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## METHODOLOGY FOR CONDUCTING PEDAGOGICAL EXPERIMENTAL TEST WORK AIMED AT IMPROVING TECHNOLOGIES FOR DEVELOPING PERSONAL AND PROFESSIONAL QUALITIES OF FUTURE TEACHERS

**АННОТАЦИЯ:** Данная статья относится к сфере дошкольного образования, в статье раскрыты личностно-профессиональные качества будущих педагогов, личностно-профессиональный, практический, психологический, методический, исследовательский типы.

**КЛЮЧЕВЫЕ СЛОВА:** профессиональные качества, личностные качества, мотивация, будущие педагоги, открытость к общению, эмоциональная устойчивость, доминантность, социальная зрелость, социальная смелость, надежность, уверенность, педагогичность, самообладание и другие характеристики.

**ABSTRACT:** This article relates to the field of preschool education; the article reveals the personal and professional qualities of future teachers, personal and professional, practical, psychological, methodological, research types. **ABSTRACT:** This article relates to the field of preschool education; the article reveals the personal and professional qualities of future teachers, personal and professional, practical, psychological, methodological, research types.

**KEY WORDS:** professional qualities, personal qualities, motivation, future teachers, openness to communication, emotional stability, dominance, social maturity, social courage, reliability, confidence, pedagogy, self-control and other characteristics.

Today, the constant attitude of teachers in professional activities, self-development, self-discipline, self-regulation, and self-discipline remains relevant. All these values of the non-traditional educational paradigm, self-determination, self-expression, self-realization and self-realization of the individual create conditions for the realization of their needs.

The level of formation of pedagogical reflection, which is the main qualification characteristic of a teacher, can be reflected in the personality of the teacher, in groups of teachers, in their professional activities as a professional. Pedagogical reflection allows for systemic integrity, regulation of pedagogical activities, and therefore solves problems associated with mastering innovative, creative tools.

Training (English: Training from the train - training, training) is an active educational method aimed at developing knowledge, skills, abilities and social attitudes.

During training, different methods are used, that is, attention is directed to different forms of activity, as well as to different channels of information perception, which undoubtedly makes the process lively and memorable. Main methods used in teaching:

1. Game:

- a business game is an imitation of various aspects of professional activity and social interaction.
- role-playing game - the performance of certain roles by participants to solve or develop certain situations.

2. A problem is a problematic situation that requires an answer and a solution. Problem solving occurs both individually and in a group. The main task of a problem is to learn to identify the main problems and ways to solve them, to formulate a program of action.

3. Group discussion – joint discussion and analysis of a problem situation, question or task.

4. Brainstorming – a method of stimulating creative activity. Allows finding solutions to complex problems and new ideas.

Interesting presentation of theoretical material, video analysis, moderation and other methods.

The purpose of the training: - awareness of personal characteristics and creative potential of the participants;

- formation and development of pedagogical reflection skills;
- the process of forming ideas about oneself as an educational subject;
- strengthening the personal and professional self-esteem of the participants.

Principles of training: - the principle of gradual involvement of participants;

- the principle of creative organization, reflecting the entire pedagogical process;
- the principle of taking into account the characteristics of reflexive activity. In addition, reflexive work is aimed at more complete knowledge, understanding and systematization of what was obtained in the past (retrospective reflection), as well as experience created for the future (prospective reflection). The development of reflexive qualities also occurs through self-observation ("investigation"), mutual thinking (comparison, self-association).

Training consists of four stages: - preparation, - awareness, - reassessment, - action. Preparatory stage: updating the expectations and needs of personal and professional self-development (the process of participants showing interest in their professional and personal experience; their needs and opportunities for professional and personal self-development; their participation - reflective activity); by updating the participants' readiness to gain new experience, their level of awareness of the need, it is possible to observe changes in behavior.

Awareness stage: Awareness of the participants in the system of professional and personal communication; awareness of the participants themselves in the system of professional activity; actualization of stereotypical forms of behavior; knowledge and acceptance of professional problems.

Reassessment stage: Search and correction of new models of behavior in solving professional problems; development of possible personal and professional qualities

Action phase: consolidation of new behavior patterns; mastering and learning methods of constructive personal and professional development, gaining experience and planning future professional activities. Reflective learning is represented by theoretical and practical blocks. The theoretical block includes the disclosure of the essence and features of pedagogical reflection, forms and types of reflection. The practical block includes situations of active interaction of participants, psychogymnastic games, develops psychotechnics.

Each part consists of three parts: mood-lifting (traditionally, exercises to "lift the mood", creating the appropriate emotional mood of the participants), the main part (planned based on the set goals) and reflection itself (analysis, self-analysis of what happened).

As a result of the trainings, future teachers will have the following competencies:

- pedagogical reflection,
- personal reflection,
- communicative reflection,
- joint reflection,
- intellectual reflection.

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