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Developing Professional Pedagogical Mastery of Future Initial Classes

Teachers

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Annotation: *the article deals with the development of professionally pedagogical skills of future primary school teachers.*

The main means of education are various types of activity. First of all, it is the formation and development of the basic culture of the individual. The formation and development of the basic culture of the individual is promoted by the re-nourishment of the relation to the most important components of human existence: nature (moral education, the creation of correct stable relationships as personal qualities), life (declaration of value categories: happiness, happiness, conscience, justice, equality, brotherhood etc.), society (acquaintance with the legal basis of society and its political structure, the study of the problem of the personal role in society: the modern "I" and society, patriotic education), work (scientific e labor skills) (1).

In traditional pedagogy, there are several approaches to educational activity in the development of the basic culture of personality. Scientists-teachers BT. Likhachev, VA. Slastenin, IP. Podlasiy, AA. Khalikov and others distinguish the following areas of educational activity: the formation of a scientific worldview; civic education; labor education; moral education; aesthetic education; physical education; ecological education; professional orientation.

We will not dwell on the characteristics of these directions, since they are detailed in textbooks on pedagogy. It is important for us to understand the essence of pedagogical skill.

The pedagogical mastery of primary teachers begins with a humanistic position and pedagogical communication, creating an environment that colors pedagogical cooperation and optimizes the teaching and educational process. Teaching skills are developed and implemented in pedagogical activity. Mastery provides high level of self-organization of professional activity, it includes: humanistic orientation, professional knowledge, pedagogical abilities and pedagogical technique.

Pedagogical mastery presupposes the presence of a humanistic orientation, which makes it possible, in accordance with the requirements of modern society, to build an educational process.

The foundation of professional development of the pedagogical profession is professional knowledge. It is the "skeleton" of professionalism and gives the opportunity to constantly improve it.

Pedagogical abilities are the yeast of skill, which ensures the speed of its perfection.

The pedagogical technique relies on knowledge, ability, allows all means of influence to be linked to the goal, thereby harmonizing the structure of pedagogical activity.

All these elements are interrelated in the system of pedagogical skill. They inherent self-development, the basis of which is the synthesis of knowledge and direction; an important condition for success are abilities, but a means of giving integrity, connectivity of direction and effectiveness, - skills in the field of pedagogical technology.

The most important qualities of a teacher's personality are his value orientations. These are the main criteria for the professionalism of the teacher - a person who is knowledgeable, demanding, creative. The humanistic orientation determines the meaning of activity, the active position of the master teacher.

Consider the professional knowledge and pedagogical abilities of primary school teachers. Professional knowledge is the basis for the development of pedagogical skills. The teacher's knowledge is addressed, on the one hand, to the discipline he teaches, on the other hand, to the students. The maintenance of professional knowledge is the knowledge of the subject, its methodology, as well as of pedagogy and psychology. An important feature of professional pedagogical knowledge is the complex and integration. First of all, it is the teacher's ability to synthesize the studied sciences. The synthesis rod - the solution of pedagogical problems, the analysis of pedagogical situations, causing the need to comprehend the psychological essence of phenomena, the choice of ways of interaction based on the cognized laws of personality formation. The decision of each pedagogical task actualizes the entire system of pedagogical knowledge of the teacher, which manifests as a single whole. In addition to comprehensiveness, generalization, the professional knowledge of the master pedagogue is also characterized by such an important feature as the individual style of work.

On the basis of professional knowledge, a pedagogical consciousness is formed - the principles and rules that determine the actions and actions of the teacher.

The teacher learns all his life, "eternally summoned to the blackboard" - that's what people say about him. Constantly raise the professional level is the paramount task of the teacher.

Teaching skills are not only professional knowledge, but also abilities for pedagogical activity. They indicate the features of the course of mental processes that contribute to the success of pedagogical activity. Analysis of pedagogical abilities is reflected in a number of studies.

Abilities to pedagogical activity, as well as to any other, can be found in how quickly professional education is going, how deeply and firmly the future teacher is mastering the methods and methods of pedagogical activity.

In the atlas on the psychology of MV. Gamezo and IA. Domashenko, the possibilities are characterized as individual psychological features of a person that manifest themselves in activity and determine the success of its fulfillment. Ability depends on the speed, depth, lightness and strength of the process of mastering knowledge, skills and skills, but they themselves are not reduced to them.

Studies have established that abilities are lifelong educations, they develop in the process of individual life, that the environment, the upbringing, actively form them. The ability is a dynamic concept; their formation takes place in the process of organized activity.

A profound analysis of the problem of abilities is contained in the works of B.M. Teplov. According to him, abilities, in his opinion, are meant, firstly, individual psychological features that distinguish one person from another, and secondly, not all individual characteristics, but only those that have a relation to the success of any activity or many activities. And thirdly, the concept of "ability" is not confined to the knowledge, skills or skills that are already expressed in a given person.

The formation of abilities is affected by a number of conditions. This is a theoretical and practical experience, knowledge; physical and mental activity associated with the fulfillment of specific goals and familiarity with various types of play, teaching, work; observation, good memory, brightness of imagination.

Ability, according to B.M. Teplov, are in constant development. If they do not develop in practice, they eventually go out. Only constantly improving in music, drawing, technical creativity, mathematics, it is possible to maintain and develop abilities in the corresponding activity.

