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Conceptual component of the formation of professional thinking of future teachers of physical education

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Key words: conceptual component, professional thinking, future teachers of physical education, pedagogical approaches, pedagogical component.

The basis of the technology for the formation of professional thinking of future teachers of physical education is the concept of the structural and functional relationship of all components of the educational process. At the same time, it is customary to proceed from the fact that it should ensure the formation of the following components of professional thinking: knowledge systems, methods of their improvement, methods of pedagogical thinking, including a number of hierarchically organized levels: the level of general ideas, the level of constructive and methodical schemes, the level of technical receptions; systems of strategic intellectual skills that regulate the thinking process of a future physical education teacher and are activated in the process of developing and making appropriate decisions in pedagogical activity [1, p.59].

Based on the results of the analysis of scientific, pedagogical and psychological sources [1-4], it became possible to highlight the structural components that contribute to the process of forming professional thinking of future physical education teachers: conceptual component, target component, substantial component, operational-active component, control and evaluation component.

We describe in more detail the conceptual component of the proposed technology. Conceptual component – includes a social order, purpose, objectives, principles and pedagogical approaches of the process of forming professional thinking. During the design of the goals and objectives of the process of forming professional thinking of future teachers of physical education, it is necessary to highlight the relevant principles and approaches of teacher training, namely:

- the principle of integrity – based on the harmonious interaction of all components, which is achieved due to the presence of effective feedback between the expectation and the result of students' learning activities;

- principle of adequacy of purpose and content – involves the use of information that meets the requirements of the disclosure of specific educational topics to optimize and improve the level of the learning process and the assimilation of educational - material in general;

- principle of professional orientation – designed to provide a deep relationship between the fundamental and professional components of the training of the future teacher of physical education.

Its implementation is associated with the formation of a stable motivational sphere as

the basis of the personality's professional orientation;

– principle of differentiation – means the separation in the educational work of the teacher of the levels of physical, mental, social, spiritual, intellectual development of pupils, stimulation of activity, taking into account the individual characteristics of the person;

– principle of professionalization – involves the ability of a future physical education teacher to give a professional assessment of their professional activities and the activities of students.

The next component of the conceptual component was allocated pedagogical approaches to the process of formation of professional thinking of physical education teachers. They included:

– personal-active approach – involves the study of the characteristics of the professional activity of a teacher of physical education, the identification of the basic characteristics of professional thinking, ensuring the successful solution of professional problems, allowing to determine the mechanisms of regulation and management of pedagogical activity;

– a systematic approach – applied to the analysis of pedagogical objects that have many interconnected elements, united by a commonality of functions and goals, the unity of management and functioning, which is inherent in pedagogical systems;–

– technological approach – allows the teacher to actualize the mastery of certain techniques, procedures, operations, which are the search for means of purposefully forming their professional qualities that ensure the effectiveness of professional activity;

– task approach – involves the introduction into the content of educational information of such tasks that activate the students' mental processes, strengthen their ability to operate with theoretical knowledge in practical situations, use them to solve educational problems, comprehend and see their perspective for successful professional activity;

– creative approach – allows you to move away from template thinking, to bring and adapt the educational process to specific learning conditions.

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