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PEDAGOGICAL INNOVATIONS AS AFACTOR OF SELFACTUALIZATION OF THE STUDENT'S MOTIVATION SPHERE

L.I. Martsinovich
Education Establishment "Vitebsk State P.M. Masherov University", Republic of Belarus
E-mail: lucinija7@gmail.com

Annotation. The article shows the effectiveness of pedagogical innovations as the most important factorin self-actualizationand physical development of student.
Key words: pedagogical innovation, students, self-actualization, motivational sphere.

Introduction. Pedagogical innovations occupy an important place in the theory and practice of physical education. The success of their application largely depends on the skillful combination of traditional and new technologies, as well as the reliability of forecasting the process of self-actualization of the motivational sphere of the student's personality.

The aim of the research is to analyze and generalize the experience of the Department of Physical Education and Sports of Vitebsk State University in psychodiagnostic support of the professional activity of a specialist.

Material and methods. Research methods: psychological and pedagogical testing, observations, questionnaires, oral questioning, conversation, statistical and mathematical data processing.

The pedagogical experiment was held in the first year of the 2020-2021 academic years. The number of subjects is 48 people. The experimental group included students of the pedagogical faculty, and the control group - the faculty of social pedagogy and psychology. The groups are almost identical in terms of basic parameters.

The validity and reliability of the study was ensured by proven methods, as well as by the study of educational documentation.

Two measurements were taken in the fall semester (with an interval of three months), and the final testing with the independent variable (in the spring semester).

Results and its discussion. Pedagogical innovations can be considered as a kind of factors of personal growth, which determine the probabilistic, but quite expected result. The informativeness of predictor symptoms increases if they combine the action of two or more factors (independent variables).

The study used the "Self-actualization test" (SAT) to assess the level of development of the motivational sphere of the individual. The developers of the methodology do not strictly record the indicators of "high", "medium" and "low" levels of self-actualization of the individual. Test scores of people with a really high level of self-actualization are around 60 points.

The limiting value of the parameters (above 80 points) indicates "pseudo-actualization", when the desired is presented as valid. 45-55 points are a statistical norm. Estimates of 40-45 points and below already speak of threshold valuesand possible mental disorders [1].

The experiment was preceded by a plan and research program.

The control group studied according to a standard curriculum, and the experimental group - according to a program supplemented by pedagogical innovations. Taking into account the gender of the students, the emphasis was on rhythmic gymnastics. Work has also been done to launch mechanisms of deep motivation.

We are talking about values, attitudes and preferences that are accumulated in personal modal programs with clearly expressed indicators of success - these are "cool", "fashionable", "stylish", etc.

The research progress and the data obtained are shown in the table 1.

Note: compiled by the author based on the source [1].

Measurement before experiment:

- R_1, R_3: "high level" - for 7-8% of respondents; "average level" (statistical norm) - in 61-63% of the subjects; "the level is close to the average" (45 points) - for the rest of the respondents. No values were found below the threshold of 40 points.

These data indicate minimal differences between groups and the absence of any significant dynamics of changes in results.

Table 1. – Changes in the motivational sphere of a person under the influence of independent variables

Groups	Measurement before experiment	Independent variable	Measurement after experiment	Establishing differences
Experimental (24 people)	R_1	1. Rhythmic gymnastics. 2. Indicators of success.	R_2	R_1-R_2
Control (24 persons)	R_3	Not applicable	R_4	R_3 - R_4

Measurement after experiment:

- R_4: "high level" - 7% of respondents; "average level" - in 65% of the subjects; "the level is close to the average" (45 points) - for the rest of the respondents. No values were found below the threshold of 40 points.

- R_2: "high level" indicators have grown by almost one percent. "Average level" is 73% of the subjects. Indicators of the lower border of this level (45 points) approached zero.

Establishing differences:

- R_3 - R_4: in the control group, all results remained at the same level or changed insignificantly (within 3-5%).

- R_1- R_2: in the experimental group, the results progressed markedly. High level indicators have stabilized. The parameters of the "middle level" have become higher (by more than 10%). At the same time, indicators have increased by 15% closer to its upper line and, accordingly, there are almost no students left with scale estimates of 45-50 points.

Consequently, the range of self-actualization of the motivational sphere of the majority of students has reached the desired statistical norm.

Conclusion. The results obtained show a positive dynamics of changes in the motivational sphere of a personality under the influence of independent variables. With a high degree of probability, it can be argued that there is an internal inextricable connection between them.

Factors as predictor symptoms help to determine the direction of the vector for the realization of physical development and, on this basis it is more rational to use other corrective tools that give the desired result more accurate and rigorous outlines.

Literature

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