

Preparation of a Future Primary Educational Teacher to Professional Activities

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ABSTRACT

The article has developed specific guidelines for young professionals. An analysis of the activities to accompany young teachers is presented on the basis of the development of their so-called pedagogical abilities. The article is addressed to a wide range of specialists: master teachers who provide tutor support to young people in the profession, school administrations, and young teachers.

The main task of our educational system is to ensure the high quality of education on the basis of maintaining its fundamental nature and compliance with the current and future needs of the individual, society and the state. The Professional Teacher Standard adopted not so long ago lays down new requirements for the primary school teacher, for his professional competencies.

Today, we, both as teachers and as parents, must change our view of education: the teacher should not teach, but help the child learn. The requirements for the professional and personal qualities of teachers are growing. A modern elementary school teacher is at the same time a teacher, educator, organizer of children's activities, an active participant in communication with students, their parents, fellow teachers, a researcher of the pedagogical process, a consultant, an educator and a social activist. The teacher is obliged to constantly improve the level of his professionalism and pedagogical skills, to conduct a creative search for something new.

The teaching profession needs not just professionals, but real devotees of their work, bright personalities who are able to overcome difficulties and work creatively. At the same time, it is necessary that not just a few, not only leaders and innovators become such personalities. It is necessary that the mass teacher rise to a higher level of professional and personal development.

Any person starting his professional path experiences difficulties, problems due to lack of necessary experience. The formation of a teacher is more difficult, more difficult than for representatives of another profession, because pedagogical education does not guarantee success for a novice teacher. To become a teacher, classroom program knowledge is not enough. A. Makarenko also wrote: " We need a synthesis of scientific knowledge, methodological skills and

personal qualities of a teacher, skillful possession of pedagogical techniques and advanced pedagogical achievements.” In addition, teaching skills in many respects must be transferred from teacher to student.

Each profession sets specific requirements for the skills, competencies and personal characteristics of a person. What are the requirements of the profession for a young teacher?

Pedagogical abilities play a decisive role in the professional development of a young teacher in a modern school. Pedagogical abilities are personality traits integrated into the inclination and motivation to work with children, love for children. Teaching skills include the following components:

- organizational: manifested in the teacher's ability to rally students, motivate them to cognitive activity, teach them to independently distribute responsibilities, plan work;
- didactic: the ability to select educational material that most fully and comprehensively reveals the subject of study, prepare all kinds of resources, expressively, convincingly and consistently present educational material, stimulate the development of the cognitive abilities of each child;
- perceptual: manifested in the ability to objectively assess the emotional state of the child, to identify and take into account the psychological characteristics of the student's personality;
- communication skills: the ability to clearly and clearly express thoughts, convince, argue, build evidence, analyze, express judgments, convey rational and emotional information, establish interpersonal connections, coordinate one's actions with the actions of colleagues, choose the best communication style in various business situations, organize and maintain a dialogue;
- research abilities: the ability to organize and conduct research, to teach students the skills of research activities;
- scientific and cognitive abilities: provide for a teacher's deep possession of scientific knowledge in their field;
- reflexive abilities: the ability to consciously control the results of one's activities and the level of one's own development, personal achievements; the formation of such qualities and personality traits as creativity, initiative, focus on cooperation, co-creation, a tendency to introspection. It is reflection that helps the teacher to realize the degree of effectiveness of the classes conducted with children, pushing them to change their own professional activities.

In the Lyceum, much attention is paid to the development of pedagogical abilities, both among working teachers and young teachers and trainees undergoing educational practice within the framework of higher education. In the course of this work, the teachers of the Lyceum, who are responsible for the tutor support of young personnel, developed 5 "golden" rules for the future teacher.

1. You have to love what you do and go forward step by step.
2. Immerse yourself in your work and then nothing will prevent you from working fruitfully.
3. Respect your students and believe in the unique abilities of each of them.
4. Believe that every student can be taught, it just takes time.
5. Be an example for children always and in everything, make sure that words do not diverge from deeds.

The above maxims, subject to their acceptance and implementation in practice, allow us to solve at least 2 tasks: overcoming the deficits of participation and the "personal presence" of the teacher in the development of his students and the school as a whole. The stated rules come from

a single idea set forth by Alexander Neil, the founder of the unique English school "Summerhill": it is necessary not to adapt children to school, but school to children!

