

CHAPTER III.
METHODOLOGICAL ASPECTS OF DESIGNING
THE INDIVIDUAL TRAJECTORY OF TEACHER'S PROFESSIONAL
DEVELOPMENT

UDC 378.091.21..796

DOI 10.36074/d-oblippo.monograph-2021.06

Dolinskyi Boris,

Doctor of Pedagogic Sciences, Professor

ORCID iD <https://orcid.org/0000-0002-3745-2460>

Todorova Valentina,

Doctor of Sciences in Physical Education and Sports, Professor

ORCID iD <https://orcid.org/0000-0002-3240-6983>

Bukhovets Bozhena,

Candidate of Sciences in Physical Education and Sports (Ph. D.)

ORCID iD <https://orcid.org/0000-0003-2386-3995>

Pogorelova Olena

Candidate of Philosophical Sciences (Ph. D.), Docent

ORCID iD <https://orcid.org/0000-0002-8275-8661>

Borshchenko Valeriia

Candidate of Pedagogic Sciences (Ph. D.), Docent

ORCID iD <https://orcid.org/0000-0001-6102-3845>

South Ukrainian National

Pedagogical University named by K. D. Yshynskyi, Ukraine

PREPARATION OF FUTURE PHYSICAL EDUCATION TEACHERS
FOR THE APPLICATION OF INDIVIDUAL EDUCATIONAL
TRAJECTORIES OF STUDENTS' ACTIVITIES IN THE
EDUCATIONAL PROCESS

Abstract. Main objective. Theoretically substantiate and experimentally test the model and methods of training future teachers of Physical Culture. The pedagogical factors of future teachers of Physical Culture training to the implementation of individual educational trajectories in the educative process. The thesis deals with the problem of future teachers of Physical Culture training to the implementation of individual educational trajectories in the students' activity.

Future teachers of Physical Culture preparedness to the implementation of individual educational trajectories of students' activity" has been defined, the concepts " future teachers, individual educational trajectory, educational environment have been defined; the essence and the structure (motivational,

cognitive, activity and reflexive components) of future teachers preparedness to the implementation of individual educational trajectories of students' activity have been revealed.

Methodology. Literature analysis, pedagogical research.

Results The pedagogical factors of future teachers' of Physical Education training to the implementation of individual educational trajectories in the educative process.

Significance. Organization of future teachers' of individual work according to individual educational trajectories have been theoretically substantiated.

***Key words:** future teachers of Physical Culture, pedagogical factors, individual educational trajectory.*

Introduction.

Modern transformations in politics, sociology, economy, taking place in Ukraine, primarily influence on the changes in the educational system. The Laws of Ukraine "On Education", "On Higher Education", as well as the National Strategy for the Development of Education of Ukraine state that the main values of education are focused on the child and the formation of such qualities that ensure its readiness for social and professional self-determination [3].

It should be mentioned that under changing conditions of the teacher – child interactions, the emphasis shifts on the predominant development of the subject-conditioned cognitive abilities of the student. Thus, the condition realization are required the child's personality individual development become impossible [10].

The modern school provides its gradulators high-quality education. Also, personal significant knowledge and methods of the child's activities are formed at school [8].

The development of an individual educational trajectory of each student can help to improve the teacher's professional activity. However, unfortunately, modern teachers do not pay enough attention to the individual educational

trajectory's development. The reason might be that the teachers are simply not ready for such activities yet [6].

Higher pedagogical educational institution teachers face the task of future teachers' preparation for the use of individual educational trajectories in further professional activities, and the physical education teacher are not the exception, [3].

Thereby, the main goal of the modern educational system is its students' orientation and meeting their individual educational needs. Studying for individual educational programs is a relevant task today [1].

The individual educational trajectory underlies the specialized education concept. The use of an individual curriculum allows realizing various personal educational needs of students, their families, vocational education institutions and comprehensive institutions of different types [10].

Today, a significant place in modern research is occupied by the problem of the educational process individualization, the individual educational trajectories development and implementation in the students' training [4].

