The process of studying pedagogical disciplines in this direction almost wasn’t researched. But the disciplines of the pedagogical cycle next to literature, history, culture hide in themselves an extraordinary educational potential, which under certain conditions could be aimed at successfully forming the future teacher’s personality. This determines the relevance of the topic we have chosen. The educational process provides a consequence when its semantic component is evaluated not only through “the eyes of the curriculum”, but also through “the eyes of students”, their interests, the problems concerning them, needs, and value orientations. With this approach, it ceases to be a purely cognitive process, becoming personally significant. However, a successful consequence must be preceded, the purpose is set - the teacher's content focus of and actions are not only on the instrumental sphere of personality, but also necessarily on motivational value. Such a purpose becomes the compass that directs its action to the result (those positive changes in the structure of the personality that are a productive consequence).

**Keywords:** pedagogical disciplines, educational potential, personality formation, future teacher, value orientations, productive aftereffect.

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**Key words:** pedagogical disciplines, educational potential, personality formation, future teacher, value orientations, productive aftereffect.
In return, the disciplines of the pedagogical cycle, including literature, history and culture, conceal in themselves a remarkable educational potential, which under certain conditions could be aimed at the successful formation of the personality of the future teacher [5-48]. This determines the relevance of the topic we have chosen.

The aim of the article is focusing attention of teachers of pedagogical disciplines on the conditions, under which the content enters the internal plan of the student's personality, “germinates” in his consciousness and provides a productive aftereffect.

The presentation of the main material. After graduation from higher educational pedagogical institution, some graduates do science, a part of them start their teaching career. Nevertheless, all graduates start an adult life.

However, in the study of pedagogy, we are more aimed at the first group, focussing on the scientific and terminological aspects of this science. Students study theoretical aspects, definitions, show what they have learned to the teacher at the exam, and as a rule, they leave little to themselves.

The principle of connection of pedagogy with life, theory with practice is almost the most important principle of teaching pedagogy. After all, what is studied at lectures, seminars, in the process of independent work matters only when it becomes a guidance to action, in everyday life, a regulator of practical activity.

When a student at a seminar session gives a definition of education, he can name its trends, forms, etc., and we find this important. Nevertheless, if this knowledge does not become an instrument of life in action, it cannot be called acquired, because the process of learning which is stopped at the stage of consolidation, is not completed. It is known that the learning process is aimed at the development of the instrumental area of personality. Nevertheless, with such incomplete learning or not mastering of knowledge they do not become an instrument of action, thus they are dead. Moreover, the reason of this is that in the process of its learning the motivational-value area of the personality was not involved.

Pedagogy is an educational discipline that requires, first and foremost, the involvement of this particular area. Therefore, teaching pedagogy should be both training and education in the narrow sense, aimed at the formation of feelings, values orientations and beliefs.

If in the study of sciences, mathematics or physics, the path to consciousness can be direct and short (knowledge → consciousness), then when studying humanitarian pedagogy, it should be somewhat longer and pass through the area of emotions and feelings. First, the latter gives a signal about the vital importance or practical necessity of this knowledge. Only then, there is their adoption and the transition to the inner plane of personality. Before becoming an instrument and fixing in the instrumental field, knowledge must become a value, passing through the motivational and value area of personality.

The content of pedagogy as a science about education will never become a value for the student's personality, if he studies only by laws of pure education without referring to the area, which, properly speaking, fills the meaning, giving it a vital and subjective significance. The essence of education will be truly realized only when student feels the necessity, strength and significance of upbringing in the process of his study.

In connection with this, there is a necessity to update the content of pedagogical disciplines, its greater vicinity to life. Therefore, without going beyond the state standard, we try to fill the content of the disciplines of the pedagogical cycle with life by referring to the video footage of feature films on pedagogical subjects, the experience of the famous teachers of the past and our contemporaries, colleagues on work, fiction, poetry, etc.

