

## ABOUT THE FUNDAMENTALS OF PROFESSIONAL AND PERSONAL SELF-MANAGEMENT

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The results of the analysis of scientific literature, the data of experimental works, our own approaches and the use of our work experience at the university allowed us to develop a model of the training system of the future specialist for self-regulation of behavior in professional activities. It reflects the structural and functional interaction of the main components of education (goal, content, procedural, effective) and main features (principles, psychological-pedagogical conditions, factors, stages of preparation, criteria and indicators for determining the level of preparation). self-regulation of behavior in professional activities).

The main components of the model of the system of training a future specialist for self-regulation of professional activity are as follows:

- the methodological foundations of building the educational process at the university, ensuring that it is aimed at preparing students for self-regulation of professional activity (ideas of subjectivity, self-development, self-realization);
- the main components of preparation for self-regulation of professional activity (goal, content, procedural, effective) and their functional relationships;
- preparation factors for self-regulation activities: individual characteristics of students; educational and information environment; development of theoretical and methodological foundations of step-by-step training of future specialists based on the formation of a holistic understanding of their professional activity; use of new forms and innovative methods of teaching and educating students, pedagogical support and organization of self-regulation activities;
- general principles of preparation for self-management activities (consistency and systematicity of education; awareness, independence and activity in learning; individualization and differentiation; professional direction; scientific character; optimization; emotionality; connection between theory and practice) and specific (principle) of the educational process subjectivity, the principle of personal goal setting, the principle of the emotional-value orientation of the educational process, the principle of conformity of forms of interaction between educational subjects to the levels of mastering the subject content of the activity. and levels of self-regulation of its functional components, the principle of semantic continuity in the organization of activities, the principle of complexity of professional functions);
- the teaching content, its basis is methodological, general theoretical, psychological-pedagogical and didactic-technological knowledge and the subsystem of diagnostic-prognostic, self-regulation and self-analysis skills;
- forms and methods of training: organization of educational and cognitive activities and self-organization (lecture, explanation, solving problems of professional content, performing INDZ, analysis of professional situations, independent work, written statements, modeling of professional

processes, self-analysis results of educational practice, writing reports, essays), encouraging and stimulating learning (discussion, method of relying on professional experience, creating a situation for success in activities, encouraging independent mental activity, stimulation, didactic or role-playing method. -playing games, etc.) ; control and self-management; classroom and extracurricular; individual, pair and group forms of work;

- psychological and pedagogical conditions that ensure the purposeful formation of the components of self-regulation (the orientation of the educational process to the formation of a valuable attitude to the goals, content and results of one's own educational, cognitive and professional activity, knowledge of the theory and technology of self-regulation of professional activity and theory and training synthesizing knowledge of practice, attracting future specialists in the field of adapted physical culture to activities that correspond to the structure of self-regulation);

- stages of formation of components of self-regulation of professional activity (orientation, training-modeling and effective-correction);

- functions of the professional training system: general (educational, developmental, educational) and special (information-cognitive, research, self-education);

- criteria, indicators and levels of readiness for self-regulation of professional activity;

- making corrections to self-management activities of students during the educational process by teachers;

- sources of replenishment of didactic and technological knowledge and skills that ensure self-regulation (vocational science, scientific foundations of management, advanced professional experience, educational practice, independent study and cognitive activity);

- the main mechanisms and methods of self-regulation of professional activity (self-observation, introspection, self-control, self-esteem).

An important component of the model of preparing future specialists for self-regulation of professional activity is the goal (target component) of this process. The goals and tasks of teaching are the starting points for defining, clarifying and improving the content of education, which in turn affects the clarification of the goals for the development of self-regulation skills. From this point of view, the main goal of preparing students for professional activities is to form the readiness of individuals with such needs to carry out physical and psychological rehabilitation at a high professional level, with high efficiency in communication, to conduct lessons, methodological and scientific work. Such training, as we mentioned above, implies the presence of professionally important personal qualities (diagnostic and prognostic, constructive, self-analysis, self-management skills), without which professional activity becomes, in fact, impossible.

Based on the above, the preparation of future specialists for self-regulation of professional activity is carried out through the following set of tasks:

- development of self-awareness, activity and independence in educational and cognitive activities;

- to ensure that the content of vocational subjects is aimed at forming a system of methodological, general theoretical, psychological-pedagogical and didactic-technological knowledge and skills that help students to self-regulate their professional activities;

- formation and development of professional personal qualities and psychological competence of students;
- activation of pedagogical support for the process of development of self-regulation skills during the entire course of study at the university.

Regarding the last element, it should be noted that its implementation as a whole "presupposes compliance with didactic and specific principles" and consists in regulating the main components of the educational process (motivational, purposeful, content, procedural and effective).

The principle of the connection between theory and practice, the purpose and content of teaching requires not only mastering scientific and theoretical rules, concepts, laws, theories, but also revealing their various manifestations in practical (self-analytical) activities. because practice is the source and means of knowledge, the object application of the system of knowledge and methods of action. The means and form of implementation of this principle is the analysis of the actual process of professional activity, laboratory, practical training, writing essays and coursework, which ensures the unity of intellectual and practical activity of students.

The principle of scientific education is not only the acquisition of scientific facts, laws, theories, but also the understanding of the development trends of modern physical rehabilitation science, its methodology and, on this basis, analysis, prediction, generalization of empirical experience data, making reasonable decisions and rational work with scientific literature.

In the process of forming self-regulation mechanisms, in addition to the scientific principle, it is necessary to observe the principle of availability, which requires taking into account the real educational opportunities of students when choosing the content, methods and forms of teaching and upbringing.

The principle of systematic and consistent education requires the identification of interdisciplinary connections in learning, not only individual topics, but continuity in the study of academic subjects, regulation and acquisition of knowledge methods, and provision of logical connections between forms and methods of self-management. - arrangement.

In conclusion, it can be noted that the implementation of the requirements of the principle of independence and activity in education involves engaging students in active independent educational and cognitive activities, turning knowledge into a method of learning new facts and events, turning knowledge into beliefs and worldviews; updating basic knowledge at all stages of their mastery; formation of self-analysis, self-control and self-esteem skills; including important aspects such as the development of cognitive activity.

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