

SKILLS FOR DEVELOPING PEDAGOGICAL COMPETENCE IN FUTURE TEACHERS

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Abstract:

Determining the essence and features of the organization of psychological and pedagogical support for the development of professional competence of a teacher requires solving a number of problems.

Keywords: competence, socio-pedagogical competence, teacher qualification characteristics, pedagogical technology, socio-pedagogical technology.

Introduction

Firstly, defining the goal of psychological and pedagogical support for the development of a teacher's professional competence, which involves an analysis of the currently established system of support in education.

Secondly, it is necessary to identify and highlight areas of psychological and pedagogical support for the development of teacher professional competence. Solving this problem involves analyzing theoretical approaches to the problems of psychological and pedagogical support, reflected in domestic and foreign science. Consideration of the content of psychological and pedagogical support for the development of professional competence of a teacher involves an analysis of the system of psychological and pedagogical support, both from the position of theory and from the position of practice. Currently, the education system has clearly defined an approach to support, namely support of the educational process. With this approach, the object of psychological and pedagogical support is the educational process, and the subject is the situation of the child's development as a system of his relationships with the world, with others (adults and peers), with himself.

At the same time, we are talking about the need to create a system of psychological and pedagogical support, which should be based on the following principles: respect for the interests of the child; the principle of continuity (the child is guaranteed continuous support and assistance in solving the problem at all stages of educational activity); the principle of systematic support (the determination of the main tasks and measures to help the child should be based on a comprehensive, high-quality diagnosis, which makes it possible to identify not only his problem areas, but also his strengths, which can be relied upon when working with him).

Hence the goal of psychological and pedagogical support is to ensure the normal development of the child (in accordance with the norm of development at the appropriate age). This goal determines the formulation of a number of tasks:



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A slightly different position can be seen in the works of M.R. Bityanova. The author also understands "accompaniment" as a method, but specifies it as a method of work with the help of which socio-psychological and psychological-pedagogical conditions for the success of learning and development are created and organized.

As one of the areas of activity of a psychologist and the technology of his professional activity with specific content, forms and methods of work corresponding to the tasks of a particular case, psychological support is presented in the works of R.V. Ovcharova

Another position can be seen in the works of E.F. Zeera. By psychological support, the author understands movement along with a changing personality, timely identification of possible development paths, help and support [49]. This definition was taken as the main one within the framework of the ongoing research and made it possible to formulate the theoretical and methodological foundations of psychological and pedagogical support for the development of professional competence of a teacher.

The object of psychological and pedagogical support is the educational process, the subject of activity is the situation of the teacher's development, which is presented as a system of relations with the world, the people around him and with himself



A feature of support technologies is their focus on revealing and developing the teacher's individuality, activating and realizing their potential, and optimizing the relationships of all participants in the educational process.

To date, it has been determined that the development of a system of psychological and pedagogical support must be carried out in several stages: conceptual justification of support; development of a program of psychological and pedagogical support; design of psychotechnologies of support.

When developing a concept, a necessary condition is the formulation of the principles of the support system. Thus, the first of them may concern a change in the research approach: from the study of phenomena and manifestations of the psyche to the study of the laws of normal development of the subject, which allows one to assess development prospects, identify the possibilities of individualizing this process and, consequently, the possibility of transforming oneself (the subject). The second principle is characterized by a transition from methods of influence (obligation and coercion) to a system of support, awakening and desire, providing equal opportunities in decision making. The third conceptual position is based on identifying the basis for the development of its means and methods. The basis can be the laws and mechanisms of personality formation, the patterns of its self-development in a specially organized educational environment.

The method of psychological and pedagogical support is based on a personal-problem approach, based on the internal potential of each individual person and the support of his environment, as well as knowledge of methods for solving the most typical problems that a person faces in the process of professional development.

The main areas of psychological and pedagogical support, in our opinion, include: psychological prevention, developmental psychodiagnostics, psychological counseling, psychological correction,

Psychological prevention - promoting the full socio-professional development of the individual, preventing possible crises, personal and interpersonal conflicts, including the development of recommendations for improving the conditions for self-realization, taking into account emerging socio-economic relations. The main task of psychoprophylaxis is to create conditions conducive to an adequate and competent response of the teacher to crisis phenomena.

The essence of psychoprophylaxis is to create, using psychological and pedagogical technologies, conditions for preventing situations, factors causing psychological tension, stress and trauma, as well as increasing psychological tolerance (immunity) to them.

Developmental psychodiagnostics lies in the fact that, by interpreting the diagnostic results of individual psychological characteristics and communicating them to the teacher, his existing psychological knowledge is updated, as well as his psychological competence is expanded. And since individual diagnostic indicators have great subjective significance for the teacher, the explanation of the essence of the diagnosed psychological characteristics acquires special personal significance. Psychological knowledge is not so much assimilated as appropriated;



self-competence is formed, which becomes a factor in the self-realization of the professional psychological potential of the teacher.

Psychological counseling is the provision of assistance to an individual in his self-knowledge, the formation of adequate self-esteem and adaptation to real life conditions and the value-motivational sphere, overcoming crisis situations, professional destruction and achieving emotional stability, promoting continuous personal and professional growth and self-development.