Independent activities play an important role in future teachers of physical education preparation for the use of individual educational trajectories, since such activities give opportunities to involve each student, all the participants in such situations that take into account dynamism, changes of pedagogical actions and their instability [8].

Thus, the higher educational institutions face the task of qualified training of future teachers. Moreover, the field of physical education in particular sports is not an exception. It is necessary to educate future physical education teachers just for the development and implementation of individual students' educational trajectories [2].

Higher educational institution teachers should teach future physical education teachers to develop their own individual educational trajectory as much as possible. This trajectory primarily has to promote their self-development and self-realization in the future professional activities [10].

It should be noticed that the problem of teachers' educational activities individualization in various spheres was considered in the scientific works of domestic and foreign scientists [4].

Scientists substantiate that the individual educational trajectory is a certain modernized approach to every student, taking into account his individual and psychological characteristics, character properties and temperament in the learning process [6].

Modern scientists also separate the problem of the educational activities individualization in the system of students' independent work. Scientists also examine the problem of formation of individual educational trajectories of students on the different approaches basis [8].

It should be mentioned that scientists in their proceedings increasingly began to associate the students' individual educational trajectories with implementation of their personal meaningful activities [5].

However, despite the presence of a great number of scientific researches devoted to the development and implementation of individual educational trajectories, the problem of future physical education teachers' training to such activities is covered at an insufficient level [1].

We believe that the individual educational trajectories' development is extremely important for future physical education teachers [3].

In return, in modern pedagogical practice, there are a number of contradictions between:

- formalized traditional future physical education teachers' training;
- insufficient application of an individual approach to the implementation of the training process;
- lack of effective pedagogical technologies that would take into account the individual and psychological characteristics of students;
- potential possibilities for the process of future physical education teachers' professional training on individual educational trajectories;
- lack of a system means;

- lack of methods and techniques that purposefully influence the process.

The relevance of the development and implementation of individual educational trajectories, the problem of future physical education teachers' training to professional activities, as well as the insufficient scientific and methodological development of this problem led to the choice of this topic for scientific research of modern researchers around the world [7].

The modern Ukrainian educational space is enriched with a personal oriented approach in the process of learning, education and development of those who are taught. This process must be built taking into account individual characteristics of every participant of educational process [9].

The implementation of the approach mentioned above provides the development of individual educational trajectories of learning and development of each personality involved in the suggested educational process [1].

The problem of the individual educational trajectories use in pedagogical activity was the subject of research of many domestic and foreign scientists [3].

Scientists mention the need to create a single and at the same time diverse educational environment. This environment should create such special conditions that would determine the students' choice of educational trajectories. These trajectories must meet personal needs and aspirations [5].

Consequently, the individual educational trajectory is a completely purposeful educational program, determined by educational needs, individual abilities and capabilities of those who study. Educational trajectory provides the achievement of set educational goals [8].

In the process of applying individual educational trajectories of future physical education teachers, the teachers are aware of the need to give students the right to choose. The educators act as a consultant and the adviser and teach taking into account personal interests of each student, educational activity features, the ways to work with educational material. In addition, it is necessary to take into account the specifics of educational trajectories assimilation in the different types of professional activity process.

Preparation of future physical education teachers for the use of individual educational trajectories should be considered as an integral pedagogical process, which is characterized by students acquiring the necessary professional knowledge, skills and abilities, the development of their creativity, positive motivation for the implementation of effective ways of using students' individual educational trajectories in the educational process [1].

The preparedness of future physical education teachers for the application of individual educational trajectories of students' activity in the educational process is understood as the result of training [4].

Training is characterized as skills and knowledge on the design and implementation of an individual educational trajectory of students' activity in the educational process at school, as well as their ability to evaluate and adjust the advancement of students due to an individual trajectory during school studying [7].

On the basis of the generalization of theoretical data, the structure of preparedness of future physical education teachers for the application of individual educational trajectories of students in the educational process was determined. Its main components were: motivational, cognitive, active, reflexive [2].

Pedagogical conditions for the effective training of future physical education teachers for the application of students' individual educational trajectories in the educational process were chosen:

- stimulation of future physical education teachers' personalized attitude towards students;
- educational process orientation on the development of future physical education teachers' individual style of activity;
- organization of future physical education teachers' independent activities as for the individual educational trajectories.

