

MASTERY OF MANAGING PEDAGOGICAL COMMUNICATION STUDY, GENERALIZATION AND DISSEMINATION OF ADVANCED PEDAGOGICAL EXPERIENCE

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ANNOTATION

In this article it is difficult to imagine communication that would not carry a cognitive or educational charge at all. Nevertheless, in literature and practice, a relatively "young" phrase is used more and more widely: pedagogical communication. This is the professional communication of a teacher with students in the process of education and upbringing, which has certain pedagogical functions and is aimed (if it is full and optimal) at creating a favorable psychological climate, optimizing educational activities and relations between the teacher and the student within the team. In other words, pedagogical communication is the communication of a teacher with pupils for pedagogical purposes.

A. S. Makarenko emphasized the need for a teacher to master the technique of pedagogical skill, the technique of pedagogical communication: "You need to be able to read on a human face. voice of the educator, and in controlling his face. The teacher cannot but play. There cannot be a teacher who would not know how to play. But you can't just play on stage, outwardly. There is some kind of drive belt that should connect your beautiful personality with this game. I became a real master only when I learned to say "come here" with 15-20 shades, when I learned to give 20 nuances in setting the face, figure, voice."

Depending on the style of pedagogical communication, American psychologists have identified three types of teachers.

A "proactive" teacher is proactive in organizing communication in a group, both group communication and pair communication (teacher-student). He clearly individualizes his contacts with students. But his attitudes change according to experience, i.e. such a teacher does not seek mandatory confirmation of a once-established attitude. He knows what he wants and understands that in his own behavior or the behavior of students contributes to this goal. The "reactive" teacher is also flexible in his attitudes, but he is internally weak, subject to the "elements of communication." The difference in his attitudes toward individual students is not a difference in his strategy, but a difference in the behavior of the students themselves. In other words, it is not he himself, but the students, who dictate the nature of his communication with the group. He has vague goals, he adapts and adjusts to the students.

A "super-reactive" teacher, noticing individual differences, immediately builds a completely unrealistic model that exaggerates these differences many times over and believes that this model is reality. If a student is a little more active than others - in his eyes he is a rebel and a bully, if a little more passive - a loafer and a cretin. Such a teacher does not deal with real, but with fictional students and behaves accordingly. And he actually invents stereotypes, fitting real, completely non-stereotypical students under them. At the same time, students are his personal enemies, and his behavior is a kind of protective psychological mechanism.

Pedagogical communication is professional communication between a teacher and students, aimed at creating a favorable psychological climate. In the process of interaction between the student and the teacher, communication is an instrument of influence. Incorrectly organized communication gives rise to students' fear, uncertainty, weakening of attention, memory, working capacity, impaired speech dynamics, reduces the desire and ability to think independently. Ultimately, there is a negative attitude towards the teacher, and then towards the university as a whole. Properly organized interaction removes such negatives, so it is very important to properly organize pedagogical communication with students.

Pedagogical communication should not be a heavy duty, but a natural and even lively process of interaction. Next, consider what are the components of the best pedagogical communication. First, it is the high authority of the teacher. The manifestation and criterion of the teacher's authority among schoolchildren is their love for him. There are many teachers who think something like this: they love me - it's good, they don't love me - it doesn't matter either: later they will understand what I am doing for them. This is an absolutely erroneous opinion. The love of pupils for their teacher is not one of the good wishes, but a strong positive factor in the pedagogical process. Often they speak and write about such love as a reward for the master, although this is a powerful tool and the main condition for the success of pedagogical communication, the entire pedagogical process.

The second condition for the success of pedagogical communication is the possession of the psyche and communication techniques, that is, the teacher must be well prepared as a practical psychologist. It is unfortunate that this training, even in pedagogical universities, leaves much to be desired. It remains to encourage teachers to educate themselves in this direction and show hope for rapid and positive changes in our pedagogical education. And, in the end, the third condition for success is the accumulated experience, what in everyday practice is called "skill first, and then mastery." You need to analyze someone else's experience, and most importantly, accumulate your own.

A pedagogically talented person who has mastered pedagogical theory and made pedagogical work the most important content and meaning of his existence, it is simply impossible to miss success.

In every state, the problem of retaining highly qualified personnel is constantly relevant, since the development of the state is directly related to people and their professionalism.

In Russia, the upbringing of the younger generations is entrusted to the teacher. He is responsible not only for knowledge, but also for the health, morality, and spiritual values of children and adolescents. Therefore, teachers, along with special knowledge, must master the skill of education.

Taking into account the knowledge, abilities and experience of teachers, regardless of their specialty, it is conditionally possible to divide them all into three groups. The first includes creatively working teachers, the second - those who have only mass experience, the third - inexperienced, young professionals who are just starting their careers or accidentally ended up in an educational institution.

