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**FORMATION OF INDIVIDUAL STYLE OF FUTURE TEACHERS  
PROFESSIONAL ACTIVITY: PEDAGOGICAL SITUATIONS SIMULATION**

**ФОРМУВАННЯ ІНДИВІДУАЛЬНОГО СТИЛЮ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ  
МАЙБУТНІХ УЧИТЕЛІВ: МОДЕЛЮВАННЯ ПЕДАГОГІЧНИХ СИТУАЦІЙ**

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## ABSTRACT

*The article outlines the current problems of professional training of future physical education teachers in universities. It is noted that their professional training acquires special significance in the current conditions of socio-economic and socio-cultural transformations in the country and the world. The system of professional training of future teachers of this profile requires updating the content, finding additional methods, forms, and means of teaching that will contribute to the formation of their individual style of professional activity. Such needs are due to changes in the pedagogical field, updating the requirements for physical education teachers, presented in official government documents. It has been proven that modelling is an effective teaching method. Its importance in the process of professional training of future physical education teachers is emphasized. The purpose of such training is not only the acquisition of the necessary amount of theoretical knowledge but also the formation of future teachers' individual style of professional activity as an effective means of adaptation and self-realization in the realities of a modern school. The article summarizes the data of theoretical analysis of pedagogical and scientific-methodical literature on the modelling of pedagogical situations. The essence of modelling as an important factor in the formation of the individual style of professional activity of the future teacher is analysed. It is proved that pedagogical situations should be used in lectures, seminars, and practical classes, especially before preparation for pedagogical practice. It is determined that effective methods of solving pedagogical situations are role-playing games, discussions with the analysis of specific situations, which deepen the knowledge of the discussed problem, activate the creative potential of future teachers. It is concluded that modelling is an important prerequisite and means of effective formation of individual style of professional activity of future physical education teachers in higher education institutions. The approaches of different authors to the peculiarities of modelling different pedagogical situations and their impact on the professional development of future teachers are summarized.*

**Key words:** model, modelling, individual style of professional activity, pedagogical situations, physical education teacher.

**Introduction.** The formation of the modern system of higher education in Ukraine is influenced by numerous socio-economic and socio-cultural transformations taking place in the country and the world. The issue of the cultivation of creative activity personalities capable of functioning in various spheres of life in higher education institutions remains relevant. By creating appropriate learning conditions, teachers can predict the expected results of the cultivation of individual and personal characteristics of future teachers.

In the field of philosophical, psychological, pedagogical, sociological, and other related disciplines, the issue of forming an individual style of professional activity of future teachers is relevant. In this direction, extensive scientific research is being conducted on the most effective mechanisms and algorithms for the formation and further development of the individual style of the teacher. Scholars emphasize the importance of the style of professional activity inherent in the institution of higher education, as a leading factor in the successful adaptation of the individual to the realities of a modern school.

Teachers who can respond quickly to changes in the education system remain in demand. Teachers who understand the content of integration processes taking place in the world community, and have an active worldview,

can create an appropriate educational and developmental environment for their students. Performing their professional tasks, teachers with an established style of professional activity, through the manifestation of their individuality, can fill traditional approaches in the organization and conduct lessons with a creative, innovative component.

The need to increase the professional training level of future teachers, in particular in physical education, is conceptualized in the Constitution of Ukraine, laws, and other current documents governing activities in the education and physical culture field. Thus, the Law of Ukraine «On Physical Culture and Sports» (1993) emphasizes that the priority of the humanitarian policy of the state is the comprehensive development of the individual, the result of which should be the achievement of physical and spiritual perfection. Based on this, the purpose of physical culture in education is to develop the physical health of pupils and students, the formation of their mental and physical abilities through the use of various means and forms of physical education, mass sports.

These goals are expressed in the Law of Ukraine «On Education» (2014), which states that pedagogical and scientific-pedagogical workers should promote the development of abilities of students and develop in them the skills of a healthy lifestyle. That is why to achieve this goal and other educational tasks, they must constantly improve the level of their general culture and professional skills.

The importance of the issue of forming an individual style of professional activity of future physical education teachers is also pointed out by the Law of Ukraine «On Higher Education»; Presidential Decree «On the National Strategy for Physical Activity in Ukraine until 2025», «Physical activity – a healthy lifestyle – a healthy nation» (2016), the Concept of the New Ukrainian School (2017) and other legislative documents.

When preparing future teachers for professional activities, it is very important to model and test pedagogical situations close to the real conditions of activity in a modern school. Regardless of how the pedagogical situation is modelled, the effect of its influence will directly depend on the abilities and knowledge of the teacher, his/she style of professional activity (Ziazun, 2000). Thus, the problem of forming an individual style of professional activity of future physical education teachers through modelling of pedagogical situations remains relevant in the social-humanitarian and normative-legislative plane.