It should be noticed that the specified pedagogical conditions were considered in the complex, since all of them are interrelated and influenced the

process of future physical education teachers' training for the application of individual educational trajectories [10].

The **purpose** of the research is to substantiate theoretically and test experimentally the model and methodology of future physical education teachers' training for the application of students' individual educational trajectories in the educational process.

Objectives of the research: to substantiate the essence and structure of the phenomenon "preparedness of future physical education teachers for the application of students' individual educational trajectories" scientifically; clarify the concept; to determine the components, criteria, their indicators and characterize the levels of preparedness of future physical education teachers to the application of individual educational trajectories of students' activities.

Research methods for solving the outlined tasks, achieving the goal used general scientific methods of studying the theoretical level of the problem of research, analysis and generalization of the experience of educational works in higher pedagogical educational institutions, methods of empirical research (questionnaires, observations, conversations, study of practical students' activities during the school pedagogical practice, self-esteem, psychological methods, tests, questionnaires, etc.), mathematical processing of data.

To implement experimental research work on the preparation of future physical education teachers for the application of individual educational trajectories in the educational process the criteria, indicators were determined and the level of preparedness of future physical education teachers for the use of individual educational trajectories of students' activities was characterized.

The criteria and indicators of the levels of preparedness of future physical education teachers for the application of individual educational trajectories of students were chosen:

- instructional - positive motivation for pedagogical activity, personality orientation to pedagogical activity, motivation for learning,
- content - the presence of knowledge as for the organization of students'

creative activity and the organization of training according to individual and educational trajectories, individual style,

- technological - the presence of organizational and communicative skills, the ability to make independent decisions, creative abilities,

- evaluation - the presence of reflexive skills, the ability to evaluate self-development and professional and pedagogical activities, satisfaction with the organization of classes on individual trajectories activities [3].

According to the criteria and their indicators, the levels of preparedness of future physical education teachers to the application of students' individual educational trajectories activities are characterized: sufficient, satisfactory, low [1].

The latter were determined by the average value of the manifestation of the selected criteria indicators. Distribution boundaries are set to:

- 1.5 – 2.4 points – low level;
- 2.5 – 3.4 points – satisfactory level;
- 3.5 – 4.0 points – sufficient level, which had such characteristics.

The sufficient level of preparedness of future physical education teachers to the application of individual educational trajectories was distinguished by the formulation of positive motivation for the implementation of future professional activities and training, which is supported by a constant desire to learn new things, the desire for self-improvement and self-realization.

The students of this level showed persistence to the implementation of the set professional goals, had well-developed communication and organizational skills, were able to organize the team activities as well as the activity of each student separately due to the introduction of individual educational trajectories in the educational and training processes of students in accordance to their interests.

Students who meet a sufficient level are able to:

- think independently and act creatively;
- apply the acquired knowledge in non-standard situations;
- identify and to reveal the individual capabilities of each student, to develop his natural inclinations as much as possible.

Future physical education teachers of this level are distinguished by the ability to establish friendly relations in the student team quickly. Teachers of this level demonstrate the presence of intellectual knowledge clearly and show creative activity and proficiency in the application of individual educational trajectories in the educational process willingly, developing new tasks aimed at the development of individual abilities of each student.

In this category, their individual style has already been formed, they constantly improve it through self-education and the desire for professionalism.

Students of a satisfactory level of preparedness for teaching physical education to the use of individual educational trajectories do not objectively assess their activities. Their desire is primarily focused on pedagogical activity and mostly depend upon the circumstances.

That is, their social and material values dominate the needs of self-expression. Usually they cannot accept the other thoughts and points of view calmly and tolerantly

In this category, relations with surrounding people have a certain unstable character, that is, they have an increased conflict. Self-esteem and self-analysis of personal qualities and professional actions of such students are mostly biased, overestimated.

Creativity and activity as for the use of individual educational trajectories in the educational process with students is not clearly expressed. Students of this level have:

- superficial knowledge about the application of individual educational trajectories in practical activities,
- act templateally, make mistakes;
- do not take into account the individual and age characteristics of students;
- there is no desire for self-development and development of tasks with increased complexity.

