and supervisors. It should be taken into account that the observations and conclusions made do not negate a number of issues that require further study: the advantages and disadvantages of remote (online) supervision in the context of general education institutions, the assessment of the quality of ongoing mentoring supervision programs in the context of general education institutions, the risks of organizing supervision, the modern image of supervision through the eyes of future physical education teachers. Summarizing the main provisions of the article, it should be noted that supervision expands professional skills and abilities, creates conditions for professional self-development and self-realization of future teachers of physical education, ensures the involvement of the best graduates in the teaching profession, strengthens their innovative development and self-development.

Separately, it should be noted that the organization of supervision gives future physical culture teachers the means to implement the relevant functions of the subject of innovative activity and to form the ability to apply these tools in the practical activity of the physical culture teacher. That is, the goal of forming an innovation-oriented personality of the future physical culture teacher is achieved.

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Дмітрієва Ніколь Субханівна.

Аспірант,
Київський університет імені Бориса Грінченка,
вул. Бульварно-Кудрявська, 18/2, Київ, 04053.
Тел.: +380677656199. E-mail: nikolestern@ukr.net

Dmitriieva Nikol Subkhanivna.

PhD student,
Borys Grinchenko Kyiv University,
18/2 Bulvarno-Kudriavska Str, Kyiv, Ukraine, 04053.
Phone: +380677656199. E-mail: nikolestern@ukr.net

ORCID: 0000-0001-6492-3371
Researcher ID: AAC-4564-2019

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