

Methods for Improving Pedagogical Skills

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ABSTRACT: The article discusses the author's pedagogical model of improving the pedagogical skills of specialists from institutions of additional education, which is a set of interrelated components and consists of the following interconnected blocks.

Key words: model increase of pedagogical skill, establishment of additional education, indicators, interest to innovation, humanistic orientation, pedagogical conflict, erudition, oratory.

Target which includes the social order of society for the needs of society in specialists of the system of additional education, capable of providing high-level educational services with using modern psychological, didactic methods, means and forms of working with children; goal and objectives, socio-cultural conditions for the implementation of activities; content-procedural, including the means, principles, content, components, forms and methods of improving the pedagogical skills of a specialist in additional education; diagnostic and effective, characterizing the criteria, indicators and levels of the formation of pedagogical skills of a specialist in additional education, as well as the result. The article presents the criteria for a comprehensive assessment of the pedagogical skills of a specialist in additional education: cognitive (indicators: psychological and ethical-pedagogical erudition, technological competence, knowledge of traditional and innovative teaching methods); communicative (indicators: mastery of pedagogical communication, speech culture, oratory, pedagogical conflict resolution); motivational (indicators: motivation for pedagogical activity, search and research abilities, interest in innovations; personal (indicators: open-mindedness, project thinking, analytical and creative abilities, adaptability, contact, stress resistance, tolerance, humanistic orientation; behavioral (indicators: self-organization of professional. It is noted that the developed model of improving the pedagogical skills of institutions for additional education of children allows for a step-by-step and purposeful implementation of pedagogical work using various forms, means and methods of social and cultural activity.

PROFESSIONAL SKILLS - a high level of activity in the course of fulfilling his duties.

Pedagogical skill is a complex of personality traits that provides a high level of self-organization of professional activity. Makarenko argued that pedagogical skills are not a property of only talented people. The teacher achieves mastery after several years of work. It is possible to accelerate the process of achieving pedagogical excellence only with the correct choice of the future teacher of his profession, scientifically grounded selection of applicants for pedagogical work, as well as mastering the system of necessary knowledge, skills, abilities, the formation of professionally important qualities, abilities and readiness for pedagogical activity. The development of pedagogical skills goes in two main directions, which are closely interrelated:

1. Development of pedagogical skills, controlled from the outside:
 - A. organization of methodological associations in schools,
 - B. refresher courses.
2. Development, growth of mastery, controlled from within, by the teacher himself:
 - A. self-education (acquisition of knowledge, abilities, skills);
 - B. self-education (the formation of a worldview, motives and experience of activity, personality traits);
 - C. self-development (improvement of mental processes and abilities);
 - D. study of advanced pedagogical experience, mutual attendance of lessons.

Continuity of the teacher's professional education is a necessary prerequisite for the development of his creative abilities, an integrative element of his life and a condition for the continuous development of individual pedagogical experience. The growth of the teacher's professional skill and pedagogical culture is more intensive if the person takes the position of an active subject of activity, if practical individual experience is comprehended and combined with social and professional experience, if creative professional search is supported and encouraged in the teaching staff.

One of the main conditions for improving the professional skills of a teacher is to improve his qualifications. Methodological work can largely satisfy the needs of teachers to improve scientific and methodological training, subject to its individualization and differentiation. The organization of methodological work on a differentiated basis is due to a number of objective and subjective prerequisites, primarily the need to take into account life and professional attitudes, value orientations, aimed at increasing the level of professionalism of teachers. The participation of teachers in methodological, innovative activities ultimately contributes to the formation of a personal pedagogical system, the formation of an individual style of pedagogical activity. A teacher can become a professional if he has a set of abilities and competencies that take responsibility for the results of his work. To achieve success in professional activity, a teacher should try to develop his inner strengths to the maximum, temper his will and character, thinking and potential capabilities. Reflection is one of the ways of such control. The concept of reflection means the process of self-knowledge by the subject of internal mental acts and states. Pedagogical reflection expresses the teacher's ability to give an objective assessment of himself and his actions, to understand his role and significance in the pedagogical process, to understand that he is a key figure in such a responsible matter as the formation of a student's personality. Managing the pedagogical process, the teacher analyzes his own actions, their patterns in relation to other subjects of the object of his activity. Reflection helps the teacher to find the correct approach to the subjects of the pedagogical process, to be able to regulate his psychological state.

Links

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