It is precisely this approach that allows influencing the motivational-value area of personality and causes an aftereffect, which, in our opinion, is the main indicator of a productive study of pedagogy.

On the final lesson of pedagogy, which absorbs vital and professional aspects of the previous lessons, containing the most important cognitive and educational potential, the method of open sentences are used to check the influence of pedagogy on the motivational-value area of personality, its role and meaning in life and future professional activity. The phrase “for me personally, pedagogy was the subject which...” students, not writing their surnames (mandatory condition), continue to write so:

- ... I know for sure that this subject has left a noticeable imprint in my mind. That is right, in the mind. It is like a grain sown to one into well-picked earth, another - less picked one. Nevertheless, this grain will sprout. Personally, in my mind now there is a kind of war between the bad that I have, and the good that are formed under the influence of this subject...
- ... I liked this subject from the first lesson. Before that, I was like in a fog. Nevertheless, with the advent of pedagogy my life has changed. I began to look at people differently, changed my attitude to them. I have a younger brother, and I see that my parents bring him up incorrectly. He resists them. However, he obeys me. He became my "experimental rabbit", on which I practice pedagogy. Then he told all his to parents and also noticed change in his attitude to them. I have a younger brother, and I see that my parents bring him up incorrectly. He resists them. However, he obeys me. He became my "experimental rabbit", on which I practice pedagogy. Then he told all his to parents and also noticed change in his attitude to them.
- ... Before studying this subject, I often had troubles with my parents, with friends. On the second course I was almost expelled from the university. Now I've understood myself, became more methodological, organized, I have a goal in my life. Pedagogy was not just a subject for me, but a period of life in which I became different - better. This is what my parents often say to me now.
- Personally for me, pedagogy was the subject which awaken the quick in me which was considered to have died already and all that which have lost somewhere deep in me. After each class I was tight-fisted for things I could have done, but I didn't...
- ... You turned the light in my dark path on (this is hardly a coincidence). This subject is for life...
- ... I don't know about the rest, but as for me, your subject and you absorbed me...
- ...My friends say that I've changed. And that is due to pedagogy...
- ...Thanks to this subject I became more responsible, calm. It filled the gap inside me...
- ...This subject made me the person...I never was. I used to smoke, however, now I don't want to see it and think about it...
It's the only subject I was genuinely interested in. Though it's difficult for me to fight laziness, but I have got a sense of direction and desire. It's not much, but it is a victory - my, your and pedagogy. Pedagogy has forced my desire for self-improvement.

I won't let pedagogy and you out of my life, because, when I forget everything, I will fade out. And you have said 'The person has to grow.' I want to be this kind of person.

I felt very acutely my drawbacks, downsides. If I were given a new life, I would live it in a different way. But the life gave me you and this subject. And now I'm not going to do foolishness.

I had a conversation with myself, recalled my deeds, actions, words. In most cases they were negative. Unfortunately, there is no possibility to fix it. But you can change yourself! Must change yourself! After each class of pedagogy which weren't only classes, but were life classes, I felt my consciousness rebooting.

Coming home after each class we sit and share impressions. And we don't even realize that we talk only about pedagogy.

I don't sit tight. I constantly try to improve. But it's difficult to achieve anything. Sometimes I want to give up. But coming to class of pedagogy you become unsatisfied with your weakness, because you get a boost for further fight with yourself.

Though the lecture on self-education was the last, but I was in the process of doing it from our first class. Even the relations with my girlfriend have changed. I have given several times your examples, quoted you. Probably, you didn't notice it, but in those classes, when we watched episodes of movies, quite often I almost cried, though I tried to restrain myself on the outside.

As for me, pedagogy is the way of self-education for the better.

Seeing that the process of learning pedagogical disciplines involves students' preparation for organizing educational work at school, assessing any educational activity, it is necessary to proceed from the point that upbringing involves not only an external aspect (what's going on/happens, demonstrates, promotes, organizes in order for educational influence), also an internal aspect (those inner changes in the structure of personality which happen as a result of external impacts).