Observations show that the main driving force of primary education is teachers - creators, searching and creative individuals.

In the humanization of the educational process, the leading role is played by the spiritual and moral well-being of teachers, their professional skills and personal qualities.

Common features of the activity of creatively working teachers are:

- long-term continuous pedagogical activity aimed at effectively solving the interrelated goals and objectives of primary education and upbringing;
- using the educational efforts of the family, mahalla and public organizations in the interests of the school;
- taking into account the living conditions of the family, the capabilities of the child himself, his health and inner peace;
- using the influence of the collective, its public opinion as a means of educating each individual;
- the ability to simplify complex educational material, make it accessible to everyone;
- the ability to interest students in their subject, teach them to independently acquire knowledge;
- the ability to study and generalize the best practices of other teachers;
- the ability to use advanced pedagogical and information technologies in their work;
- - the ability to create material and technical, aesthetic, psychological and hygienic conditions for optimizing the educational process, etc.

As you can see, in the activities of a teacher there are always such interrelated components as creativity and skill, which provide conditions for creating advanced pedagogical experience.

The concept of "best practice" has existed for a long time in the theory and practice of education and upbringing. Advanced - means the best, unlike others, new.

Pedagogical creativity combines many elements: the desire for something new, the desire not to repeat itself, to stand out among others, the art of reincarnation, and others that reflect the positive attitude of the teacher to his work.

Pedagogical mastery is a more complex concept, it includes creativity as an integral component of mastery.

These two concepts are closely interconnected: a teacher cannot become a master if there is no creativity in him, if he only copies the experience of others. A teacher who tries to master the secrets of pedagogical work and introduces them into his work, changing the content, methods or means, taking into account his own abilities and the abilities of students, is considered creatively working.

The advanced experience of teachers can remain for a long time, however, in order to develop the process of education and upbringing, it must be constantly updated and necessarily introduced into wide practice. Therefore, it is very important that each teacher be able to study the experience of other teachers, see positive and negative in it, be able to generalize the experience of several teachers, including his own, and also promote best practices.

The following indicators of excellence can be suggested:

- 1) the average performance of class students in a particular subject;
- 2) the level of scientific knowledge of students, their strength;
- 3) methodological support of the educational process;
- 4) the effectiveness of the methods and means used;
- 5) the manufacturability of the lessons and educational activities conducted by the teacher, and others.

Of course, the above indicators should be taken into account in a complex, the presence of one or two of them is not enough to recognize the experience of a particular teacher as advanced. The presence of these indicators is also taken into account during the certification of teachers, according to the results of which they are assigned a certain category: the highest, first, second or third. Determining the effectiveness of the work of a teacher, the following factors are also taken into account:

- a) scientific, methodological and technological orientation of educational and educational plans;
- b) the formation of professional skills and abilities;
- c) the formation of professionally necessary qualities of a teacher's personality.

Recently, the concept of innovation has become widespread, even the whole science of innovation is being formed. Innovation means new, updated.

Pedagogical innovation - pedagogical innovations introduced into the pedagogical process, their assessment from the standpoint of the most modern requirements. For example, when choosing methods, means and forms of work, the teacher should take into account his knowledge and experience, abilities and capabilities, the purpose of a particular work, as well as the difference from previously used, traditional types of work.

Each pedagogical innovation has its own idea. For example, all the findings of S. N. Lysenkova served the idea of advanced learning. In particular, on the basis of this idea, joint activities of the teacher and students were carried out, a climate of psychological unity and conditions were created for the self-affirmation of each, for the choice of style and means of communication, for the manifestation of each of his abilities. Under such conditions, the teacher will have the opportunity to understand everyone, to get to the depths of his soul with his own, specific methods.

The supporting blocks and schemes used in the activities of V.F. Shatalov are widely used in the experience of teachers of various specialties. They help to reflect in tables, diagrams, diagrams and drawings the main ideas of a particular topic, which makes it easier to perceive and remember the material.

Currently, in elementary school, many teachers rely on the principles of collaborative pedagogy, use interactive methods, logic tests, competitions, crossword puzzles, etc. All of them can be attributed to the number of pedagogical innovations, the widespread use of which allows solving a number of problematic and urgent tasks:

- meet the interests of students, their needs and opportunities;
- increase their responsibility for the performance of duties;
- to form the skills of self-acquisition of knowledge;
- convince students of the need to constantly enrich their knowledge, skills, and improve their personal qualities;
- develop free thinking skills;
- to create conditions for faster adaptation in the society of each student and others.

Instead of constantly reminding children and adolescents "you should know this", it is more expedient for the teacher to form in them an internal need to live under the motto "I must know this and be able to put my knowledge into practice".

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