**The purpose of the study:** to substantiate the importance of modelling pedagogical situations in the formation of individual style of professional activity of future teachers of physical culture in higher education.

**Research methods and techniques.** To achieve this goal, research methods were used: theoretical analysis and semantic-theoretical generalization. Thus, the theoretical analysis of psychological, pedagogical, and scientific literature was used to compare different approaches of scientists in solving the outlined issue of scientific research. The semantic-theoretical generalization allowed to structure the collected information, to formulate conclusions and prospects of further scientific investigations in this direction.

**Results of the discussion.** The task of training future professionals for their professional activities is relevant for universities both in Ukraine and abroad

(Nestorenko, 2020; Ostenda etc., 2018). Some researchers consider modelling as one of the phases of designing any system, the mandatory components of which he considers the construction, analysis, and optimization of models (Kovalenko, 2014). The author suggests understanding a model as a certain image or analogue of an imaginary or conditional object, process, or phenomenon. Other researchers consider modelling pedagogical situations as an effective means of preparation for communication (Bereziuk, 2009). According to her, its use contributes to the formation of participants in the educational process of positive motives for communication, learning theoretical knowledge, and practical actions.

The role of modelling pedagogical situations in the professional training of future teachers is described by Krasiuk (Krasiuk, 2017). The author notes that only if the student is involved in the solution of pedagogical situations, as close as possible to the conditions of the future profession, it will be possible to educate a creative, proactive, and self-critical teacher. Also, the author proposes to consider the modelling of pedagogical situations as the process of creating such situations models. She argues, that in this process real objects are replaced by symbols, and their relationships are formed not naturally but are organized by the teacher, i.e. are conditional. According to the author, the preparation of future teachers for modelling pedagogical situations should be based on the implementation of the principles of systematization, diagnostics, optimality, variability, and humanism.

We believe that to compensate for the differences between existent and simulated situations, the latter must be designed so that it fully reproduces exactly the actions that the teacher performs in his workplace in real conditions. That is why the simulated situation should adequately reproduce the content of the real pedagogical activity of the teacher, and the relationship of participants in the educational process should be related to the actual learning activities.

Some researchers consider that the modelling of pedagogical situations should be considered as a problematic didactic method that describes or clearly demonstrates a certain situational problem of professional activity, with elements of contradiction (Maksymenko & Salyha, 2021). In the process of solving the problem, the student must first learn to identify existing contradictions, then identify the purpose of the pedagogical situation and find the most effective ways to solve it.

The process of developing pedagogical situations involves their targeted, meaningful, technological, and procedural, and control and evaluation content. Immersed in the conditions of the problem, students try to solve it, updating their acquired knowledge and skills. Participation in such situational tasks and finding effective ways to solve them help to form in the student a holistic view of future pedagogical activities. Scientists recommend using pedagogical situations during classroom classes, in the process of independent training, and during pedagogical practice. It is in the course of pedagogical practice that students have the opportunity to refine and consolidate their professional knowledge and skills, to form a holistic view of the future profession, and to practice their style of professional activity. By

involving students in solving real and conditionally created pedagogical situations, the teacher can purposefully influence their stimulation to the manifestation of creativity, independence, activity. The process of preparation and solution of the simulated pedagogical situation always takes place with the participation of two parties: the teacher and the student.

A creative approach to solving the tasks is the key to the success of the process of forming an individual style of professional activity. Throughout the period of preparation of the student for pedagogical practice, the teacher must monitor and correct the process of transforming educational activities into professional ones. In this case, the levels of realization of the theoretical knowledge acquired by students, the formation of ISPD, the manifestation of personal activity in the professional space are subject to control. If the teacher notices certain deviations that may affect the process of forming the ISPD, he can make the necessary adjustments. It is important that the control and correction of assessment is carried out not only by the teacher but also by the student himself according to the criteria selected for him. Pedagogical situations modelling in the process of professional training of future physical education teachers guarantees a productive combination of pedagogical theory with pedagogical practice at school. We should not expect a rapid transfer of theoretical knowledge into practice. This process is long and takes place mostly through a number of transitional links and stages.

Most often, the knowledge that a student acquires from different types of disciplines is based on the internal logic of certain scientific disciplines. Usually, such knowledge is the result of solving scientific and theoretical problems in a particular discipline and is quite generalized. That is why the practical activities of the future teacher in the process of pedagogical practice allow you to turn this knowledge into practical skills. Active involvement of the student in practical activities allows to synthesize and combine knowledge around a specific problem, which is diverse and holistic, and as a result, translate them into the language of practical actions and real practical situations. That is why modelling pedagogical situations in the process of professional training of future teachers, through their analysis, designing behaviours, and playing appropriate roles makes it possible to transform and synthesize knowledge before direct practice in school.

