

THE PATTERN OF THE GENERAL FORM OF EMBODIMENT THEORETICAL KNOWLEDGE OF A PRIMARY SCHOOL TEACHER

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Annotation: The basis of education and upbringing is communication: through communication, the teacher organizes the behavior and activities of students, evaluates their work and actions, informs them about ongoing events, causes appropriate feelings about misconduct, helps to overcome difficulties, not to lose faith in their abilities. Pedagogical communication in training and education serves as a tool to influence the personality of the student. Before the teacher, includes the organization of productive communication, which implies the presence of a high level of development of communication skills. And it is very important to organize communication with children in such a way that this unique process takes place. Communication style plays an important role here.

Keywords: teacher / education - an instrument of influence / nuances / organization of productive communication.

Styles do not exist in their pure form. Yes, and the listed options do not exhaust all the richness of communication styles spontaneously developed in long-term practice. A variety of nuances are possible in its spectrum, giving unexpected effects, establishing or destroying the interaction of partners. As a rule, they are found empirically. At the same time, the found and acceptable communication style of one teacher turns out to be completely unsuitable for another. In the style of communication, the individuality of the individual is clearly manifested.

Communication is the process of development and formation of relations between subjects that are actively involved in the dialogue. The speech of the teacher is the main tool that allows him to introduce students to his ways of thinking.

If we consider communication as a cross-cutting process in learning, then it is necessary to distinguish two main models of communication: educational and disciplinary and student-oriented.

Thus, a special role in our days in pedagogical communication, in whether it is doomed to failure or, conversely, to success, is played by the personality of the teacher.

Professionally important qualities of pedagogical communication

interest in children and working with them, the need and skills of communication, sociability, communicative qualities.

ability of emotional empathy and understanding of people;

flexibility, operational and creative thinking, which provides the ability to quickly and correctly navigate in changing communication conditions, quickly change the speech impact, depending on the communication situation, the individual characteristics of students;

the ability to feel and maintain feedback in communication;

the ability to control oneself, control one's mental states, one's body, voice, facial expressions, the ability to control mood, thoughts, feelings, the ability to relieve muscle clamps;

ability for spontaneity (unprepared) communication;

the ability to predict possible pedagogical situations, the consequences of their influences;

good verbal abilities: culture, development of speech, rich vocabulary, correct selection of language means;

mastery of the art of pedagogical experiences, which represent a fusion of life, natural experiences of the teacher and pedagogically expedient experiences that can influence students in the required direction;

the ability to pedagogical improvisation, the ability to apply all the variety of means.

Teacher qualities preferred by students.

Human qualities - kindness, cheerfulness, responsibility, balance. Organizational qualities - justice, consistency, honesty, respect for others. Business qualities - usefulness, democracy, the ability to interest.

Appearance - well dressed, pleasant voice, general attractiveness.

In high school, popular teachers were those who are able to present educational material visually, vividly, problematically.

Negative qualities of teachers:

screams, interrupts, does not listen to the end;

highlights individual students;

picky, tries to punish for every misconduct;

treats like small

is disrespectful;

unable to keep a secret.

The subject taught by the teacher has a special role in the communication of the teacher with the students. We must not forget that the lesson is, first of all, the business communication of the teacher with the class as a team. But the lesson should at the same time be a business communication between the teacher and each student. Soviet psychologist A.N. Leontiev wrote that the problem of learning is, first of all, the problem of the psychology of communication. To build communication in the classroom so that it involves all students in the class and at the same time, as it were, addressed to each student separately, although difficult, but possible.

To form a student's sustainable interest in the subject being taught, the teacher needs to pay attention, first of all, to the quality of preparation for the lesson and teaching methods. Any school subject can be interesting for a student if ideas, topics, the meaning of learning are presented in an interesting way.

To maintain interest in the primary school lesson, the teacher needs to diversify the forms of the lesson. The lesson should be creative, be a means of interested communication between the student and the teacher. Children should be busy throughout the lesson.

The speech of the teacher should be not only correct, but also sincere. If there are many empty declarations in the teacher's speech, there is no deep and versatile analysis of life situations, the speech is replete with clichés and platitudes, and the presentation suffers from dryness and smacks of schematism, then students quickly become apathetic. You quickly get bored with something that is overly simplified, chewed up, and repeated many times. A lesson is always a "ride into the unknown", even if it is devoted to repetition, consolidation of the material covered. Regularities are one of the

most general embodiments of theoretical knowledge. The regularity testifies to the existence of the law and the implementation of pedagogical activity on its basis. Currently, pedagogy has defined a specific number of general patterns that take place in pedagogical activity, for example, the relationship between the interaction of a teacher and a student in the learning process.

Pedagogical science and practice are aimed at the implementation of the same function, which is to prepare the younger generation for successful and productive participation in the life of modern society, namely in elementary school, by introducing each student (pupil) to a universal culture, timely and comprehensive personal development. It is in the implementation of this function that the unity of pedagogical and practice in the field of education is manifested. In this case, we mean the unity of such activities as practical and scientific.

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