Such future teachers are not able to implement various types of creative independent work (discussions, project works, presentations) in the educational

process. They cannot develop individual educational trajectories for students with different levels of learning success; they have difficulties in reflecting their activities.

Students of this level unfortunately do not engage in self-development, they do educational and out-of-school activities without much interest.

The low level of preparedness of future physical education teachers to the use of individual educational trajectories include students who are not interested in working with students, do not show interest in pedagogical activities aimed at the development and disclosure of the student's individual abilities.

Such students have elementary skills in the use of individual educational trajectories; they carry out educational activities by means of testing and errors, they do the tasks for the development of individual educational trajectories irresponsibly, they are not interested in self-improvement, do not show perseverance in achieving setting goals.

Students of this level do not differ in creative abilities, and therefore do not consider it mandatory to identify the individuality of each student and direct educational activities specifically on the development of creative thinking, independence; they are not able to create non-standard educational situations.

Low-level students are not able to control their emotional state, often come into conflict, cannot get on with students in the school team. They are only sometimes experienced introspective and self-esteem of personal qualities and professional actions, they have difficulties in identifying and correcting mistakes in the process of professional activity.

Results. In the course of the scientific research, the methodology of diagnosing the levels of readiness of future physical education teachers to use individual educational trajectories of learners' activity was developed and experimentally tested.

The model and experimental method of preparing future physical education teachers for the use of individual educational trajectories was developed. During

the research, the results of the ascertaining and formative stages of the study were presented.

The obtained results of the observational stage of the study were calculated by arithmetic average mean. This enabled to determine the existing levels of readiness of future physical education teachers to use individual educational trajectories.

Thus, the majority of students showed the low level of readiness (44.1% of the students of EG (Experimental Group) and 43.0% of the students of Control Group (CG). Satisfactory level was stated among 42.6% of EG students and 43.7% of CG students.

13.3% of future teachers of EG and CG have the sufficient level of readiness to the application of individual educational trajectories of learners in the educational and training process.

During the formative stage of the experiment, an experimental methodology was developed and a model of preparing of future physical education teachers to use individual educational trajectories of learners was developed. This model contains the purpose, components, criteria, stages, pedagogical conditions, means of their implementation and the final result.

Targeted work on preparation of future physical education teachers for application of individual educational trajectories was being carried out with the students of the experimental group during three years (students of 2 - 4 years) at the classes of "Theory and methodology of physical education", "Biomechanics", "Sports metrology ", " Applied Kinesiology ", in the process of teaching of a special course " Designing students' learning activities according to individual educational trajectories ", as well as in extracurricular and independent creative work of students.

The purpose of the first - introductory stage – was the acquisition of the necessary knowledge for the design and development of individual educational trajectories of learners in the educational process by the students.

At this stage, a special course "Designing students' learning activities according to individual educational trajectories" was introduced. This course provided future teachers with the necessary knowledge on the application of individual educational trajectories of learners during their pedagogical practice in secondary schools and their further professional activities.

Effective forms and methods of realization of the purpose of the introductory stage were provided by lectures, seminars, debates, discussions, mini-lectures which were based both on the presentation of educational material by the teacher during the special course and anticipation of students' independent research activities.

During the lectures of the special course the essence of key concepts "individualization of learning", "individual educational trajectory", "individual educational route", "educational environment", "individual program", "educational product" were defined; the students were acquainted with the algorithm of individual educational trajectory on the study of the theory and methods of physical education, and with the algorithm of the organization of independent work during training.

The acquired knowledge was consolidated in practical classes, which included debates "Individualized learning: pros and cons", "Does each student need his/her own educational program?"

Also, knowledge was consolidated during the seminars "The essence of the organization of independent work in the study of biomechanics of human movement", round tables "Types of personality-oriented learning in the study of sports metrology", compiling notes, thesauri of pedagogical terms, writing essays, reports, etc.

It was necessary to take into account the theoretical knowledge that students acquired during the lectures while providing different activities, methods and techniques used in practical classes.

