



Pedagogical Skills of Teacher

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ABSTRACT

The purpose of this work is to consider the subjective characteristics of the teacher's personality, and then we will touch on only the first three groups of the structure of subjective properties. The place and functions of the teacher in society, the requirements of society and social expectations in relation to the personality and activities of the teacher are also considered.

Keywords:

Subjective Characteristics, Requirements Of Society, Social Expectations, Activities Of The Teacher,

Pedagogical abilities are individual psychological properties of a person, which ensure the achievement of high results in pedagogical activity. The group of pedagogical abilities also includes pedagogical observation, pedagogical imagination, pedagogical tact, mastery of speech.

Pedagogical activity is one of the most difficult areas of human labor. In his work, the teacher is called upon to solve the most important problems for society, which place high demands on the personal and professional traits of the teacher. Therefore, we will consider the problem of the properties and qualities of a teacher that ensure the effectiveness of his activities. In general, ideas about the structure of subjective properties give grounds to distinguish the following four groups:

- 1) psychophysiological properties of the subject;
- 2) abilities;
- 3) personality traits;
- 4) professional pedagogical and subject knowledge and skills.

In the "Explanatory Dictionary" by V. Dahl, the word "teacher" is defined as a mentor, a

teacher, that is, his two main functions are emphasized - leadership in the acquisition and implementation of social experience by a student and the transfer of knowledge accumulated by mankind. These two functions of the teacher have been fundamental throughout human history. The content of mentoring and teaching functions in connection with the development of society and those specific goals and objectives that it set in the field of upbringing of the younger generations changed.

The place and functions of a modern teacher are determined by the importance that society attaches to the education of the younger generations, the development and improvement of the entire education system and its main link - the secondary general education school.

School is the main state educational institution designed to educate the younger generations. The school is faced with quite definite tasks set by society: to equip schoolchildren with a system of knowledge, abilities and skills; to form in them the foundations of a modern worldview and

morality, certain skills of social behavior. In modern conditions, society's requirements for school are constantly growing. This is due to the growing requirements for preparing children for life in society. The school is assigned an important role in solving such program problems as the formation and all-round development of the personality.

In the process of educating students, the school faces serious competition from out-of-school influences. This can be explained by the growing autonomy of children, the large number of groups and collectives where children enter at the same time, the possibility of some "anonymous" existence of the child in the city, the growth of the number of social institutions involved in the upbringing of the younger generations. However, the main thing that the school was, is, will be and should be out of competition is its ability to organize the most systematized educational process based on the implementation of state training and education programs. And the decisive role here belongs to the teacher.

A teacher in a modern school performs a number of functions. The teacher is the organizer of the educational process in the classroom. He is a source of knowledge for students both during lessons, extra classes and consultations, and outside the educational process. Most teachers perform the functions of class teachers, that is, they are the organizers of the educational process. A modern teacher cannot but be a social psychologist, because he needs to be able to regulate the interpersonal relations of students, to use the social and psychological mechanisms of the children's collective. As a member of the teaching staff, the teacher participates in organizing the life of the school collective, works in methodological associations of subject teachers and class teachers. In connection with such a variety of functions, the comprehensive requirements that society imposes on the personality of the teacher become clear.

Requirements for the teacher. Teaching is one of the most difficult areas of human labor. Based on the tasks that the teacher is called upon to solve, his most important functions for society and the complexity of his activities,

society makes high demands on the personal and professional traits of the teacher. Let's name the most essential personal qualities that a teacher should have: a highly developed sense of social responsibility; intellectual perfection and moral purity, that is, compliance with the moral ideal that society wants to embody in children; self-control, endurance.

The main requirements of society for the professional characteristics of a teacher can be formulated as follows:

- general broad education, awareness in various fields of knowledge;
- deep knowledge of age, educational and social psychology, pedagogy, age physiology, school hygiene;
- fundamental knowledge of the taught subject, new achievements and trends in the relevant science;
- possession of teaching and upbringing methods;
- creative attitude to work;
- knowledge of children, the ability to understand their inner world, pedagogical optimism;
- possession of pedagogical technique (logic, speech, expressive means of communication, etc.) and pedagogical tact;
- continuous improvement of knowledge and pedagogical skills.

The most important, personal and professional trait of a teacher should be considered love for children, without which effective pedagogical activity is impossible.

Every teacher should strive to meet these requirements as closely as possible. In the process of pedagogical activity, the teacher enters, on the one hand, as a person authorized by society to educate children and to realize the goals, content, basic methods and forms of education set by society. And in this role, he for the most part successfully achieves that upbringing is truly humanistic, ideologically driven and effective. On the other hand, the teacher appears in pedagogical activity as an individual (and this characteristic of him is much more complete than narrow professional). Manifesting his individuality, a teacher may not always be at the high level that society expects from him. In this regard, the

problem of psychological and pedagogical training of future teachers for the implementation of their most complex functions is of particular importance.

Along with the requirements imposed by society as a whole, the activity teacher is guided by what his immediate environment expects from him: school administration, colleagues, students, their parents. It is also important what the teacher himself expects from his work. All these expectations, although in the main they coincide with the requirements of society for a teacher, have their own characteristics and do not coincide with each other in everything. For example, in some cases they may not coincide even among employees of public education bodies and school administration.

Social expectations do not depend on the consciousness and behavior of a particular individual (a particular school director or head of public education authorities). Their bearer is a certain social group as a whole (this does not mean, of course, that each specific individual does not affect the social expectations of his group). Social expectations in relation to the teacher are formed in various groups of people around him, under the influence of many factors. Determined by the requirements of society as a whole, social expectations carry elements of cultural traditions characteristic of a city or village, various professional and age groups of the population. Certain customs and prejudices are sometimes reflected in social expectations. Social expectations are impersonal: they are not addressed to a specific teacher, but to any person who holds this position - to a teacher in general. And accordingly, they are extremely schematic and generalized.

Thus, the parents of students expect from teachers mastery in education and training, regardless of the length of service and age of a particular teacher. Pupils characterize teachers according to three groups of properties: properties related to communication (the teacher must be kind, fair, honest, love children); the properties of appearance and demeanor (sensitive, demanding); properties related to the learning process (know your subject, be able to explain it).

The social expectations of individual groups may not coincide with their assessment of real teachers. Thus, a special study carried out in a number of pedagogical collectives revealed that the ideas of teachers about the reference image of a teacher in many ways do not coincide with their assessments of their colleagues, whom they attributed to the number of "ideal" teachers. With a few exceptions, none of the subjects had a significant the relationship between the standard and the actual criteria for evaluating colleagues as close to the "ideal" of the teacher.

It should be remembered that as the requirements for the effectiveness of the upbringing process grow, social expectations in relation to the personality and activities of the teacher also increase. Teachers want to see a kind of compensator for what the family lacks for the child, an integrator of various influences experienced by students; he is expected to overcome the difficulties in education that arise in connection with urbanization, acceleration, etc.

The requirements of society, various social expectations, the individuality of the teacher, his subjective readiness to respond to these requirements in the aggregate, determine how the pedagogical activity of a particular teacher develops.

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