

PEDAGOGICAL SKILLS

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Abstract: Pedagogy has developed for many centuries mainly as a normative science and was a collection of more or less useful practical recommendations and rules of education and training. In many cases, without knowledge of the regulations, it is difficult to solve any, even simple, pedagogical task. But the ordinariness of pedagogical thinking, the systematic reproduction of methodological guidelines from above, the unconditional acceptance of someone else's positive experience, the lack of one's own initiative and the adoption of nonstandard decisions, the assimilation of standards without knowledge of the dialectical nature of the pedagogical process.

Key words: Pedagogical Skills, teacher, child, education, students, parents

The highest level of pedagogical activity, manifested in the constant improvement of the art of teaching, upbringing and human development, is pedagogical skill. The pedagogical skill of a high school teacher is expressed in his professional activity and does not exist separately from the individual. In pedagogy, there is no single view on the essence of a teacher's professional skills.

From the inside, pedagogical mastery is a functioning system of knowledge, skills, abilities, mental processes, and personality traits that ensures the fulfillment of pedagogical tasks. This definition does not give a clear idea of the content of pedagogical skills, about its components. There is also no indication of the nature of pedagogical skill in it. It is not clear, for example, how this "high level of professional activity" comes to a teacher. Either this is the result of learning, or it is a manifestation of a hereditary predisposition, or it is the unity of theoretical armament and practical work.

Like every activity, pedagogical includes the following components: purpose (aimed at changing one's own personality and its activities, consciousness and behavior of children), content (educational process aimed at socializing each child, including him in social, interpersonal relationships, mastering social experience), means (work, communication, game, learning), actions, object (child) and subject (teachers, students, parents), result. Considering the structure of pedagogical activity, the following can be noted:

- a teacher is a subject of pedagogical activity;
- the main content is the relationship with people;
- the object and subject of the activity is a child;

- constant communication with children who have their own worldview, their own rights, their own beliefs.

Everyone who chooses the profession of a teacher takes responsibility for those whom he will teach and educate. At the same time, being responsible for ourselves, our professional training, our right to be a teacher, teacher, educator, each of us must be aware that the worthy fulfillment of professional pedagogical duty requires taking on a number of obligations.

The actual problems of pedagogical mastery are the theory and practice of teaching and upbringing. The doctor treats the body, and the teacher treats the soul, it is the teacher who implements the goals and objectives of education and upbringing, organizes active educational, cognitive, labor, social, artistic, aesthetic and sportsimproving activities of students aimed at their development and formation of various personal qualities. Ya.A. Komensky argued: "Let the best of people, outstanding for their morality, be teachers – this is the most effective wonderful means to encourage students to the most honest life." Everyone who chooses the profession of a teacher takes responsibility for those whom he will teach and educate. It is the duty of every teacher to become a master who knows the patterns and mechanisms of the pedagogical process.

Pedagogically think and act independently, analyze pedagogical phenomena, divide pedagogical phenomena into constituent elements, comprehend each part of them in connection with the whole, find and define ideas, conclusions, principles adequate to the logic of the phenomenon under consideration in the theory of education and upbringing; correctly diagnose the phenomenon, determine which category of psychological and pedagogical concepts it belongs to applies; to find the main pedagogical task (problem) and ways to optimally solve it, to acquire and improve professional skills and develop pedagogical skills - implements pedagogical skills. The teacher needs to understand in detail the structure of pedagogical activity and the system of theoretical knowledge and practical skills associated with it. A.S. Makarenko argued that students would forgive their teachers for strictness, dryness, and even pickiness, but would not forgive poor knowledge of the case. Above all, they value in a teacher confident and clear knowledge, skill, art, golden hands, laconic speech, constant readiness to work, clear thought, knowledge of the educational process, educational skill. "I have come to believe from experience that mastery based on skill, on qualification, solves the issue."

A future teacher should:

objectively assess your opportunities for teaching, find out your strengths and weaknesses, and clearly present professionally significant qualities that will need to be formed during professional training.

Possess a general culture of intellectual activity, a culture of behavior, communication, including pedagogical.

To know the patterns of behavior and communication.

To understand the student as an equally valuable, equally significant person, as one's own self.

To be an organizer of educational and non-educational activities of students, an inspirer of cooperation between participants in the educational process, to act as a partner in activities aimed at achieving common goals of education, upbringing and development.

These duties can be fulfilled only if the future teacher continuously enriches himself with scientific knowledge, pedagogical skills, improves his personality, and then reaches pedagogical mastery.

Pedagogical skills are manifested, first of all, in pedagogically expedient actions and deeds of a teacher, in the honed skills of effective organization of educational and cognitive activities of pupils and the formation of pedagogical communication with all participants in the educational process, as well as in the skills and abilities of self-improvement of their pedagogical abilities and significant professional and pedagogical properties and qualities.

Such an understanding of the essence of pedagogical skills is of great importance. It allows us to comprehend pedagogical skills as a very complex activity-personal phenomenon of a teacher, to reveal its internal structure in more detail and correctly outline the ways of its effective formation. The professional suitability of a teacher is a determining prerequisite for the formation and development of pedagogical skills.

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