The external aspect is an important and essential component of upbringing. However, it doesn’t always get inside and 'pass a filter'. So 'the real object of our pedagogical care in upbringing process, emphasized A.S. Makarenko, should be an attitude' [49, 327]. The attitude is exactly 'the green light', which facilitates the transfer of upbringing information to the internal plan of pupil’s personality. And after the internal acceptance of information based on ensuring a positive attitude to it, it may say about the result of upbringing - a consequence or those internal changes in the structure of personality without which the efficiency of external influences are quite low or null.

According to E. Thorndike, a famous American psychologist, a word ‘upbringing’ has different meanings. However, upbringing is upbringing only when it points at changes. We don’t bring someone up, if we don’t cause changes in him.

Let’s choose from hundreds of anonymous seniors’ and students’ feedback those, which convincingly prove the impact of such upbringing. Some pieces of feedback directly reflect a consequence of one of the educational activities which was conducted by the winner of pedagogy competition Alexander Vykhovannets:

...I’m filled with positive emotions. Everything I have heard will remain in my heart and soul. I feel positive changes. I recognized myself in video episodes and discovered my drawbacks which I’m trying to overcome. I’m pleased that my dear people notice it.

...I have learned to control my feelings, deeds, actions. I seriously thought about my drawbacks. After the lecture on self-education when the student, invited by you, had conducted the episode of the educational lesson, I gave up smoking.

...No, I will never forget today’s educational hour. I deliberately hesitated a little after it to go home alone. No, not alone, but together with those thoughts which appeared in me. On the way I was convincing myself that everyone has drawbacks, mistakes. However, I decided firmly on that day not to make common mistakes. And avoid new ones. The end... the silence... and we are so excited and we even haven’t felt it....

...When I was sitting in the auditorium, my breath was taken away. Leaving the auditorium, I felt great changes in me which couldn’t be put into words...

...What I have heard and observed was the good push to act. Especially the strong influence of episodes which seems to wake up and encourage acting...

...I have understood that I am on the wrong way, wasting my life and spending it on trifles. I thought that I am weak. I am trying to give up smoking today, I feel the internal struggle...

We offer a fragment of the educative event below, which Oleksandr Vykhovannets used on the All-Ukrainian competition in pedagogy. His purpose was to induce fighting with drawbacks which are obstacles on the way to the self-completion. Modelling of content of this event includes a combination of search and selection of videos which are related to the topic and at the same time meet needs of pupils’ interests.

**Topic: «Ways which we choose»**

**Presenter:** There are 2 types of activity – external and internal. One famous person said: «Thoughts and minds have the big strength. Strength to win and to conquer our body». Our today’s hour of communication doesn’t demand the verbal activity from you as we’ll talk about self-education. Its aim is to cause the internal dialogue, to think about intelligence of your own choice (self – completion or self-destruction).

In my hands I have reflective essays of students of Physical Department after finishing the course of pedagogy. Their essays forced me to choose the topic of our conversation.

Before studying pedagogy I was similar to a ship which lost its own reference point. One day I understood how is important to learn how to lead this ship by myself, having the right direction. Then I really changed my direction due to one person. I thank him for it...
The more efforts I make to achieve something in my life, the better I understand that I am in the serious moral stagnation and how rusted I am. I get stuck like that mechanical bird. . . . The bad things merge with us over time. We think that we’ll be free from them when time comes. But time is flowing and bad things percolate into us deeper and deeper, causing serious problems and obstacles in the life. Sometimes they lead to a deadlock where you don’t find an exit. Then you start to think why you didn’t stop in time. . . . I have many friends, who aren’t on friendly terms with the law. The further away I start to notice that I can’t control myself. Other things manage me and confuse the right way. . . .

Here the words from a song by E. Krylatov will be appropriate: «Where are we going to make the next step. It is terrible if we have made the wrong step. . . .»

