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## **MOBILIZATION AVAILABILITY OF FUTURE TEACHER PERSONALITY IN THE STRUCTURE OF PEDAGOGICAL PROFESSIONALISM**

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**Abstract.** *The article exposes the essence of mobilization availability of the future teacher for professional self-development. Mobilization availability is understood as the fundamental ability successful performing any activity due to self-disposing to control one's actions and is characterized by a volitional activity is characterized as self-tuning to mobilization of volitional efforts, emotional tuning as self-adjustment to the mobilization of protective and administrative reserves of the organism, ergoafficity as self-determination to a successful performance. The given concise description of volitional activity, emotional tuning and ergoafficity of intending teachers, as well as the levels of its mobilization, which serve as an indicator of the state of mobilization availability to professional self-development, namely: passive level, which is characterized by volitional passivity, emotional enstrangement and ergo-inactivity; moderate – characterized by volitional instability, emotional enstrangement and ergo-endurance; optimal – characterized by volitional activity, emotional resonance, ergoafficity. The component structure of pedagogical professionalism of future teachers is proposed, which includes: social-pedagogical orientation, professional-pedagogical availability, individual-psychological availability, bioenergetic availability, mobilization availability.*

*The analyzed structure is one of the possible options of interpretation of pedagogical professionalism of future teacher personality, the author does not pretend to the completeness and integrity of the study.*

**Keywords:** *mobilization availability, volitional activity, emotional tuning, ergoafficity, pedagogical professionalism.*

Strategic directions of development of contemporary education cause outlining new challenges concerning formation of the professionalism of future teachers, in the context of which there appears the task of forming mobilization availability. Let's consider one of the alternatives of interpreting professional identity in general and pedagogical professionalism in domestic context, in particular. For example, the essence of professionalism lies in:

- development of professional culture and self-consciousness;
- methodology of professional thinking and formed on its basis the model of effective practical actions;
- orientation to the development of the creative individuality of a specialist, on formation not only his motives of creative activity, and, first of all, his adequate self-conception, but also toward the development of intellectual-logical, heuristic capabilities, exploring-transformative style of thinking;
- formation of future teachers availability to personal professional self-understanding and self-development based on the idea of strengthening the internality of psychologico-pedagogical training, which creates conditions for the emergence of the needs and opportunities of building up individual-oriented strategies of future activity.

It is worth noting that the essence of pedagogical professionalism is not a simple reduction to the set of purely professional qualities of the individual per se. That is its semantic component includes: presence of professionally significant qualities and personality traits; a set of intellectual tools which are designed for the development of intelligence, professional orientation of perception, memory, thinking, imagination, expressions and the enhancement of creative abilities of students; moral means, which include love for children, faith in their capabilities and abilities, educational justice, exactingness, respect for pupils, which constitute the fundamentals of professional ethics; spiritual means, i.e. the desire for truth, truth in knowledge and truth in work, beauty which are the basis of common and pedagogical culture of the contemporary teacher.

However, the rapid change in social medium for retention of the balance of future teacher personality requires broadening and deepening of understanding the essence of pedagogical professionalism in the sphere of his ability improving himself as a professional. Modern realities condition the necessity of making a teacher of new formation, with a new vision of the trajectory of one's own development, which both accumulates information for his professional activity, and generates it, modifies and adjusts to his needs. In the context of the above said, future teachers in the process of professionalism formation should rely on the mobilization and use of hidden bioenergetic reserves, on self-improvement and self-regulation of spiritual frameworks, on establishing close contacts with nature, on developing abilities to live according to its laws, on permanent self-discovery as the only way which will to preserve one's psychophysical health. One of the means of maintaining psychophysical

health is the formation of mobilization availability of the future teacher to professional self-development.

Mobilization availability is understood as the fundamental ability successful performing any activity due to self-disposing to control one's actions and is characterized by a volitional activity is characterized as self-tuning to mobilization of volitional efforts, emotional tuning as self-adjustment to the mobilization of protective and administrative reserves of the organism, ergoafficity as self-determination to a successful performance [2].

Volitional activity as self-tuning to the mobilization of volitional efforts is considered as a temporary mental state which is an optimal internal quality, which helps to overcome difficulties. In achieving the goals personality consciously regulates his activity and behavior, revealing volitional actions which perform two interrelated functions - incentive (which provides human activity) and inhibitory (expressed in its deterrence). The functions mentioned emerge in the situations of the choice of equal in importance motives and purposes, in the absence of the actual needs of the individual in action, the presence of internal and external obstacles, etc. A strong-willed person can overcome various difficulties and reveals such qualities as determination, persistence, mindfulness, concentration, control of one's actions, courage, endurance, self-control [3].

Emotional tuning as self-motivation to the mobilization of protective administrative reserves of the organism is determined by individual responsibility of a person for consciousness, deeds, thinking, will. This condition is characterized by the ability of self-regulation, self-discipline, self-consciousness.

Ergoafficity of the future teacher personality as self-determination is characterized by preserving the energy supply for the implementation of the realized choice for a successful professional activity. This condition has such indicators as determination, the ability of generating the acquired social experience and inspire others with it. Otherwise, ergoafficity of the future teacher is defined as an ability of generating knowledge and experience, gained within the training for professional activity, that is, as an ability of inspiring others with it.

