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## **COGNITIVE AND ACTIVITY COMPONENT OF PROFESSIONAL SELF-ORGANIZATION OF FUTURE PHYSICAL EDUCATION TEACHERS**

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**Abstract.** *The article deals with the cognitive and activity component of formation of professional self-organization of future physical education teachers. The author defines the professional self-organization as an integrative and dynamic unity that is characterized by the individual's ability of consciously and purposefully realizing professional self-development, aimed at professional and personal significant problems solution.*

**Keywords:** *professional self-organization, self-development, future teacher of physical education, knowledge, aptitude, skills.*

It is well known that the modernization of the education system takes place in the framework of the idea of lifelong education. In particular, topical is the formation of professional self-organization and self-development of future teacher, which will help him independently and purposefully organize his activities, provide self-education, become the subject of his own professional

self-development, improve the level of personal and professional growth, carry out effective self-improvement.

The problem of the theory of self-organization was considered seen in the works of such scientists-synergists as (V. Budanov, V. Danilov, N. Klimontovich, Ye. Kniazeva, S. Kurdiunov, G. Malinetskiy, I. Prigozhin, G. Ruzavin, G. Haken, I. Dobronravova, I. Ershova-Babenko, V. Lutay, L. Malyshko, A. Svidzinskiy et al.). From a pedagogical point of view the phenomenon of self-organization was cross-lit in the works (M. Averina, V. Andreyeva, V. Areshenkova, N. Vishniakova, L. Zorina, V. Dontsov, T. Dudnik, T. Novachenko, N. Kopeynaya, S. Kul'nevich, V. Rediuhina et al.).

Objective: to examine the essence of cognitive and activity component in the process of formation of professional self-organization of future physical education teachers.

In our opinion, professional self-organization of future physical education teacher is an integrative and dynamic unity that is characterized by the individual's ability of consciously and purposefully realizing professional self-development, aimed at professional and personal significant problems solution. The structure of professional self-organization consists of the following components: motivational, cognitive and activity and personal.

The structure of the cognitive and activity component includes knowledge (in self-organization of cognitive activity, psycho-pedagogical and special knowledge), aptitudes (goal setting and planning, analysis and evaluation of the professional self-organization results), the skills of self-control, self-regulation, self-correction.

As it is known, knowledge is the result of the process of reality cognition, reflected in the human mind in the form of ideas, concepts, opinions, hypotheses, theories, concepts, principles, laws, regularities [2, p.242]. Knowledge can be: empirical (derived from experience, practice) and theoretical (reflecting natural connections and relationships) [1, p.92]. Knowledge of cognitive activity self-organization includes: how to organize and plan his own independent learning activities (searching for and acquiring new knowledge, self-preparation to lessons, work with the scientific and educational literature); setting priorities in solving tasks, correct and rational distribution of one's educational and leisure time; knowledge of the regulation of the work depending on the degree of its complexity; know on which parameters to prepare programs for self-development.

Also, future physical education teachers should obtain psychological and pedagogical and special knowledge.

Psychological and pedagogical knowledge (in general and age psychology, methodological foundations of didactics and pedagogy). Special knowledge (in the theory and methodology of physical education, human anatomy and physiology, basic medical knowledge, adaptive, remedial and recovery physical education, methodology of teaching sports disciplines).

Knowledge of general and age psychology help physical education teacher understand the age dynamics of mental processes of his students, their individual and psychological characteristics. Knowledge of the methodological foundations of didactics and pedagogy allow teachers to successfully carry out the pedagogical process, specifically interact with students for educational, developmental and educational problems solution.

Let's consider special knowledge. The subject of "TMFE" (theory and methods of physical education) is a major professional discipline of professional education of physical education teachers. According to B. Shiyan, the knowledge of the subject "Physical education" and its methods is the basis of pedagogical skills of physical education teacher, that's why for students - future teachers – mastering the methods is the edge of their professionalization. Scholar state that since his mastering tools, methods and forms of organization of physical education begins their professional understanding of future work in the school. [5]

Future teacher of physical education should have sound knowledge of anatomy and physiology. Since knowledge of anatomical and physiological characteristics of the student's body, his morpho-functional state, allow the teacher to plan physical activity correctly and normalize locomotor activity in the lesson. Depending on the age and sex peculiarities and the level of physical fitness, to apply a differentiated approach to students.

