

**COMPONENT STRUCTURE OF PREPAREDNESS FUTURE TEACHERS OF
PHILOLOGY TO ORGANIZATION OF EXTRACURRICULAR CREATIVE
ACTIVITY THE STUDENTS OF GENERAL SCHOOL**

Chayka O.V.

(Odesa, Ukraine)

In the article considers the nature of a component structure preparedness of future teachers of philology to organizing extracurricular creative activities pupils of secondary school. Educational activities teachers of philology based on the state requirements, laid down in training programs of philology. In view of the above, future teachers of philology must master the theoretical knowledge acquired skills in planning and organizing not only educational, but also extracurricular process too. During study in higher educational establishment carried out training students for future educational activities aimed on mastering and securing the general and special optimal teaching knowledge of philology and skills that are necessary for future professional educational process at a high level, should be preparedness of teachers to professional activity.

The overall structure of preparedness of future teachers of philology to organizing extracurricular creative activities, in our opinion, includes the following components: cognitive, motivational, and activity and reflective. Determined that each of these components is important for the teacher of philology, promotes both his professional and personal qualities. Investigated the process of preparing of future teachers of philology to organizing extracurricular creative activities secondary school students during their studies in higher educational establishment should be comprehensive, taking into account these components of preparedness.

Key words: *cognitive, motivational, and activity and reflective components, creative extracurricular activities, training of future teachers of philology, component structure, creativity, motivation, reflection.*

Formulation of problem in general view. Development and strengthening public purposes influences the development system of higher education, as disclosure of the contents of this need, understanding of the mechanism its generation can consciously build the theory and practice of higher education, see the objective contradictions of the process, delineate concrete ways and provide necessary conditions for its development. An important problem of future teachers of philology is to train them to solution one the priority tasks - a qualified school organization by using various of active forms and methods. However, often forget the importance of extracurricular activities in work with students. Modern children do not want to study standard programs; they tend to modernization educational and extracurricular process, the use of new techniques and innovative technologies teachers, not only during the lessons, but also in extracurricular activities. Therefore, one of the important tasks of higher education is to train future teachers of philology to a qualified and productive organization of extracurricular creative activities of secondary school students.

Analysis of recent research and publications. Different aspects of extracurricular activities in secondary schools were considered such scientists as E. Aknayev, J. Babansky, M. Bushkanets, G. Voloshchenko, T. Demjanjuk, G. Yevtyeyeva, G. Klovak, V. Koroteyeva, I. Korsun, S. Litvinenko, V. Lukmanova, G. Majboroda, P. Shcherban et al. In pedagogical literature, much attention is paid to professional training teacher of philology in the writings of N. Voloshin, S. Karamana, G. Klocheka, L. Palamar, E. Pasichnyk B. Pasyuk, M. Pentuluk, L. Reshetniak, O. Semenog, B. Stepanishinoi, P. Hropko et al. However, none of them described the component structure of preparedness future teachers of philology to organizing extracurricular creative activities of secondary school students, which makes it relevant to the subject of our study. After analyzing the methodological literature, we conclude that the issue of extracurricular creativity secondary school students almost paid to attention in high school in preparation for philologists for teaching activities. At present, the important task is to interest students in the use of this type of activity to improve the level of teaching philological disciplines and an increasing interest in philology from students, and therefore due consideration should be given to the preparation of future teachers of philology to organize extracurricular creative

activities in the future profession. The *purpose* of the article is the definition a component structure preparedness future teachers of philology to organizing extracurricular creative activities of secondary school students.

The main material. Educational activities teachers of philology based on the state requirements, laid down in training programs of philology. In view of the above, future teachers of philology must master the theoretical knowledge acquired skills in planning and organizing not only educational, but also extracurricular process too. During study in higher educational establishment carried out training students for future educational activities aimed on mastering and securing the general and special pedagogic knowledge of philology and skills that are necessary for future professional educational process at a high level, should be preparedness of teacher to professional activity. After reviewing with special methodological and pedagogical literature, we have concluded *that preparedness of future teachers of philology to organizing extracurricular creative activities pupils of secondary school* - a comprehensive concept that includes a set of components that will productively implement extracurricular activities to deepen the knowledge of philology and the development of creative abilities of students in secondary schools.

The overall structure of preparedness future teachers of philology to organizing extracurricular creative activities, in our opinion, includes the following components: cognitive, motivational, creative and activity and reflective. The first component in the structure of the preparedness of the future teacher of philology to organizing extracurricular creative activities secondary school students were singled out cognitive. The first element of this component, consider the specialty knowledge of the future teacher of Ukrainian language and literature that will allow deepen students' knowledge of the subject, as only having good methodological base teacher can choose exactly this kind of work with students to be the most optimal and effective for their age and level of preparedness. The second component we distinguish between knowledge of teachers of philology on creative activities, allowing you to develop and deepen creative potential of the individual student and to choose the type of creative activities for the student that demonstrate his personality, because every child is different. An important third component of the cognitive component, in our opinion is the knowledge of the teacher of philology on the forms of extracurricular activities. Owing this knowledge will help the teacher pick up most optimal form of extracurricular activities for the combining collective, because in every class there are children from different social groups with different education so we can see conflicts in the group.