As a rehabilitation tool, psychological counseling is universal, as it includes elements of psychodiagnostics, psychocorrection, and psychotherapy, and therefore can be successfully used at various stages of support. The fundamental goal of psychological counseling is the formation of a person who has a sense of perspective, acts consciously, is able to develop various behavioral strategies and analyze situations from different points of view. The effectiveness of solving counseling problems is based on empathy in the relationship between the consultant and the client and adequacy in assessing the personality and social environment of the person being counseled.

The main techniques of counseling include interview, interpretation, directive, advice, retelling and feedback. Moreover, in all cases, the consultant works within the framework of the client's "request" ("topic"), actively including him in solving relevant problems. During the course of counseling, new "requests" ("topics") may be formed, but they must be accepted by the client and come from him, and the transition to them is possible only after the previous "request" has been worked out. At the same time, it is advisory assistance that plays the most important role in terms of developing the professional competence of a teacher. But it should be noted that psychological consultation will be effective only for those teachers who are capable of meaningful dialogue.

Psychological training solves more local problems compared to other methods of psychological support. In a certain sense, it is an element of psychological consultation, psychotherapy, and psychocorrection. Trainings in general are less "demanding" of the client's intellectual and cultural level.

Psychological training is the use of psychotherapeutic, psychocorrectional and educational methods aimed at the development and formation of individual mental functions, abilities, skills and personality traits that are weakened due to illness or characteristics of the social environment, but necessary for the successful self-realization of the individual in various types of activities.

Depending on the goals, there are different types of training. Among them, we note such as self-regulation training (auto-training with feedback), communicative training (behavioral, socio-psychological), educational training. All types of training are carried out depending on the situation or "request". At the same time, training cycles, as a rule, should be quite long (up to several months) and systematic.

Psychological correction is, firstly, the correction of deviations in mental development based on the creation of optimal opportunities and conditions for the development of a person's personal and intellectual potential and, secondly, the prevention of unwanted negative trends



in personal and intellectual development. Psychocorrection is primarily focused on mental manifestations that are normal, but underdeveloped or insufficiently adequate for successful functioning.

Psychocorrectional work is close in type to psychotherapeutic work, but its priority areas lie not only in the area of pathological, but also “normal” psychological manifestations. In a certain sense, the line between psychocorrection and psychotherapy is quite thin and conditional, as, for example, between normality and pathology. This makes it possible to widely use methods of psychotherapeutic work in psychocorrectional practice.

Psychotherapy is a system of therapeutic effects on the psyche, and through the psyche - on the entire body and human behavior, complex treatment of mental, nervous and psychosomatic disorders, solving the problem of mitigating or eliminating existing symptoms (clinically oriented psychotherapy) and changing attitudes towards the social environment and one's own personality (personally oriented psychotherapy).

Currently, there are many directions and methodological techniques (techniques) of psychotherapy. There are rational psychotherapy, psychosynthesis, gestalt therapy, neurolinguistic programming, positive and behavioral psychotherapy, etc. Specific methodological techniques include suggestion (various forms of suggestion), art therapy (creativity treatment), aesthetic therapy (impact of non-verbal artistic forms), bibliotherapy and literary therapy, and many others. In this context, it should be pointed out that what is important is not what method, what specific technique the psychotherapist uses in the process of support, but how effective it is in solving the relevant problems. When working with teachers, the most rational way is to use the methods of play therapy, psychodrama, art therapy (music therapy, dance therapy, etc.).

Pedagogical education and training. This direction requires organizing work with children's parents as participants in the educational process. Working with the parent community should be considered as the most important task solved in the system of psychological and pedagogical support, both in traditional forms of counseling and education, and in the rather new form of joint (parents and children) training seminars for the development of communication skills, cooperation, conflict resolution, which allows one to overcome the lack of knowledge in the field of pedagogy and psychology and improve pedagogical and psychological culture in the implementation of child development tasks.

Pedagogical education is also necessary for teachers. Teachers must be prepared to work with children with various individual psychological characteristics. Considering that teaching activity involves a large intellectual and emotional load, significant transformations caused by the modernization of the education system, the teacher often finds himself on the verge of working “for wear and tear”. Therefore, preventive measures are necessary - the organization of conditions important for work in this direction: the organization of special clubs where teachers would receive the full necessary emotional and professional support; it is necessary to organize special relaxation activities for teachers; creating favorable opportunities for pursuing non-professional interests (art, sports, various “hobbies”); the presence of special cultural and



tourism programs for teachers, providing opportunities for interesting, regular and affordable recreation.

Currently, in the system of psychological and pedagogical support, along with the traditional types of activities discussed above, such a direction as development is being implemented, which involves the inclusion of the teacher in the implementation of active, creative activities. Within its framework, the most optimal, in our opinion, are professional skills competitions.

Professional competitions, festivals of creativity and craftsmanship have a long and varied history. The main motive for participation in such competitions is the individual's desire to demonstrate to others his professional advantage and to receive official recognition.

The criteria for the winner of the competition determined the role of the teacher in society, mobilized his strength and energy to fight for the construction of a new socialist school, to increase the level of Marxist knowledge, and to participate in the cultural, educational and economic life of the village. The purpose of the competition was to activate the teaching staff. The pedagogical competition movement received particular development in the 80s of the 20th century. On the initiative of the "Eureka" club, organized by the "Teacher's Newspaper", lessons were held in different cities to support innovative teachers. Creative teachers exchanged pedagogical findings and discussed ways to improve the teaching and upbringing of children.

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