Therefore, future teachers were asked to develop an individual educational trajectory of their fellow student, using the algorithm for designing an educational trajectory.

The students selected different types of tests, exercises in order to identify the level of a fellow student's knowledge and created an individual educational program for a certain level of knowledge of English.

The purpose of the second - the main stage- was the formation of practical skills and abilities of students to apply individual educational trajectories of learners in the educational process.

Forms and methods of realization of the purpose of the main stage were:

- Trainings,
- Role games,
- Solving pedagogical problems,
- Conflict resolution,
- Independent work of students.

At this stage, special attention was paid to involving students in interaction with each other.

Emotional contacts that contributed to the ability to work in a team were established. At this stage, the students also learned to listen to the views of their peers.

It was necessary to provide students with positive motivation, to work out sociability with them, to cultivate an active life position and mutual respect of the students at this stage.

Students performed search and creative tasks, prepared essays, projects, made professional portfolios, acted out pedagogical situations, compiled their own English-Ukrainian dictionaries, rendered articles.

Interactive, game, and indirect methods, etc. were used during the teaching of the discipline "Biomechanics". Thus, students composed situational tasks according to the trajectory of a certain movement. Students took part in the

business game "Choosing a profession", a game of dramatization with acting out situations to demonstrate the movements of the upper extremities.

After reading the scientific literature on the chosen research topic students described biomechanics. The use of such creative tasks contributed to the formation of students' speech skills, the development of their skills to integrate the received practical information.

At the classes of "Sports Metrology" the students were proposed to make a summary plan of training in the chosen sport, which would determine the purpose of the lesson and develop a system of application of physical exercises to perform during training.

Students made recommendations for improving the quality of training, discussed the identified errors, and analyzed the training of their fellow students.

Such work contributed to the manifestation of individual style of activity, the development of intrinsic positive motivation of students, as well as a serious attitude to future pedagogical practice.

During the classes on "Applied Kinesiology" the method of projects on the topic "Bio kinetics" was used, during which students had to choose any holiday, prepare a presentation using visual materials, posters or videos.

The students compiled a portfolio on the topic "Outstanding Athletes", selected a list of Olympic champions, didactic visual material, and presented the content of the portfolio.

Future teachers were asked to prepare a report on "Peculiarities of conducting a lesson on physical education for primary school children" for independent work

Also, independent work included writing an essay "Peculiarities of physical education lessons for children in specialized institutions", reviews of a feature film which was watched by the students according to their choice. Students worked with special Internet sources, reference books, got acquainted with the autobiographies of outstanding Ukrainian athletes, etc.

While designing their own individual educational trajectory during training, students need to interact with the teacher, who acts as a mentor, advisor, consultant, and who is able to organize their professional activities in such a way as to teach students to transfer responsibility for independent personal and educational programs on themselves, that is, to come to absolute independence through interaction with the teacher [1]. The teacher provides assistance to each student individually.

From this position it is necessary to approach the organization of independent activity of the physical education teacher on individual educational trajectories. It should be emphasized that such activities require increased emotionality, imagery of thinking, the richness of artistic associations from a person.

In extracurricular activities, future teachers took parts in the TV show *Travelers' Club*, the tournament of experts *What? Where? When?*, the mass event *Students' Autumn*.

During extracurricular activities, students got acquainted with the history and culture of other countries, the peculiarities of communication in other countries, improved their speech skills, etc.

The purpose of the third - practically-oriented stage - was the use of students' acquired knowledge, skills and abilities during their pedagogical practice, in the course of fulfillment of individual creative tasks.

In addition to the tasks assigned to future physical education teachers according to the program, they were asked to choose two fellow students with different grades and make individual educational trajectories for them: to get acquainted with class registers, conduct interviews, find out their individual characteristics, personal qualities, difficulties or successes in the study of sport disciplines.

At the same time, this research allowed students to understand the need of developing their organizational, communicative, reflective and other qualities necessary for further professional activity in a better way.

The final conference highlighted the difficulties experienced by future teachers in compiling individual educational trajectories, the lack of knowledge and skills they had, and the points they should pay attention to in order to improve their preparedness for such activities in the future.