In the course of the analysis of work with young teachers - joint development of lessons, attendance and analysis of lessons, organization and conduct of extracurricular activities - methodological recommendations were developed for young professionals coming to work at the school. The recommendations presented below are based on both the approaches set out in federal educational standards and those adopted by the international pedagogical community.

One of the first requirements and, accordingly, recommendations is to carefully and comprehensively prepare for the lessons. Young teachers must use the lesson plan, which is a kind of admission to the lesson. Having learned how to create a detailed lesson plan, you can proceed to the creation of technological maps that reveal the development of the child's universal learning activities in the lesson.

The ability of the teacher to professionally work with goals is also important. It is necessary to clearly understand why students perform this or that task. Each task in the lesson should work towards the main goal of the lesson. Moreover, it is necessary to gradually teach children to jointly set the goals of the lesson. The meaning of this technology can be represented through a dichotomy: the teacher creates a learning or educational situation, the student demonstrates an understanding of this situation and related tasks, and sets goals.

Naturally, modern educational technologies require clear instructions for children to complete specific tasks. The teacher must accurately pose educational questions, seeking exhaustive answers. It is necessary to systematically approach teaching children to formulate questions. By learning to ask great questions, your child develops research skills, can solve complex problems, take action, and reflect on their learning. We encourage students to think of the process of formulating a question as trying to find a way out of a maze: sometimes the path will be unfamiliar, but it's all part of the child's journey of discovery and knowledge.

It is rather difficult for a young teacher to cope with the control of the time of the lesson, as well as to track the proper level of the pace of the lesson. In this regard, we recommend that young teachers master the basic skills of time management, actively applying them not only at school in the classroom, but also directly in life. By learning how to rationally use every minute of the lesson, the teacher will be able to form in his students a sense of responsibility for time, skills in managing and planning their own time resources. Within the framework of this recommendation, the requirement to change the types of activities of students in the lesson (4-9 types of activities is considered a sufficient level) and valeological requirements (prevention of eye fatigue, proper seating, proper breathing, switching and restoration of attention) are of a more applied nature.

An extremely important component of the work of a teacher is interaction, both at the level of teacher-student, and at the levels of teacher-teacher, teacher-parent. It is within the framework of cooperation between the teacher and the student that mutual enrichment, the value development of the child takes place, and the competencies necessary for further education are formed. Thanks to properly organized cooperation, reflective abilities develop, both in the student and the teacher. A young teacher needs to learn how to work as part of pedagogical teams. The team needs to work with a wide range of specialists: other teachers, a speech therapist, a psychologist, a social pedagogue. This cooperation involves, among other things, visiting the lessons of master teachers, exchanging experience, consulting with them on the most difficult issues and problems. The modern education system cannot do without the active

involvement of parents. It is teachers who are responsible for building partnerships with parents who share the basic values of the school. The new cultural paradigm of responsibility in education involves the unification of all forces (parents and schools) in the name of the success of the child's personality.

The main thing is the recommendation of an individual approach to each child, including in the classroom. The motivation for the cognitive activity of students should not be lost, the teacher should conduct the lesson in such a way that each student is constantly busy with work. The activity of the teacher should be aimed at finding activities, the results of which will bring success for each student.

Distinctive features of a modern teacher, a master teacher, are constant self-improvement, self-criticism, erudition and a high level of value development. The professional growth of a teacher is impossible without the desire for self-improvement. For a modern teacher, it is very important never to rest on our laurels, but to go forward, because the work of a teacher is a great source for boundless creativity. Well-known beauty company owner Mary Kay Ash once said, "Don't limit yourself. Many people limit themselves to only what they think they can do. You can achieve much more. You just have to believe in what you're doing." The desire for professionalism is an opportunity for self-realization, a source of satisfaction and recognition. A modern teacher is a person who is able to smile and be interested in everything that surrounds him, because the school is alive as long as the teacher in it is interesting to the child.

We must not forget that a teacher at school is for children, and not vice versa, on the basis of this, it is necessary to educate and develop young teachers. And then the school will be a world of discoveries and revelations, joy of life for students and teachers, a world of tranquility, harmony and cooperation.

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