Where will our next step be?

The first variant. Running on-site or constant skidding when you put aside everything for later. And then when time comes – you look back and it becomes bitter because of the pitiful state in which you see yourself. There, behind, there is emptiness without meaning. Years have passed, and the life hasn’t begun yet. . . .

Then, the fragment from the film «Giant» comes: a boy, sitting on the bench, is in the state of stagnation. He leads the passive, lazy, aimless and empty life. His friend is passing near him and they have a short conversation:

- What were you doing all these days?
- Nothing.
- Nothing – is boring, guy, think about it.
- I have thought about it and from that time I began to think so much.

Then, the fragment from the film "Paying to another" comes, whose hero (the teenager) gives an interview to the teleporter after that he has understood the meaning of life and changed the way of thinking:

Now I think life is not such a shit. But it is not easy to accept those who are accustomed to that. They don’t want to change anything. They raise their paws. And then they lose . . .

Then on the screen the teacher of English speaks with her pupil (film «Dangerous thoughts»): Sometimes we make mistakes and with these mistakes we continue to live further. You make the wrong choice – everything goes away . . .

Presenter: So where will our next step be?

The second variant. It’s more dangerous and as a rule, it is a result of the first variant. You try to overcome an internal crisis, try to find an exit. But often, the support, which you have found, is wrong and leads you down more. Instead of going up you go down, you degrade; you don’t realize that you use a program for self-destruction by yourself.

These words are supported by the fragment from the film "Let's live to Monday!". On the screen there is a young, pretty teacher of English Natalia Sergeevna (Iryna Pechernikova). The button "stop" keeps the attention on her charming face.

Presenter: . . . when this wonderful actress had an internal crisis, her friend decided to support her by offering a glass of brandy. Then in the theater she would “keep her face”, but on the way home she bought brandy that to console herself at home. One day she would try not to drink for a few days and would be terrified, realizing that she couldn’t control herself. Then there was the time when only a penny for bread and food for a dog were left in her purse. Then she changed her Moscow apartment on a small hut in a village, where she still lives, encoded from alcohol. She is currently writing a book. She writes only a few lines every day just to delay the painful question: «What’s next?»

Next, the button "Start" is pressed again. The actress’s face comes alive, and it sounds from her mouth: "I’m sorry guys, I was not right . . ."

Presenter: Sometimes you get into your hands another means of self-destruction. The one who takes a beautiful gesture with you from a beautiful pack. The internal voice alarmingly warns:

- Stop!
- Pull yourself together!
- Listen to me!
- Think about consequences!
- Be stronger than your desires!
- You have a dangerous weapon in your hands that strikes out twice: at you and at your children!

But you are will-less, you leave him without an answer, consciously making the next step down one more time.

After the teacher’s words everyone pays their attention to the screen. The fragment of the lecture by a Russian academician is striking in its sharpness and frankness.

. . . When I see a girl who is smoking, I’m getting cold inside . . . Have you ever seen the birth? A child in the womb of the mother is in a special leather bag. There is amniotic fluid in this bag. In these waters, a child is swimming, developing. On the eve of childbirth the child breaks through this bag and amniotic fluid is moving off the birthing mother. After some time – the child is born immediately. Sometimes the child can’t break this bag and is born right in the bag. We say about them: “They are born with a silver spoon in their mouths.” Then this bag will be opened. If the woman’s pregnancy was normal, we would see light waters, with a pleasant smell, and the pink baby floats in them. But if, God forbid, a woman in the course of pregnancy was smoking, or her husband was smoking, then after opening this bag - from there, just like from an ashtray with cigarette butts. - the heaviest tobacco spirit. The waters are muddy, dirty, and the blue child, half dead, with oxygen starvation, lies in this turbidity. If a smoking woman saw this, she would never take this poison in her mouth again . . .

