

FUNDAMENTALS OF PEDAGOGICAL EXCELLENCE AND THE FORMATION AND DEVELOPMENT OF PEDAGOGICAL EXCELLENCE

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ANNOTATION

Pedagogical excellence is a high level of professional activity of a teacher. Outwardly, it manifests itself in the successful creative solution of a wide variety of pedagogical problems, in the effective achievement of the methods and goals of educational work.

To work successfully, each teacher must possess pedagogical skills, since only skill can provide effective results of the teacher's work.

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From the inside, pedagogical skill is a functioning system of knowledge, skills, abilities, mental processes, personality traits that ensures the fulfillment of pedagogical tasks. In this regard, pedagogical skill is an expression of the personality of the teacher, his ability to independently, creatively, and professionally engage in pedagogical activities.

Teaching excellence includes the following components:

I - Professional and pedagogical orientation of the teacher's personality.

II - Professionally significant knowledge.

III - Professionally necessary abilities, skills and abilities.

IV - Professional creativity.

In essence, the activity of a teacher is creative in nature, since it includes many different situations that require immediate solutions. As a rule, these situations are non-standard, so the teacher must find various options for solving problems - and this, as you know, requires a creative approach to their work.

The peculiarity of pedagogical creativity is determined by the peculiarities of the teacher's work: training, education and development is a process that includes countless pedagogical situations associated with the formation of personality, morality, worldview, beliefs, consciousness, behavior of students. In the search for ways, methods (methods), means of solving these problems, in the technology of their application, the creativity of the teacher is manifested.

Only a creatively working teacher can successfully teach and educate children, adolescents, youth, study and use advanced pedagogical experience.

The issues of pedagogical skill at all stages of the development of pedagogical thought have been the subject of close attention and study. This is due to the fact that the pedagogical process is the most complex area of human activity. The teacher is dealing with a developing personality - the most complex system of all systems known so far. In order to interfere in the process of personality development, to regulate it, it is not enough for a teacher to be a good person. He still needs special knowledge and skills that make him competent, forming his pedagogical skills.

Mastery is not education. Education is only a necessary condition for the formation of pedagogical skills. Future teachers, studying various sciences - mathematics, physics, history,

literature and others - master the system of scientific knowledge that needs to be presented and explained to their students. They study psychology, physiology, and pedagogy in order to be guided in their human activity by scientific knowledge about man.

The teacher must be able to manage the process of education and upbringing, which requires him to be highly qualified.

The constantly updated pedagogical process requires the teacher to constantly develop his skills.

Taking into account the complexity, versatility and duration of the process of formation and development of pedagogical skills, the following stages can be conditionally distinguished in it:

Stage I: professional. education;

Stage II - professional selection and professional training;

III stage: - fading;

Stage IV - professional growth;

Stage I is associated with studying in the upper grades of a school, gymnasium, lyceum or college. At this stage, a positive attitude of girls and boys to a particular profession is formed. They receive from teachers, parents, acquaintances, from the media information about the professions they are interested in and prepare for admission to the relevant educational institutions.

Stage II is associated with studying in secondary and higher specialized educational institutions, where students acquire the professionally necessary knowledge, skills and abilities.

Stage III is associated with the pedagogical practice of students, during which they check the correctness of theoretical provisions in practice and strengthen their knowledge, skills and abilities, that is, there is a kind of "fitting" of the chosen profession on the part of students, as a result of which they conclude that fidelity or infidelity of their choice.

Stage IV is associated with the independent activities of young professionals. In the course of their independent professional work, they apply the previously acquired knowledge, skills and abilities, gradually developing their pedagogical skills.

One of the main tasks of the modern system of preschool education is to improve the quality of educational work, to create conditions for the creative self-realization of the personality of each child. Improving the quality of preschool education is directly dependent on staff.

Today, ever higher demands are placed on the work of preschool institutions. These requirements are refracted into a system of tasks facing preschool teachers, since the level and nature of the child's achievements depend, first of all, on the professional competence of the teacher, his ability to work on himself, constantly improve professionally. Educator is not only a profession. This is a high mission, the purpose of which is the formation of the personality of a small person.

After all, it is the kindergarten teacher who, day after day, reveals to preschoolers the secrets of the world around them, teaches them to love and protect their family, close people, the Motherland, together with the pupils experiences their failures and rejoices in new discoveries. Today, society needs a teacher who is competent, comprehensively trained, who is an example of philanthropy, decency, a teacher who owns pedagogical skills.

A modern educator is, first of all, a competent and erudite specialist who is well versed in the variety of programs and technologies. Also, a modern educator should be a good psychologist, able to delve into the complex system of relationships between children and their parents. Also, a professional in his field should constantly engage in self-education, look for new ways and methods of working with children, and at the same time try to use the best teaching experience. An educator is a person who professionally takes responsibility for the development of another person. And if we treat children with kindness, without indifference to them, then they will grow up just as kind and sensitive, able to sympathize and help their neighbor.

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