For abilities characterized by replicability, large compulsory capabilities. Distinguish: general abilities (individual properties of the individual, providing relative ease and productivity in mastering knowledge and implementing various activities); special abilities (personality properties that help achieve high results in any area of activity). Special abilities are organically related to common abilities.

Each ability has its own structure, it distinguishes between leading and auxiliary properties. So, for example, the leading properties in literary, mathematical, pedagogical and artistic abilities are the following:

Literary - features of creative imagination and thinking; bright and intuitive images of memory; developed aesthetic feelings; sense of language;

- in mathematical - the ability to generalize; flexibility of think processes; easy transition from direct to reverse thinking;

- in pedagogical - pedagogical tact; observation; love for children; the need for knowledge transfer;

- in artistic - features of creative imagination and thinking; the properties of visual memory, contributing to the creation and preservation of vivid images; development of aesthetic feelings, manifested in an emotional attitude to the perceived; volitional qualities of the individual, ensuring the implementation of the idea into reality.

Specific ways of development of special abilities. For example, before others, abilities begin to manifest in the field of music, quite early in the field of mathematics. The future primary school teacher needs to develop all the abilities since the primary school teacher teaches all subjects.

Allocate levels of abilities: reproductive (provides a high ability to absorb knowledge, master activity) and creative (provides the creation of a new, original). However, it should be borne in mind that any reproductive activity includes elements of creativity, and creative activity is impossible without reproductive activity.

There are also theoretical and practical abilities. The former presupposes a person's inclination to abstract theoretical thinking, and the latter to concrete, practical actions. Often they do not fit together. The same ability can be different in degree of development.

Talent is a high level of development of the ability that ensures outstanding success in one or another kind of activity. Genius is the highest level of development of abilities, making a person an outstanding personality in the relevant field of activity.

Belonging to one of three types: artistic, mental and intermediate (in the terminology of IP Pavlov) - largely determines the features of his abilities.

The relative predominance of the first signal system in a person's mental activity characterizes the artistic type, the second signal system is the thinking type, approximately equal to their representation - the average type of people. These differences in modern science are associated with the functions of the left (verbal-logical) and right (figurative) hemispheres of the brain.

For the artistic type, the brightness of the images is inherent, for the cultural type, the predominance of abstractions, logical constructions.

One and the same person may have different abilities, but one of them may be more important than the other. At the same time, different people may have the same abilities, but differ in their level of development.

The success of any activity is determined not by any individual abilities, but by a unique combination of abilities for each person, characterizing him as a person.

Success in mastering an activity can be achieved in various ways. Insufficient development of this or that individual ability can be compensated by the development of other abilities, on which successful performance of activities also depends.

There are constructive, organizational, communicative components of pedagogical activity. The teacher must have the appropriate abilities.

Constructive abilities are manifested in the desire and the ability to develop the personality of the student, to select and compositionally construct teaching and educational material in relation to the age and individual characteristics of children.

Organizational abilities are manifested in the ability to include students in various activities and effectively influence each person.

Communicative abilities are manifested in the ability to establish proper relationships with children, to feel the development of the entire collective, to understand each student (2).

Sociability, sociability is not only the need for communication, but also a sense of satisfaction from the very process of communication, preserving efficiency and giving a boost to the creative well-being of the teacher. Sociability helps develop perceptual abilities, such as professional vigilance and observation.

The ability to observe is a complex quality. It manifests itself not only in the ability to see, hear, but also in the presence of interest in what our attention is directed to, and also in the intense work of the mind in processing information.

To be a master means to anticipate the course of the pedagogical process, possible complications; te own pedagogical instinct. There is nothing mystical about this. This ability can be developed, but its formation requires certain efforts.

Another element of pedagogical skill is the form of the organization of the teacher's behavior. Knowledge, orientation and ability without skills, without mastering the methods of action, i.e. pedagogical technique, are impossible. Without them, high results of the teacher's work are inconceivable.

Pedagogical technology includes the ability to manage oneself and interact in the process of solving pedagogical problems.

The first group of skills is the possession of one's body, the emotional state, the technique of speech. The second - didactic, organizational skills, possession of the technique of contact interaction, etc.

The criteria of the teacher's skill are: expediency (focus); productivity (result: level of knowledge, upbringing of students); optimality (choice of means); creativity (content of activities).

The task facing pedagogical universities is to help students master the basics of mastery as the initial level of their professional training: to form an orientation, to give knowledge, to develop abilities, to equip with technology.

Another primary school teacher should solve the pedagogical situation and the pedagogical problem. The pedagogical task is the basis of pedagogical skill, its solution reflects the level of the teacher's professionalism.

The pedagogical task is to comprehend the current situation with the aim of transforming it, transferring it to a new level, and making it closer to the goal of pedagogical activity. All pedagogical activity consists of a chain of situations. They are created both by the teacher and by the students spontaneously and specifically.

The mastery of the teacher of primary classes is the ability to turn the situation into a pedagogical task, thereby directing the existing conditions for the restructuring of relations, bringing the teacher closer to the goal in point.

The situation may not be a problem if the teacher does not notice or ignores it, sometimes without giving it any importance. It can be perceived as a task, but it is inadvisable to decide if it reacts to the situation with a hint, sometimes not resolving the conflict, but aggravating it.

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