The manifestation of ergoafficity of the future teacher is characterized by the following features:

- length in space (from the future teacher to the participants of the process of professional activity, from them to the activity they will perform);

- the power of the activity results, whose ergoaction exceeds energetic expenditure of a teacher;
- originality and intensity of the methods and techniques of professional activity;
- practical importance, which appears in the supply of ergoaction, i.e. in inspiring with it as many the processes of activity as possible;
- generating knowledge which, according to their inner potential create conditions for the production of new knowledge;
- turnover in time due to the constant updating of knowledge,
- individuality, which is characterized by a specific instinct, trouble vision, keen comprehending, creative imagination, clear acuteness, practical wisdom.

Apart from the mentioned features of optimal mobilization of the future teacher personality, there is a number of the features which provide a variety of other conditions of mobilization, which are shown by the levels of their expression, for instance, passive, moderate, optimal. The mentioned levels occur due to such features as, for example, by the opposite trait of volitional activity of a personality volitional passivity is fixed, and by an intermediary trait – a volitional instability is fixed. Emotional tuning is manifested in such features as emotional resonance, whose opposite feature is emotional dissonance, and an intermediary one – emotional enstrangement. The opposite feature of ergoafficity is ergounafficity, and an intermediary one – ergostability. Let's consider the levels of the personality mobilization manifestation in dependence on the state of will, emotional tuning and ergoafficity. (Table 1)

*Levels of the mobilization of the future teacher*

*Table 1.*

Levels of mobilization	States of mobilization		
	State of will	State of emotional tuning	State of ergoafficity
Passive	Volitional passivity	Emotional dissonance	Ergounafficity
Moderate	Volitional unstability	Emotional enstrangement	Ergostability
Optimal	Volitional potency	Emotional resonance	Ergoafficity

Thus, the levels of mobilization of personality act as an indicator of the state of mobilization availability of the future teacher to professional self-development, namely: a passive level is characterized by volitional passivity, emotional dissonance and energounafficacy; moderate – by volitional instability, emotional estrangement and ergo-endurance; optimal – characterized by volitional activity, emotional resonance, ergoafficacy. A combination of other features will provoke other levels of mobilization, similar to those enumerated, the consideration of which is subject to further investigation.

Therefore, conducted reflections enable determining the component structure of pedagogical professionalism of the future teacher, which constitutes the basis of this process formation.

1. Socio-pedagogical orientation: tuning to the performance on social order concerning the formation of the child's personality, formation of the systematic outlook world as a combination of ideas that contribute to finding appropriate solutions of various socio-educational problems; mastering the system of social and interpersonal relations; implementation of innovations and their development.

2. Professional and pedagogical availability: tuning to mastering the system of knowledge, advanced pedagogical experience and all achievements of world and national culture; formation of self-consciousness as a sustainable attitude to the profession, which is reflected in the system of motives, personal beliefs and goals; mastering a system of the fundamentals of science, teaching abilities and skills; mastering teaching techniques and technology, facility basis skills; formation of professional-pedagogical culture of activity as communication culture, language culture, self-regulation, outer appearance.

3. Individual-psychological availability: identification and development of the features of individual cognitive processes; formation of pedagogical skills; formation of professionally significant qualities of personality mastering by the methods of self-improvement and self-education.

4. Bioenergetic availability: building up an entire harmonious outlook as a set of approaches to the understanding of the world: the materialistic and idealistic, spiritual and pragmatic, scientific and religious, logical and intuitive; forming a capacity for continuous self-discovery as a means of spiritual self-development and improvement, the mobilization and use of hidden reserves of mental health; mastering meditation methods of consciousness training; developing abilities to find their place in life

according to the laws of nature and the cosmos; forming abilities of discovery one's life position in accordance to the laws of Nature and Cosmos, forming skills of self-realization, revealing one's of their creative potential, resistance to the difficulties of life; forming adaptive abilities [1].

5 Mobilization availability: the formation of volitional activity as self-tuning to the mobilization of volitional efforts, emotional tuning as self-orientation to the mobilization of protective and administrative reserves of an organism and ergoafficity as a self-determination to a successful result of the activity.

The considered structure is one of the possible options of interpretation of pedagogical professionalism of future teacher personality, the author does not pretend to the completeness and integrity of the study.

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### ***SOCIO-PEDAGOGICAL PERCEPTION AS A PROFESSIONALLY-SIGNIFICANT CHARACTERISTIC OF TRAINING SPECIALISTS IN SOCIONOMIC SPHERE OF PEDAGOGICAL UNIVERSITIES***

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***Abstract.*** The article deals with the problem of socio-pedagogical perception as a professionally-significant characteristic of training specialists in socionomic sphere of pedagogical universities. Personal component that increases the effectiveness of the profession is an important part of professional training in socionomic areas, including teachers, psychologists, social workers.

*Our research of the current requirements for the curriculum showed that "socionomic" work requires a high level of social and educational perception of the individual*