The pedagogical situations used in the process of training physical education teachers are educational in their content and functions. They are aimed at purposeful training of students in practical skills, the formation of their style of professional activity, and the development of pedagogical skills. During pedagogical practice, a student trainee can be affected by a significant number of factors and a variety of conditions that he must take into account in the process of making a particular decision. If a student has a significant body of theoretical knowledge and practical skills, whose decisions are reasonable and considered. Those students who have a low level of knowledge and practical skills are forced to make decisions intuitively. These decisions are not always correct and can have undesirable consequences. Modelling pedagogical situations in the process of

professional training, in contrast to real practice, allows the student to avoid responsibility for decisions. Since the process of modelling pedagogical situations takes place with the direct participation and control of the teacher, it is possible to quickly correct the decisions made by the student. Thus, the rational solution of the pedagogical situation chosen by joint efforts promotes an increase in the degree of emotional and personal involvement of students in the active teaching.

We can say that by involving students in the process of modelling and solving pedagogical situations, the principle of unity of consciousness and behaviour as the basis of individual style of professional activity is consciously realized. Such replays of situations typical of a modern school, which can take place in physical education classes, allow students to consolidate the orientations that affect the stability of their professional behaviour in different situational circumstances. Through independent modelling of pedagogical situations, the student activates the formation of value orientations, gives them a certain direction, and can be convinced of the feasibility of their future professional self-improvement.

There are traditionally three stages in the management of the process of modelling pedagogical situations. Thus, Bereziuk proposes to influence this process through the preparatory, training, and creative stages (Bereziuk, 2009). At the first stage, on the author's recommendation, the teacher should create appropriate conditions for the acquisition of theoretical and operational knowledge necessary for the student for further modelling. Already at this stage, students must learn to independently model simple pedagogical situations of the reproductive type. In the second, training stage, attention should be focused on the further development of the pedagogical position of the student, through mastering the system of skills and abilities of modelling pedagogical situations of projective and constructive types. Consolidating their theoretical knowledge, the student gradually moves to model more complex pedagogical situations. At the third, creative stage, future teachers creatively, independently model pedagogical situations of different levels of complexity and determine the most effective ways out of them. Supporting the process stages of modelling pedagogical situations, proposed by Bereziuk, we distinguish the preparatory, practical, and creative stages.

At the *preparatory stage*, it is advisable to analyse and evaluate pedagogical situations. To do this, students are invited to try to simulate simple pedagogical situations that they have personally encountered or observed in their own lives. Along with the explanation of the theoretical material, pedagogical tasks are formulated. In the process of teaching theoretical material, it is necessary to pay special attention to students' understanding of the essence of the process of forming an individual style of professional activity. This requires the use of problematic questions, elements of conversation, and discussion, which would summarize and compare the essence of the learned material.

Using some problematic issues and tasks of an independent nature, it is significant to promote their expansion and transformation into a system of pedagogical situations.

*The practical stage* of the process of modelling pedagogical situations begins with students solving simple problems of a reproductive nature. Depending on the situation and the complexity of the proposed task, students can be provided with templates for answering questions. These answers are usually simple mechanical clues, and students remembering them, easily cope with the task. It should be noted that the answers to such questions do not always have to be correct. They can also be wrong. In this case an example is the question of how the individual style of the teacher can influence the resolution of the situation between the teacher and the student. This construction of the question encourages students to reflexive actions and search for a reasonable answer. To do this, students are forced to update not only the knowledge acquired from the theory of a phenomenon, but also must be able to analyse certain details and circumstances that accompany it.

We believe that it is due to such issues that students' knowledge and experience are synthesized, which motivates them to think extraordinarily. They are beginning to feel the need to master modelling skills and create new ways of solving pedagogical situations.

In the process of modelling pedagogical situations, students should be gradually included in the process of active discussion and dialogue in solving pedagogical situations of different orientations. This allows them to open a wide range of ideas and ideas in solving the problem.