Knowledge of medical basics are necessary for a teacher to perform a first aid, to carry out medical and pedagogical observations aiming at determining the adequacy of the physical load to functional opportunities of the body, to provide health care for training sessions and competitions, to undertake precautions to prevent students from school and sports injuries. Special attention should be paid to the children who according to the results of the medical examination were enrolled in special medical group. These students have deviations in health status of permanent or temporary nature. Therefore, knowledge of adaptive, medical and recreative methods of physical education allow the teacher to adequately apply the sets of events of recreative orientation, with the aim of their rehabilitation and adaptation to normal social environment.

Teaching sport disciplines at the faculty of physical education of pedagogical educational establishments implies the curriculum, whose program includes the aspects of the theory of sports, methods of teaching different sports (athletics, basketball, volleyball, soccer, etc.), formation of professional and pedagogical skills required of future teachers. Physical education teacher should know the theory of sports and their teaching methodology, competition rules, possess the technical and tactical methods of the game, have a practice of refereeing.

Along with knowledge, future teacher of physical education should have special aptitudes. From the standpoint of pedagogical science, aptitude is characterized as mastered by the subject way of performing actions, provided by

a set of acquired knowledge and skills [2, p.804]. There are three groups of aptitudes: the aptitudes associated with setting tasks and organizing the situation; aptitudes related to the use of techniques of influence and interaction; aptitudes related to the use of pedagogical analysis [1, p. 359]. Teacher of physical education should be able to carry out the display of various physical exercises included in the training program, explain clearly the motor action, organize various mass sports and sport and recreational activities (competitions and contests in various sports, holidays, festivals, hiking), organize extra-curricular work (the work of sports club, sections).

The skills of professional self-organization are, in our opinion, the following: goal setting and planning, the ability of setting independently initial, intermediate and final goals, making concrete, clear plans and ensuring their implementation by means of compiling a sequence of actions, the ability of analyzing and evaluating the results of professional activity and self-organization on the basis of reflection.

As for a skill, this concept is interpreted as an action generated by repeating, and is characterized by a high degree of acquiring and the absence of conscious element by element regulation and control [2, p. 475]. The aptitudes of professional self-organization are: self-control, self-regulation, self-correction.

From psychological point of view, self-control is the subject's awareness and evaluation of his own actions, mental processes and states [3, p. 351]. Self-control allows an individual to monitor and evaluate his activity, to determine his possibilities for its improvement, to analyze the process of achievement, to compare and correlate the actions performed with the goal and the plan, certain determined pattern. Self-regulation is arbitrary and not arbitrary mental and personal mechanism of self-organization [4, p. 590]. It can be considered as the effect of personality on his mind in order to change its characteristics in the desired direction. Also if necessary, one can use the autogenic training as a system of exercises oriented on the person himself and intended for self-regulation of mental and physical states. Autogenic training allows to regulate one's mood, improves work efficiency and self-control. The skill of self-correction allows a person to understand the content of upcoming activities, define its goal and objectives, to show one's independence and determination, to make necessary amendments and adjustments to achieve this goal.

Cognitive and activity component is one of the important components of professional self-organization of future physical education teachers. Only the mastery of a full range of knowledge and skills of professional self-organization allows students – future teachers to deal effectively with the professional and personally important tasks, to plan their activities consciously and independently, to determine the best ways of achieving the goal, to use their time rationally, depending on the conditions to use the skills of self-control and self-regulation, to carry out self-correction of their activities in time.

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**ESSENCE AND STRUCTURE OF THE PROFESSIONAL AND  
CREATIVE POTENTIAL OF FUTURE TEACHERS**

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**Abstract.** *The essence of concept of professional and creative potential of future teachers is covered in the article. Detailed consideration of a problem of creativity from the point of view of teachers, psychologists, and philosophers allowed to define the above concept and to allocate its structural components. The sufficient formation of the allocated components of professional and creative potential, in our opinion, has to provide possibility of realization of future teachers in professional activity according to requirements of the present that gives further prospects of studying of the outlined circle of questions.*

**Keywords:** *creativity, creative activity, potential of the personality, professional and creative potential of a future teacher.*

In the modern world the problem of creativity attracts to itself more and more attention, however, creativity, in its various manifestations, didn't take a worthy place in modern society yet, in many cases there is no use of creative potential of the personality in full. Research of creativity, formation and development of creative abilities of the personality were in detail and actively studied by many scientists. A question on problems of creative thinking, development of creativity, formation of creative identity of the personality, pedagogical creativity were considered in the works of V. Andreiev, V. Zaretski, I. Ziaziun, V. Moliako, V. Klimenko, M. Lazarev, A. Ponomarev, S.