

PSYCHOLOGICAL PECULIARITIES OF PEDAGOGICAL ACTIVITY

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The intensive development and integration of science and technology, the complication of professional activity's nature and structure in the conditions of scientific and technological progress, the emergence of new technologies that involve highly intellectual work, require a broad general educational, research and development, professional and cultural views from specialists.

The purpose of the work is to study the psychological characteristics of pedagogical activity.

The process of teacher's professional engagement is a multifaceted and complex process of interaction between a teacher and students, colleagues, and parents. Each of the teacher's work spheres makes special requirements for his personal qualities, and therefore the success of pedagogical activity is largely due to the level of certain personal qualities development.

The following personal qualities of a teacher that are significant for pedagogical activity are distinguished. These are indicators of communicative, individual, social and psychological, moral and ethical ones. The central level of the structural hierarchical model of teacher's personality is made up of such professionally significant qualities as pedagogical goal-setting, pedagogical thinking, pedagogical orientation, pedagogical reflection, and teaching tact. Each of these qualities is a combination of more elementary and particular personal properties that are formed in activity and communication.

There is a "subject" at the center of any activity. The subject is the one who performs this activity, and an "object" is what this activity is aimed at, as well as the "product" – the transformed, changed object (subject) of the activity.

First of all, the specificity of pedagogical activity is associated with the peculiarities of its "object" and "product" [3]. Unlike any production activity, the "object" of pedagogics can be called this way very conditionally, since it is a process of personality formation and development that is practically not amenable to "processing", changes without relying on its individuality, its features, without including the mechanisms of self-development, self-change, self-education. The educational environment, pupils' activities, pupils' educational collective and individual characteristics are singled out as the main object of pedagogical activity [1]. The realization of pedagogical activity goal is associated with the solution of such social and pedagogical tasks as educational environment formation, the pupils' activities organization, educational team creation, and personality development.

A teacher deals with approximately congenerous “source material”. The results of learning are almost unambiguously determined by his activity, that is, by the ability to evoke and direct the cognitive activity of a student.

A teacher is forced to regard the fact that his pedagogical influences can intersect with unorganized and organized negative impact on a student. Teaching as an activity is discrete. It usually does not involve interaction with students during the preparatory period, which can be more or less lengthy. The peculiarity of educational work is that even in the absence of direct contact with a teacher, a pupil is under his indirect influence. Usually, the preparatory part in educational work is longer, and often more significant than the main part.

Revealing the specifics of the main types of pedagogical activity shows that teaching and educational work in their dialectical unity take place in teacher’s activity of any specialty. For example, a master of industrial training in the system of vocational education in the course of his work solves two main tasks: to equip students with knowledge, skills and abilities to rationally perform various operations and work in compliance with all the requirements of modern production technology and labour organization; to prepare such a skilled worker who would consciously strive to increase labour productivity, the quality of work performed, would be organized, would value the honour of his workshop, enterprise. A good master not only transfers his knowledge to his students, but also guides their civic and professional development. This, in fact, is the essence of the professional education of young people. Only a master who knows and loves his work, people, can instill in students a sense of professional honour and cause the need for perfect mastery of the specialty.

Among the psychological characteristics generally recognized are pedagogical thinking, pedagogical reflection, pedagogical self-awareness, pedagogical imagination, pedagogical self-esteem, pedagogical observation, pedagogical forecasting, tolerance, empathy, etc. [4]. The more developed pedagogical thinking, pedagogical reflection, the ability to manage one’s thoughts, actions, deeds, relationships, the more productive, interesting, and effective pedagogical activity is.

Pedagogical creativity presupposes that the teacher has both general qualities (erudition, a sense of the new, the ability to analyze and self-analyze, flexibility of thinking, activity, etc.), specific pedagogical abilities and personality traits (pedagogical observation, distributed attention, the ability to transfer to others the accumulated knowledge, perceptual qualities, the ability to project the development of the student’s personality), which are recognized by many researchers as very essential for creative activity.

The social position of a teacher largely determines his professional position. However, there is no direct relationship, since upbringing is always built on the basis of personal interaction. That is why the teacher, clearly aware of what he is doing, is far from

always able to give a detailed answer as to why he acts this way and not otherwise, often contrary to common sense and logic. No analysis will help to reveal which sources of activity prevailed when the teacher chose this or that position in the current situation. Many factors influence the choice of a teacher's professional position. However, decisive among them are his professional attitudes, individual-typological personality traits, temperament and character [2].

The set of professionally conditioned requirements for a teacher is defined as professional readiness for pedagogical activity. The teacher as a creative worker must have a set of pedagogical skills.

Thus, the vocation for teaching is formed in the process of accumulating by a future teacher theoretical and practical pedagogical experience and self-assessment of his pedagogical abilities. Hence, we can conclude that the shortcomings of special (academic) preparedness cannot serve as a reason for recognizing the complete professional failure of a future teacher.

The basis of pedagogical vocation is love for children. This fundamental quality is a prerequisite for self-improvement, purposeful self-development of many professionally significant qualities that characterize the professional and pedagogical orientation of a teacher.

The highest manifestation of pedagogical duty is dedication of a teacher. This is where his motivational and value attitude towards work finds expression.

The teacher's relationship with colleagues, parents and children, based on an awareness of professional duty and a sense of responsibility, constitutes the essence of training tact. These should cover both a sense of proportion, conscious level of action and the ability to control it, and, if necessary, balance one means with another. Training tact largely depends on the personal qualities of a teacher, his outlook, culture, will, civic position and professional skill.

Based on the above material, it should be noted that the difference between pedagogical activity and any production activity lies in its spiritual nature, which determines the originality of all its components. The essence of pedagogical activity lies in the "object-subject personality transformation". From this point of view, it is true that the real object of pedagogical activity is not the student himself, but the pedagogical process, which is a system of interrelated teaching and educational tasks, in the solution of which the student is directly involved and functions as the main component.

A teacher deals with the highest value – the personality of a student, who is the subject of his own activities for self-development, self-improvement, self-study: without addressing his internal forces, potencies, needs, the pedagogical process cannot be effective.

The feature of teaching activities is its complex, ambiguous nature. The teacher deals with an evolving personality that has its own individuality. And the study group usually

includes a wide range of young personalities. Added to this are factors of extraordinary, constantly changing conditions of pedagogical activity.

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