

Professional Quality Of The Modern Teacher In The Pedagogical University

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The relevance of those articles is due to the fact that the necessary to change in the nature of education and current orientations require the philologist to have an active aesthetic position and activity, comprehensively develop communicative competence, because in order to achieve pedagogical goals, in a rapidly changing society, the teacher has little knowledge of scientific knowledge.

Key words: pedagogy, experience, teacher, student

In the pedagogical literature, the terms “teacher model”, “requirements for a teacher” and “teacher model” coexist. In essence, they cover an equal set of questions, but the approach of the authors in each case has a special epistemological character.

The term “teacher’s model”, as a mentally created image of the original of an ideal professional, is used in the study of various aspects of the teaching profession. “Model”, by definition, does not mean all the qualities of an object, but only essential ones. Therefore, in practice, the use of this term is very limited.

The terms “requirements for a teacher” and “teacher’s quality” are used by many educators and psychologists. It must be borne in mind that many processes in pedagogy manifest themselves exclusively as trends, and this makes it difficult to formulate some concepts and terms. The existence of a relationship between the totality of the qualities of a teacher and the laws of pedagogy is expressed in the social functions of the teacher and in the specifics of his activities. If these functions and features are determined, correctly,

according to scientific principles, then the “teacher's qualities” will be revealed not in a subjective way, but on an objective basis.

Numerous researchers of the pedagogical process are studying and analyzing in detail the structure of the teacher’s activity, its features and properties. In these works a number of general principles and moments are traced.

Common is the recognition of the interconnectedness of different types of pedagogical activity, in which abilities and skills constitute an integral structured system. The teacher’s personality is dominant in relation to his professional character.

Abilities that are significant in the teacher’s professional activities:

- the ability to understand the student;
- the ability to clearly explain the educational material;
- the ability to increase student interest;
- abilities of the organizer;
- pedagogical tact;
- the ability to anticipate the results of their work.

The group of pedagogical abilities also include:

- pedagogical observation and imagination;
- demanding character;
- clarity, simplicity and persuasiveness of speech.

These abilities enable the teacher to successfully carry out educational activities.

The pedagogical imagination is of particular importance for constructive activity, being realized in the “design” of the student’s future level of knowledge, his character, habits and the ability to determine suitable techniques in advance. Pedagogical imagination provides developmental education and training.

Pedagogical tact is expressed in the communicative sphere of pedagogical activity and represents the ability to build true relationships with students,

parents, colleagues, determines the sense of proportion that allows you to prevent the formation of conflict situations.

As the main pedagogical abilities he names:

- the ability to transfer knowledge to students in an interesting and concise manner;
- understanding of the student, based on observation;
- creative and independent way of thinking;
- resourcefulness, accurate and fast orientation;
- the ability of the organizer to regulate their work and form a student team.

General definitions of basic pedagogical abilities.

Didactic abilities allow the teacher to transfer educational material in an accessible, understandable form for students, to generate interest in the subject, to activate the independent thought of the student.

Perceptual abilities are the ability to perceive the inner world of a pupil and a student; this is psychological observation, based on a subtle understanding of the student's personality and mental states.

Speech abilities make up the teacher's ability to clearly express thoughts and feelings.

Organizational skills imply the ability to rally and inspire a student team and rationally conduct their own work.

Authoritarian abilities imply a direct emotional and volitional influence on students and the ability of a teacher to earn their authority.

Communicative abilities form the forms and content of communication with students; help to develop the correct approach to the student, based on appropriate relationships and pedagogical tact.

Pedagogical imagination is prognostic abilities, expressed in the ability to foresee the consequences of one's actions on the process of educational design

of a student's personality, understanding the prospects for the development of certain qualities of a student.

Modern pedagogical science focuses on the legitimacy and effectiveness of the role of a teacher - an accomplice of "educational events", in which students' personal aesthetic and cultural experience is concentrated. In this context, a difficult pedagogical task is being set up, facing the teacher and involving the organization of the teachers and students' joint work during the lesson, in the process of which new ways of non-standard solving educational and cultural tasks will be mastered.

During the lesson, the teacher should create conditions that allow recreating a holistic picture of the world and being, for "immersion" of students in various situations that require the manifestation of certain skills and qualities due to the development of a student's cultural and aesthetic experience. Education in higher education today is associated with the tasks and problems of improving the content of the learning process, its humanization and the development of the student's personality.

The main purpose of education in the university is the formation of the foundations of artistic perception, and not the transfer of scientific information. Two aspects are important: the teacher must have the ability to present students with an artistic text as a work of art, but not as an illustrative document of any historical events or didactic substantiation of everyday moralizing and be able to develop students' need for artistic impressions.

