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ACTIVATION OF COGNITIVE ACTIVITY OF STUDENTS OF PEDAGOGICAL AND CHOREOGRAPHIC EDUCATION IN THE PROCESS OF STUDYING ANATOMY AND MOVEMENT PHYSIOLOGY

The article is devoted to a comprehensive analysis of the pedagogical conditions, methodological approaches, and technologies that ensure the activation of cognitive activity of students of pedagogical and choreographic education in the process of studying the disciplines of anatomy and movement physiology. The relevance of the study is determined by the increasing requirements for the theoretical training of future specialists in movement culture and the need to develop their ability to apply anatomical and physiological knowledge in practical activities. In modern professional education, these disciplines acquire special significance as they provide an understanding of the structural and functional foundations of movement, the principles of the musculoskeletal system, and the mechanisms of maintaining movement health.

The article states that the cognitive activity of students in pedagogical and choreographic specialties has a complex character and includes motivational, intellectual, operational, and reflective components. It is emphasized that studying anatomy and movement physiology requires a high level of analytical thinking, spatial imagination, and the ability to relate theoretical concepts to specific motor actions. Typical difficulties that arise during learning are connected with the complexity of Latin terminology, the necessity of visualizing the spatial organization of body structures, and the need to combine theoretical knowledge with practical movement performance in pedagogical or choreographic contexts.

It is found that an important factor in activating cognitive activity is the use of interactive, multimedia, and interdisciplinary technologies that provide visualization of complex anatomical structures and physiological processes. Such technologies

include 3D models, virtual simulators, video analysis of movements, digital laboratories, problem-based learning methods, case analysis, and team-based forms of work. It is noted that the use of these tools contributes to the development of research skills, critical thinking, and stable learning motivation. A special role is played by the interdisciplinary approach, which integrates knowledge of anatomy, physiology, biomechanics, pedagogy, and choreography, creating conditions for a holistic understanding of motor activity.

Particular attention is paid to students' independent work, which, with proper methodological support, becomes an effective means of developing intellectual independence, responsibility, and the ability to creatively apply acquired knowledge. Effective forms of independent learning include creating diagrams and models, preparing mini-studies, completing analytical tasks, keeping individual observation journals, and working with scientific sources.

Based on the conducted analysis, it is proved that the activation of students' cognitive activity promotes a shift from reproductive learning to deeply meaningful processing of educational material and ensures the formation of professional competencies necessary for future pedagogical or choreographic work. The research results can be used to improve the methodological support of academic disciplines, develop integrated educational courses, and implement innovative educational technologies in the training of specialists in movement culture.

Keywords: cognitive activity, anatomy and movement physiology, students of pedagogical and choreographic education, students' cognitive engagement.