Then the face of the academician is replaced by the face of the young nice couple (the film "School bonds"). The boy and the girl are sitting at the table at the café, they are modern and attractive. The boy lights the girl’s cigarette. A dialogue goes:

- Don’t you smoke?
- I tried but I didn't like it...
- You are too good. Is it to impress mothers?
- Which mothers?
- All your girlfriends' mothers.
- No, I do not have much practice.
- You differ from other boys so much.
- How?
- You have a serious approach to life.

Host: When I was personally offered a cigarette, I imagined the scales and weighed: for one scale I put the so-called short-term pleasure, and on the second - those problems that it generates and slavish dependence. Refusing, I felt joy from a small victory over myself.

So where is our next step?

The third variant.

Enlightenment. I live wrongly. And if I continue this way, I will not have a future. My mechanical bird got confused and stuck from the powerlessness between the branches, stopped the flight. And a voice within me says again:

- Don't give up!
- Gain victory over yourself!
- Don't be afraid of defeat!
- Clear your height!
- Your future depends on your determination!

I overpower myself and decide - to stop, to change the way of life and way of thinking. I break away from the negative environment and begin my way of improving myself. My thoughts go into my actions...

There is the fragment of the film " Giant" on the screen again:
The guy is coming up to a tree in which the bird is stuck in the branches. He takes it off, starts it and launches it again into the sky, admiring its free flight in the blue sky (the metaphor for the exit from the state of stagnation and insertion in the active performance). The flight of a bird is stopped by a fragment of the film D. Asanova "Boys". The scene of enlightenment of the hero of the film, Rublev, who was betrayed by his "so-called" friend Zaitsev, who constantly manipulated him, finally appreciates the true and sincere care of his coach Pasha, whom he still resisted. There is an explosion in Rublev's mind. Running after Zaitsev's wild deed to Pasha, he screams: "I'm sorry, Pasha! I understood everything! I will give up drinking! I will give up everything! I'm sorry, Pasha! I will not do it again! All! I gave up! I gave it up!"

Rublev's enlightenment is changed by the next video (the film "Prison teacher"). A teacher who has already aroused trust by his behavior and actions of the student who has been opposed to him for a long time convinces him to change his views on life and manner of behavior.

Teacher: - Do you want one-on-one
Student: - What do you want?
Teacher: - I do not want you to give up. You are too special to ruin your life like this.
Student continued to resist outwardly by inertia, but internally he began to see clearly: - It seems that you are looking for salvation yourself.
Teacher: - Gabriel, I know what it means when people give up. I know what it means to give up yourself. I just want to know that you are with me.

After some reflection, the student come closer to the teacher and stretches out his hand, making it clear that he has internally accepted his words and he is ready to draw conclusions.

In the last video (the film "Football team") the coach turns to the sportsmen, encouraging them to fight with themselves for self-improvement. There are noble, serious faces of young guys on the screen, in the eyes of which is the internal acceptance of the words of the coach and readiness for active action. The words of the coach logically complete the content of the previous video fragments:

And we should not be afraid of defeat. There is no place for fear in this struggle. If we go out on the field, be careful - we will doubt during our lives. But if we go out on the field and give it absolutely everything - it will be heroism. Let's be heroes! Let's be! Let's go, boys! Let's go!

Host: I wish our conversation continued in the infinite fragments of your own lives. Be wise! Listen to your inner voice and remember that you can be late forever!

Conclusions. The educational process provides an aftereffect when its core component is evaluated not only "by the eyes of the curriculum", but also by the "students' eyes", their interests, concerns, needs, value orientations. With this approach, it ceases to be purely cognitive process, becoming personally meaningful.

However, the successful aftereffect must be preceded by the clearly goal – the focus of the content and actions of the teacher need to affect not only the instrumental sphere of the individual, but also necessarily the motivational-value sphere. This goal becomes the compass which directs its actions on the result (those positive changes in the structure of the individual, which represent a productive aftereffect).

We will finish with the words of the third year student of the Institute of Foreign Languages - a reaction-response to the educational conversation "The Roads We Choose".