At the final stage of the experiment, the control experiment was conducted in order to determine the effectiveness of certain pedagogical conditions and developed experimental methods (Table 1).

As it can be seen from Table 1, 41.2% of students (previous result- 13.3%) achieved the sufficient level of readiness for the use of individual educational trajectories in the experimental group; 47.8% of respondents achieved the satisfactory level previous result - 42.6%); 11.0% of future teachers remained at the low level (previous result - 44.1%).

The results were slightly lower in the control group: 24, 2% of students achieved the sufficient level (previous result- 13.3%); 55.5% of respondents achieved the satisfactory level (previous result- 43.7%); 20.3% of future teachers remained at the low level (previous result- 43.0%).

Table 1

Dynamics of levels of preparation of future physical education teachers for the use of individual educational trajectories

Groups	Stages	Sufficient level		Satisfactory level		Low level	
		abs.	%	abs.	%	abs.	%
EG (120 participants)	Beginning of the research	16	13,3	51	42,6	53	44,1
	Final stage of the research	49	41,2	58	47,8	13	11,0
CG (118 participants)	Beginning of the research	16	13,3	51	43,7	51	43,0
	Final stage of the research	29	24,2	65	55,5	24	20,3

The dynamics of changes in the results of the levels of preparation of future physical education teachers for the application of individual educational trajectories of students according to the guiding criteria at the ascertaining and final stages (in%) is shown in Figure 1.

The changes that occurred in the levels of readiness of future teachers to apply individual educational trajectories of students according to this criterion, are not so significant in the control group compared to the experimental group.

At the sufficient level, the results increased by only by 11.1%; at the satisfactory level the results increased by 5.8%, and at the low level the results decreased by 16.7%.

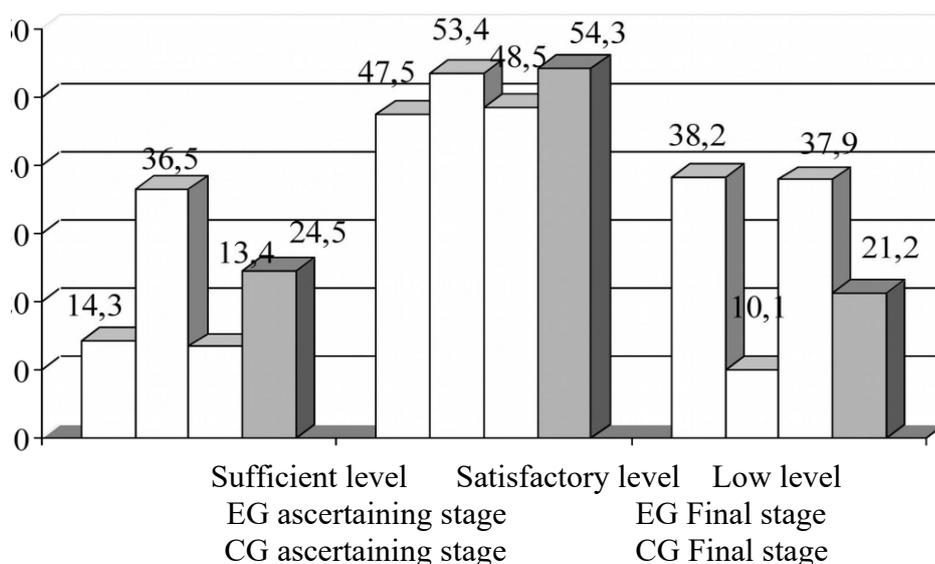


Figure 1. Dynamics of changes in the results of the levels of readiness of future physical education teachers to apply individual educational trajectories of learners' activity according to the guiding criteria at the ascertaining and final stages (in %)

The data obtained at the final stage of the study indicate that the results on the content criterion have changed in both groups. We explain this by the fact that students received some knowledge on pedagogical activities, the organization of creative activities of students during the study of psychological, pedagogical and professional disciplines.