The importance of the motivational component in the structure of professional _ pay attention to many researchers (A. Boyko, O. Bondarenko, L. Huseynov, B. Dolinsky, I. Isayev, C. DuraiNovakova, M. Dyachenko, L. Kandybovych, N. Kichuk, N. Kuzmin, S. Kurlyand, A. Lynenko, L. Ovchynnikova, V. Myasishchev . A. Petrovsky, V. Slastonin, O. Chebukin, M. Yaroshevskiy et al.). E. Rapatsevych says that motivation is the core of personality psychology, resulting characteristics and behavior, and its activities. Motivation sets focus, character, human ability and has a decisive influence on them [2, 440]. During of professional training first need to create future teachers of philology positive motivation to carry out pedagogical activity in general and to organizing extracurricular activities such as creative. The first element of the motivational component, we think that there is a positive motivation for teaching activities, including improving student achievement in the mastery of training material from previous terms during their attraction to extracurricular activities. The second component, in our opinion, is the motivation to succeed are developed in the teaching practice of the mechanism creating success situation for students. The third component of the motivational component, we believe there is a need for creativity. It aims at continuous renewal forms and methods of pedagogical activity and finding teacher, optimal teaching creative decisions relating to the organization of extracurricular activities of students. It is quite obvious that creative approach teachers to perform their professional duties and is a condition indicator and continuous improvement of intensive academic and extracurricular process, as opposed to obsolete reproductive, stereotypical approach to it. In the structure of preparedness future teachers of philology to organizing extracurricular creative activities pupils of secondary school we think, that reflective component is very important. T. Zharovtseva says that, for the teacher reflection is the professional way that allows

you to find way of self-development, to correct their behavior, activity, relationship during teaching of interaction with children and their parents [1, 134]. The first part of the reflective component, in our opinion is the ability to assess activities of students, involving possession of psychological and pedagogical knowledge, because for effective monitoring of students is not enough just to find out what they know and able. It is also necessary to properly assess their knowledge and skills. Awareness of personal qualities in students is as important as it enables to carry out personal approach in assessing student performance. While assessing of students is an important skill teachers to communicate with them on various themes. We have singled out another component ability teacher to evaluate their performance. Analysis of the self as a process of understanding the educational experience is the most important and peculiar tool to overcome the existing difficulties in the work of the teacher in organizing of training and extracurricular activities of pupils of secondary school. It makes sense to also pay attention to the third component of the cognitive component - the ability teachers to properly use the lessons learned. Observations of how counterpart conducts educational and extracurricular process makes it possible not only to take into account his mistakes and successes but also learn how to productively use own personal experience and others.

The fourth in the structure of preparedness future teachers of philology to organizing extracurricular creative activities was defined creative and activity component. His first constituent is organizational ability teacher of philology. Future teachers can work in pedagogical activity without ownership organizational skills. The ability to engage students in of different activities, including extracurricular and creative activities is important for the teacher of philology. In the methodological arsenal of philology should include variants of organization training and extracurricular activities that students were able to exercise their own creativity. The second component we distinguish communicative ability teacher of philology. At its core, this element provides the ability to teachers of philology to establish contacts with students, their parents, colleagues and school heads. Third part of this component contains the ability of teachers of philology productively organize collective creative activity (CCA) for students. Organization CCA is appropriate during the creative extracurricular activity of students, because at each stage of the implementation of all students with a teacher of philology can develop not only cognitive, but also creativity capabilities.

Conclusions. In summary, we conclude that all the components of distinguished preparedness future teachers of philology to organizing extracurricular creative activities pupils of secondary school are interrelated and interdependent. It is impossible to determine the strength of their impact on the preparation of students for extracurricular activities. Each of these components is important for the teacher of philology, promotes both his professional and personal qualities. Therefore, we think that the preparation of future teachers of philology to organizing extracurricular creative activities secondary school students during their studies in higher educational establishment should be comprehensive, taking into account these components of preparedness. To implement of this process is necessary to introduce appropriate optimal teaching conditions determine which is the prospect of our future scientific research.

References

1. Zharovtseva T. Training preschool education to work with the dysfunctional families: basic research category / T. Zharovtseva / Scientific Bulletin of the South Ukrainian State Pedagogical University named after K.D Ushinsky: col. science. work - 2005. □ № 11-12. - S. 133-141.
2. Modern dictionary of pedagogic / [comp. E.S Rapatsevich]. - Mn.: "The modern word", 2001. -