To solve pedagogical problems within the framework of the proposed strategy, significant changes are required in the activities of the teacher in organizing a lesson in education. The core of such a lesson is the combination of one's own readings and interpretations that constitute an aesthetically-communicative event — a deep understanding of the artistic text in the process of creative creation of one's own idea of it.

The pedagogical goal of a teacher's activity in these conditions is not to lead a student to a pre-planned answer to a single question, but to form a culture of perception of a work of art, the most important result of which is the student's spiritual self-determination in the course and result of a conscious choice of his own position.

The influence of a literature teacher on the growth of students' cultural experience is effective with continuous improvement of professional skills. The effectiveness of the entire organization of the educational content of the lesson is ensured by the teacher's ability to multidimensional vision and deep penetration into the personal characteristics of the participants in the dialogue organized in the lesson, his ability to think outside the box, express thoughts expressively and accessibility, answer pupils' questions accurately and clearly, listen understandingly and benevolently, creating sustainable psychological contact. It is important for the teacher to acquire a special creative state and develop their abilities in organizing an open and free dialogue in a literature lesson, on the basis of improving their sense of naturalness, ease of public speaking.

The personality of the teacher and his entire creative potential are the basis for effective organization of the lesson. In teaching, more than in any other profession, personal qualities play a significant role. Pedagogical creativity, which is a special kind of phenomenon, with all its specifics has much in common with the professional activities of a scientist, artist, writer, promoting mutual enrichment on the basis of the creative collaboration of the student and the teacher. The teacher's awareness of the level of his skill in comparison with ideal models sets the benchmarks for establishing the parameters of professional development. The sources for the development of personal professional identity are three interrelated components: knowledge of oneself as a specialist, emotional attitude towards oneself as a teacher – professional, and evaluation of oneself as a specialist. The necessary conditions for the improvement of pedagogical self-awareness are the readiness of the teacher to improve activities,

the ability to restructure activities in accordance with the new requirements of modern society, and positive motivation for pedagogical work.

The aesthetic activity of a literature teacher is a synthesized combination of practical skills and theoretical knowledge aimed at solving educational tasks in non-standard circumstances by non-standardized pedagogical approaches that create conditions for the full realization of the creative abilities of each student. The communicative culture of the teacher is an essential component of this aesthetic activity.

The professional specificity of the aesthetic activity of a teacher of literature is due to a multitude of subjective and objective factors, both internal and external. The conditions in which the teacher is formed and implemented do not depend on personal preferences and motives; he cannot change the socio-psychological climate and the nature of professional relationships with other teachers, change his social status or the characteristics of his family life. The subjective factors include the aspirations of the individual, aimed at understanding, evaluating and adjusting their interaction with the outside world. The inner sphere of the formation of professional activity consists of personal experiences, emotions and feelings, intuition and cognitive resources. External includes professional interaction with other people within a certain type of activity. Studies show that the emotional sphere of the teacher is the main source of factors influencing the interaction with students; the latter emphasize the personal qualities of the teacher — sensitivity, tact, justice, objectivity, etc. Students in the process of personal formation, project these qualities onto themselves.

The teacher's emotional sphere determines the specific state of his psychological readiness for a lesson. Of particular importance for students are characteristic signs indicating the mood of the teacher. Emotions are an effective means of educating and influencing students, without them, beyond the emotional background, it is impossible to master and consolidate knowledge and

skills. An important place in the aggregate of emotional manifestations of a teacher is occupied by his satisfaction with the process and results of pedagogical activity, opposition to the authoritarianism of his own professional and personal behavior, which leads to ignoring the student's unique personality and contributing to the manifestation of the "emotional burnout" phenomenon. The determining factor in the process of formation and improvement of the aesthetic component of pedagogical activity is the conscious use by the teacher of his life and professional experience, the expressed ability to self-regulate. Thus, the main purpose of education at the university is the formation of the foundations of artistic perception, and not the transfer of scientific information about a literary convention. Two aspects are important: the teacher must have the ability to present students with an artistic text as a work of art, but not as an illustrative document of any historical events or didactic substantiation of everyday moralizing and be able to develop students' need for artistic impressions. The pedagogical goal of a teacher of literature is not to lead a student to a pre-planned answer to a single question, but to form a culture of perception of a work of art, the most important result of which is the student's spiritual self-determination in the course and result of a conscious choice of his own position. The necessary conditions for the improvement of pedagogical self-awareness are the readiness of the teacher to improve activities, the ability to restructure activities in accordance with the new requirements of modern society, and positive motivation for pedagogical work. The emotional sphere of the teacher is the main source of factors influencing the interaction with students; the latter emphasize the personal qualities of the teacher — sensitivity, tact, justice, objectivity, etc. Students in the process of personal formation, project these qualities onto themselves.

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