Instead, the students of the experimental group showed better level of knowledge both on the construction of individual educational trajectories of learners and its importance in the educational process. This group was provided with purposeful work during a special course "Designing of individual

educational trajectories", which helped improve the level of preparation individual educational trajectories of learners according to the content criterion.

To verify the obtained results, the calculation of the λ -criterion between two empirical data (according to the λ -Kolmogorov-Smirnov criterion) was used.

According to the results of the formative stage of the experiment, $d_{emp.} > d_{0.01}$ was obtained. Therefore, the obtained data of the final stage of the experiment turned out to be statistically significant.

Conclusions. In the course of the research a theoretical generalization and a new solution of the scientific problem of future physical education teachers' preparation for the application of individual educational trajectories of students in the educational process is carried out.

All of the above allowed us to substantiate and build a model and methodology for ensuring this process, to develop and experimentally test the pedagogical conditions in the system of professional training of future teachers.

Based on the analysis of psychological and pedagogical literature, we can conclude that such qualities are:

- ability to make a non-standard solution; searching-problem style of thinking;
- ability to create problematic, non-standard educational and upbringing situations; originality in all the spheres of activity;
- creative imagination, developed imagination;
- specific personal qualities (courage, willingness to take risks, ingenuity, determination, optimism, enthusiasm, perseverance, confidence, intelligence, intuitive sense of new and original, etc.).

These qualities contribute to the successful independent activity in preparing the future teacher of physical education for the use of individual educational trajectories.

It is determined that professional and pedagogical training of future teachers of humanities is a set of professional knowledge, skills and abilities, the

mastery of which in the process of studying in higher pedagogical educational institutions provides professional skills of future teachers in their pedagogical activities at school.

The formation of individual psychological, moral, ethical and professional qualities of the individual contributes to the development of individual teaching style.

The educational environment is seen as a set of social, cultural, psychological and pedagogical conditions under which the formation of personality happens. Individual educational trajectory is characterized as a purposeful educational program, which is determined by the needs of education, individual abilities and capabilities of the learner and ensures the achievement of educational goals.

Its pedagogical support allows:

- to ensure that students master the content of state standards of school education,
- to promote the development of individual abilities of students,
- master programs in school subjects,
- to ensure professional self-determination, to create the necessary theoretical and practical basis for continuing education in the professional sphere.

It is revealed that the readiness of future teachers of humanities to apply individual educational trajectories of students in the educational process. This is the result of training, characterized by skills and knowledge in the design and implementation of individual educational trajectory of students in the educational process of the school. It is also necessary to separate their ability to timely assess and adjust the progress of students on an individual trajectory during schooling.

The components of preparation of future physical education teachers for the application of individual educational trajectories of students in the

educational process are determined. This process includes: motivational, cognitive, activity and reflexive criteria.

It is accepted to carry indicators also: setting (positive motivation and orientation of the person on pedagogical activity and training). It is necessary to note the semantic component, namely the availability of knowledge about the organization of creative activities of students and learning on individual educational trajectories, individual style of activity.

Special attention should be paid to the technological aspect in the form of organizational and communication skills, ability to make independent decisions, creative abilities.

The evaluation component is accepted in the form of the reflective skills presence, the ability to assess self-development and professional and pedagogical activities, job satisfaction with the organization of classes on individual trajectories.

In the course of the research the levels of readiness of future physical education teachers to apply individual educational trajectories of students' activity in the educational process were characterized: sufficient, satisfactory, low.

It is proved that the preparation of future physical education teachers for the application of students' individual educational trajectories is effective in the implementation of such pedagogical conditions as:

- stimulation of future teachers of physical education personalized attitude to students; orientation of the educational process on the individual work style development of humanities future teachers;
- organization of future physical education teachers' independent activity according to individual educational trajectories.

Based on the results of the ascertaining stage of the experiment, a model and experimental method of preparing future physical education teachers for the application of students' individual educational trajectories during their training

were built and tested. It was provided for the purposeful work, which included such stages as: introductory, basic, practice-oriented.

The purpose of the introductory stage was students' acquiring knowledge on the organization of student learning according to individual educational trajectories. Lectures, seminars, debates and a special course "Designing students' learning activities according to individual educational trajectories" were the means of implementing pedagogical conditions.