I smoked from the ninth grade. I did not consider my habit as harmful, although I heard, read, knew about the negative effects of smoking. When there was a conversation about it on the educational events, I thought: “Again about this... I will not hear anything new...”. However, its content strongly influenced me, I was especially impressed with the fragment where the student of the
Institute of Physical Education and Sports talked about the effects of smoking for future mothers, for young children. The facts were terrifying and caused serious reflections on what I was doing... The bell rang... Break... When I left the university campus I took a cigarette... Before my eyes I saw a fragment of the film, the color of the skin of a small child, horror... I do not want to smoke! I will not smoke! I can't! I am grateful to the fate that I heard and understood such information on time.

Our further research will be carried out in the direction of analysis of the ways of influencing the motivational-value sphere of the individual in the process of studying pedagogical disciplines.

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Література


АНАЛІЗ ЗМАГАЛЬНОЇ ДІЯЛЬНОСТІ КВАЛІФІКОВАНИХ ФУТБОЛІСТІВ НА ЕТАПІ ПІДГОТОВКИ ДО ВИЩИХ ДОСЯГНЕНЬ

Сучасні тенденції розвитку спорту зумовлюють багаторічний планомірний процес досягнення високої майстерності, диктують необхідність вдосконалення системи управління підготовкою атлетів в період переходу в професійний спорт. В статті розглянуто структуру техніко-тактичних дій кваліфікованих футбольистів у змагальній діяльності на етапі підготовки до вищих досягнень. Дані дослідження одержані із застосуванням сучасних технологій. Спостереження здійснювалися за допомогою комп’ютерного аналізу відеозаписів матчів чемпіонату України з футболу. Оцінено кількісні і швидкісні показники та дана характеристика пересувань гравців 19 років у матчах. Проаналізовано техніко-тактичні дії футболістів у змагальній діяльності. Результати дослідження структуру техніко-тактичних дій кваліфікованих футбольистів на етапі підготовки до вищих досягнень у майбутньої змагальній діяльності дозволили встановити високий рівень виконання практично всіх технічних прийомів, що у великий мір обумовлено функціями у команді. Визначено необхідність впровадження системи поступового переходу спортсменів з юнацького футболу у професійний.

Ключові слова: футбол, гравці, 19-20 рік, тренування, команди, змагання.

Алуан Б. А. Аналіз соревновательной деятельности квалифицированных футболистов на этапе подготовки к высшим достижениям. Современные тенденции развития спорта обусловливают многолетний планомерный процесс достижения высшего мастерства, диктуют необходимость совершенствования системы управления подготовкой атлетов в период перехода в профессиональный спорт. В статье рассмотрена структура технико-тактических действий квалифицированных футболистов в соревновательной деятельности на этапе подготовки к высшим достижениям. Данное исследование получено с применением современных технологий. Оценено количественные и скоростные показатели и дана характеристика передвижений игроков 19-20 лет в матчах. Проанализированы технико-тактические действия футболистов в соревновательной деятельности. Результаты исследования структура технико-тактических действий квалифицированных футболистов на этапе подготовки к высшим достижениям в условиях соревновательной деятельности позволили установить высокий уровень исполнения практически всех технических приемов, что в большой степени обусловлено функциями в команде. Определена необходимость внедрения системы постепенного перехода спортсменов из юношеского футбола в профессиональный.

Ключевые слова: футбол, игроки, 19-20 лет, тренировка, команды, соревнования.

Balan B. An analysis of the competitive activity of skilled football players in the preparation stage for higher achievements. The problem of analysis of contention activity of skilled footballers on the stage of preparation to higher achievements has an important theoretical and methodical value for an estimation and ground of traditional approaches of construction of educational-training process and system of realization of competitions in football.

On this time the far of researches is executed from the study of motive activity of footballers in the conditions of competitions, as a result of that the got is given about character and volume of actions of players both with a ball, and without him.