Future physical education teachers are offered, among other things, situations with ready-made tasks and solutions. In such cases, students are left to choose the right decision at their discretion. This version of modelling the pedagogical situation allows the teacher to influence students by engaging in its discussion. Through communication with students, the teacher has the opportunity to direct their reflection in the right direction. However, in this way, the teacher does not impose his point of view, but on the contrary, allows the student to choose the right decision, in his opinion. The advantage of such modelling of pedagogical situations is that the student is free to defend their own life and professional position, guided by their beliefs and views. In the process of professional training, we can actively turn to situations-illustrations, situations-exercises, situations-problems, situations-assessments, situations-sketches, role situations. Thus, the use of tasks-situations in the educational process requires the student to perform the direct role of teacher. This practical approbation of the role of a teacher accelerates the process of his entry into the profession, his mastery of the techniques of pedagogical skills, and determines the level of formation of individual style of professional activity.

For preparing the student for productive pedagogical practice, it is recommended to actively use business and role-playing games, discussions. In this case, the discussion, on the one hand, serves as a method of acquiring knowledge, consolidating them, and developing skills, on the other hand, a method of developing mental functions, creativity, and personal qualities of students. During the discussions, the student develops the ability to evaluate themselves from the standpoint of others and their position. At

the end of this stage, students' attention should be focused on solving more complex pedagogical situations of projective and constructive types. Students learn to compare existing pedagogical facts, justify the choice of the chosen solution to the pedagogical situation, analyse the possible impact of identified pedagogical factors on the course of events. It is very important during this period to involve them in pedagogical training, with the solution of tasks of reproductive and partial search nature.

At *the creative stage*, students are allowed to independently model and solve pedagogical situations of different levels of complexity. At this stage, according Bereziuk, it is important not just to work out specific pedagogical situations, but to go through their transformation into a conditional pedagogical situation that occurs in the modern school. It is important that the process of modelling pedagogical situations is based on the personal interest of the student and his desire to solve it creatively. Coercion in this case will have only the opposite effect, demotivating the student to further training. That is why it is important to involve students in solving pedagogical situations through group and individual work in the form of games, with subsequent testing in real school languages and direct contact with other participants in the educational process, especially with students.

**Conclusion.** Thus, the research showed that the formation of individual style of professional activity of the future teacher of physical culture is not possible without the introduction into the educational process of modelling pedagogical situations. It is important that in the process of professional training of students, teachers enrich the content of disciplines they teach with knowledge of modelling pedagogical situations. Students' independent modelling of pedagogical situations and finding ways to solve them effectively is the key to the successful formation of an individual style of professional activity. Only through the introduction of pedagogical situations in all blocks of professional training of future physical education teachers can actualize his work and desire for self-realization. The use of simulated pedagogical situations in the educational process of modern higher education institutions will contribute to the formation of a future teacher's productive individual style of professional activity.

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### **АНОТАЦІЯ**

У статті окреслено актуальні проблеми професійної підготовки майбутніх учителів фізичної культури в закладах вищої освіти. Зазначено, що цей процес набуває особливого значення в сучасних умовах суспільно-економічних та соціокультурних трансформацій, які відбуваються в країні та світі. Система професійної підготовки майбутніх учителів вказаного профілю потребує оновлення змісту, пошуку додаткових методів, форм та засобів навчання, які сприятимуть формуванню індивідуального стилю професійної діяльності. Такі потреби зумовлені змінами, що відбуваються у зв'язку з оновленням вимог до вчителів фізичної культури, представлених в офіційних державних документах. Доведено, що моделювання є дієвим методом навчання. Підкреслюється його значення в процесі професійної підготовки майбутніх вчителів фізичної культури. Метою такої підготовки є не лише засвоєння необхідного обсягу теоретичних знань, а й формування в майбутніх учителів індивідуального стилю професійної діяльності як ефективного засобу адаптування та самореалізації в умовах реалій сучасної школи. У статті узагальнено дані теоретичного аналізу педагогічної та науково-методичної літератури щодо моделювання педагогічних ситуацій. Проаналізовано сутність моделювання як важливого чинника формування індивідуального стилю професійної діяльності майбутнього вчителя. Доведено, що педагогічні ситуації доцільно застосовувати на лекційних, семінарських та практичних заняттях, особливо перед підготовкою до педагогічної практики. Визначено, що дієвими методами розв'язання педагогічних ситуацій є рольові ігри, дискусії з аналізом конкретних ситуацій, які поглиблюють знання з обговорюваної проблеми, активізують творчий потенціал майбутніх учителів. Зроблено висновок про те, що моделювання є важливою передумовою та засобом ефективного формування індивідуального стилю професійної діяльності майбутніх учителів фізичної культури в закладах вищої освіти. Узагальнено підходи різних авторів щодо особливостей моделювання різних педагогічних ситуацій та їх вплив на професійне становлення майбутнього вчителя.

**Ключові слова:** модель, моделювання, індивідуальний стиль професійної діяльності, педагогічні ситуації, учитель фізичної культури.