The main stage involved the acquisition by future teachers of students' practical skills and abilities to apply individual educational trajectories, working them out through the introduction of active teaching methods, role-playing games, conducting extracurricular activities and students' independent creative activity.

At the practice-oriented stage, students implemented the acquired knowledge, skills, abilities during the pedagogical practice.

It is established that according to the formative stage results of the experiment there were significant positive changes in the future teachers of the experimental group.

Thus, a sufficient level of preparation of future teachers for the use of students' individual educational trajectories in the educational process reached 45.8% of students of EG (was 15.3%) and 25.4% of CG (was 14.3%), satisfactory - 41, 8% of EG respondents (39.7%) and 55.2% CG (40.7%), 12.4% of future EG teachers (45.0%) and 19.4% CG remained low (was 45.0%).

The study does not cover all aspects of the problem of preparing future teachers of physical education to use individual educational trajectories of students in the educational process.

We see the prospect of further research in the preparation of teachers-practitioners in the system of postgraduate education to apply individual educational trajectories of students in the educational process, study foreign experience and implementation of its progressive ideas in the practice of higher pedagogical school.

References:

- [1] Bashavets N.A. (2009). Pedagogicheskiye umy s uchetom vnedreniya tekhnologiy formirovaniya zdorovoy kultury zdorovya [Pedagogical minds, taking into account the implementation of technology for the formation of health culture of health such an oversight of the future]. Zbirnyk naukovykh prats Umanskoho derzhavnogo pedahohichnoho universytetu imeni Pavla Tychny, 1, 12-23 [in Ukrainian].
- [2] Belkin A.S (2007). Innovacionnye processy v obrazovanii [Innovative processes in education]. Obrazovanie i nauka: zhurnal teoreticheskikh i prikladnykh issledovaniy, 1 113-121 [in Russian].
- [3] Boyko N.I. (2001). Formy ta shliakhy orhanizatsii samostiinoi roboty studentiv [Forms and ways of organizing independent work of students]. Naukovyi visnyk Uzhhorodskoho natsionalnoho unstitu, 6, 10-13.
- [4] Bodalev A.A. (1999). Obshchee y osobennoe v subektyvnom prostranstve myra y faktori, kotorye ykh opredeliaiut [General and special in the subjective space of the world and the factors that determine them]. Myr psykholohyy, 4, 26-29.
- [5] Bochkin A.I. (2000). Metodika obucheniya informatsionnomu poisku [Methods of teaching information retrieval]. Informatics and education, 3, 7-10.
- [6] Veylande L.V. (2011). Problem of designing an individual-educational route [Problema proektuvannya indyvidual'no-osvitn'oho marshrutu]. Pedahohichni nauky: teoriya, istoriya, innovatsiyi tekhnolohiyi, 2, 247-257.
- [7] Rudenko T.B. (2011). The essence of the culture of pedagogical communication of future teachers of humanities [Sutnist kultury pedahohichnoho spilkuvannya maybutnikh uchyteliv humanitarnykh dystsyplin]. Nauka i osvita, 2, 41–44.
- [8] Rudenko T.B. (2012). Orhanizatsiya tvorchoyi samostiynoyi diyal'nosti maybutnikh uchyteliv humanitarnykh dystsyplin za indyvidual'nyimi osvitnimi trayektoriyamy [Organization of creative independent activity of

future teachers of humanities on individual educational trajectories]. Bulletin of the Cherkasy National University named after Bohdan Khmelnytsky, 28, 109–112.

- [9] Kichuk N.V. (2002). Pidhotovka fakhivtsya vitchyznyanoyi shkoly v yevropeys'komu konteksti [Preparation of a specialist of the national school in the European context]. Naukovyy visnyk Izmayil'skoho derzhavnoho humanitarnoho universytetu, 13, 40-43
- [10] Sobina T.A. (2009). Tekhnologiya proyektirovaniya individual'noy trayektorii obucheniya matematike [Technology of designing an individual trajectory of teaching mathematics]. Mir nauki, kul'tury, obrazovaniya: nauchnyy zhurnal, 5, 242-247.