

## DEVELOPMENT OF EDUCATIONAL ACTIVITIES ON FUTURE TEACHER

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### ABSTRACT

In this article, the development of professional activity of future teachers, the formation of pedagogical skills in the process of training future teachers, the teacher's professional pedagogical point of view, his understanding of himself as a professional, the formation of levels of professional attitude in the future teacher, his self-assessment within the cognitive direction Processes and methods related to given.

**Keywords:** pedagogical activity, professional activity, perspective, self-assessment, professional skills, self-awareness, originality, methodical reading.

### INTRODUCTION

When focusing on the pedagogical task of the future teacher, this situation is overlooked and the process of preparing students to teach students takes precedence. A number of measures are being taken to modernize the teacher training system. Many scholars have presented their approaches to teacher training.

Many experts, including A.A.Derkach, N.V.Kuzmina, A.A.Rean, have stated their theoretical approaches to the components of self-assessment. In particular: a) self-assessment of pedagogical results; b) self-assessment according to pedagogical capacity. The first level represents the teacher's satisfaction with their own achievements. The second shows the teacher's self-confidence. Therefore, one of the important factors of professional development is the correlation between low assessment of the future teacher's performance and high assessment of his / her abilities.

### MATERIAL AND METHODS

Experts (M.A. Larionova) identified three components in the evaluation of their work in teachers: a) the evaluation of their strategy, the validity of the goals and objectives; b) the process of pedagogical activity, the effectiveness of the means and methods of pedagogical cooperation, the ways chosen by the teacher; c) a comparative analysis of the results of pedagogical activity, the results of their pedagogical actions and activities, as well as a combined assessment.

The professional outlook and self-esteem of the future teacher will be reflected in his / her activities. In his monograph " Teacher in the spaces of modern education " NM Borytko identifies 4 important situations in the structure of self-assessment activities: purpose; means; process; result.

The humanization of the educational process is important for the experience of future teachers, new knowledge, skills, abilities, rules, new approaches, factors that allow the future teacher to develop himself, his professional and personal formation. Such factors include inclinations, desires, decisions, attitudes.

## DISCUSSION

Such an approach to the process of training future teachers with pedagogical skills cannot be achieved by partially improving this process. This requires enriching the content of education, improving its existing forms and methods. The content of the system of training future teachers should include integrated knowledge that will serve to form its pedagogical skills, and on this basis to enrich their imagination. This approach, in contrast to the principles of traditional education, in the context of personal and professional formation of the future teacher, there is a need to ensure the priority of the principles of development of his pedagogical skills. The pedagogical substantiation and description of these principles are important in shaping the professional and personal views of teachers.

The professional pedagogical point of view of a future teacher depends on his understanding of himself as the owner of this profession. The formation of a professional perspective in a future teacher is manifested at three levels: semantic, reflexive, and existential. Accordingly, in the formation of the future teacher's activity, the following cases are highlighted: cognitive, self-assessment; activity-based reflection; opportunity for value-self-awareness,

Within the cognitive direction of the formation of a future teacher with pedagogical skills are understood the processes and methods associated with his self-assessment. His ideas about the features of pedagogical activity are also reflected in the requirements for the owner of the profession. According to S.L. Rubinstein's concept of genetic activity, the theoretical and practical aspects of pedagogical activity are intertwined. This harmonization is manifested on the basis of emotional experience and reflexive indicators.

In the course of the experimental work, we focused on monitoring the development of the professional activity of a future teacher with pedagogical skills. To do this, we first sought to determine the diagnostic criteria for the formation of future teacher activity. For the successful evaluation of the results of the experimental work, we used the criteria belonging to the following two groups: changes in the nature of the activity and the professional behavior of the teacher at all stages of his continuing education; a description of the changes made to the teaching process by teachers.

To control the process, we sought to identify the formation of professional reflection as an imaginary expression of the formation of future teacher activity. It meant thinking about professional activity, self-assessment, self-awareness, the connection between professional culture and professional thinking.

The main indicators of the dynamics of the educational process were the professional maturity of the future teacher and his level of professional freedom. Our observations of the same circumstances allow us to determine the naturalness and specific cultural level of the individual. Pedagogical realities are an indicator of a teacher's level of individuality. This is reflected in his behavior and professional activities. Freedom and maturity are leading conditions that represent the development of future teachers as educators.

The teacher's reluctance to express and analyze his or her point of view is indicative of his or her lack of self-confidence, low level of competence, and propensity for individual domination. This testifies to the fact that the teacher's pedagogical point of view can be up to the level of pedagogy. In this case, the methodologies used to diagnose and improve the process are general, and some are specific to specific stages of learning.

The importance of methodical schooling in the development of the future teacher's activity and the formation of pedagogical skills in it was identified by: monitoring the work of teachers in open classes and self-analysis; analysis of qualifying works; reviews of methodical and innovative works; monitoring the process of group and individual counseling; using the results of teacher certification.

### CONCLUSION

We tried to popularize the recommendations we developed among them. It was observed that teachers tried to master the basic principles of professional development. At the end of the experiment, we tried to assess the extent to which teachers have mastered the theoretical foundations and principles of the development of their activities. In doing so, we tried to determine the dynamics of the development of teacher activity at different stages of professional training. In particular, all the indicators identified in the experimental work were combined based on a common goal, the level of formation of pedagogical skills in future teachers was determined; the organization of the educational process on the basis of reflection, interactive and design methods; we relied on three identical stages in the work process: thinking, understanding, and designing; the main force was focused on the development of specific activities in future teachers, namely: theoretical activity analysis, i.e. reflection, self-assessment and self-awareness.

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