

**PERSONAL QUALITIES OF A TEACHER, THEIR ROLE IN THE PROFESSIONAL ACTIVITIES AND PEDAGOGICAL TECHNIQUE AS AN INTEGRAL PART OF PEDAGOGICAL SKILL**

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The personal and individual qualities of a teacher must simultaneously meet two levels of requirements for this profession. The requirements of the first level are imposed on the teacher in general as a carrier of the profession. They are irrelevant to social conditions, social formations, educational institution, academic subject. Any real teacher should meet these requirements.

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Researchers note the obligatory nature of such personal qualities as the adequacy of self-esteem and the level of claims, a certain optimum of anxiety, which ensures the intellectual activity of the teacher, purposefulness, perseverance, diligence, modesty, observation, contact. The need for such a quality as wit, as well as oratorical abilities, artistry of nature is specially emphasized. Particularly important are such qualities of a teacher as readiness to understand the mental states of students and empathy. Researchers also attach great importance to the "pedagogical tact", in the manifestation of which the general culture of the teacher and the high professionalism of his pedagogical activity and orientation are expressed.

Each teacher should ideally have certain pedagogical abilities in order to achieve successful activity.

E.F. Zeer gives the following personality traits, the structure of which, in his opinion, constitutes the actual pedagogical abilities:

- the ability to make educational material accessible;
- creativity at work;
- pedagogical-volitional influence on students;
- the ability to organize a team of students;
- interest and love for children;
- richness and brightness of speech, its figurativeness and persuasiveness;
- pedagogical tact;
- the ability to connect the subject with life;
- observation;
- pedagogical demands.

The requirements of the second level are presented to the advanced teacher in general, regardless of the academic subject that he teaches - this is his personal readiness for pedagogical activity. Readiness implies a broad and professional systemic competence, a person's strong

conviction, a socially significant orientation of the individual, as well as the presence of a communicative and didactic need, the need for communication, and the transfer of experience. A steady motivation to work in the chosen profession, the desire to realize oneself in it, to apply one's knowledge and abilities reflects the formation of the professional orientation of the individual. This is a complex, integrative quality.

The components of the professional and pedagogical orientation of the personality of teachers and masters of industrial training are social and professional orientations, professional and pedagogical interests, motives for professional activity and self-improvement, and professional positions of the individual. They reflect the attitude to professional and pedagogical activity, interests and inclinations, the desire to improve their training.

An important place in the structure of the teacher's professional activity, in the development of his pedagogical culture and mastery is occupied by pedagogical technique. The concept of "pedagogical technique" appeared relatively recently. The word "technique" must be understood in its original meaning. The Greek *technike* means dexterous, experienced, skillful. Modern dictionaries reveal the essence of this concept in this way: "Technology. 1. The totality of means and tools used in social production and are intended to create material values. < ... >. The totality of techniques, skills used in a certain activity, a certain craft, art ... Possession of such techniques, skills, professional skill, craftsmanship, dexterity. "

Such interpretations of the word "technique" violate the usual understanding of this concept, which is directly related to machines, mechanisms, and bring it closer to its use in the non-material sphere of activity. Pedagogical technique is a set of rational means, skills and behavioral characteristics of a teacher aimed at the effective implementation of the methods and techniques of educational work chosen by him with an individual or a team in accordance with the set goal of training and education, taking into account specific objective and subjective conditions.

Important requirements of pedagogical technology are:

- the art of dressing taking into account the peculiarities of professional activity;
- possession of one's body: the ability to walk, sit, stand;
- possession of facial expressions, gestures;
- the formation of speech culture: correct professional breathing, clear diction, appropriate tempo and rhythm, logical construction of statements, etc.;
- development of an optimal style in teaching and educational activities;
- the ability to deftly and expediently carry out individual didactic operations (write on the blackboard, use technical and visual teaching aids, ask questions, listen to answers, evaluate the learning activities of students, etc.);
- the ability to manage their mental state and the state of pupils.

Pedagogical technique includes such elements as the ability to self-regulate, including facial expressions (control of facial muscles), gestures (control of hands), pantomime (actions without speech), which allow the teacher to control their emotions in the process of communicating with students, their parents and colleagues.

As A.S. Makarenko emphasized, "... a person who does not know facial expressions, who does not know how to give his face the right expression, who does not control his mood, cannot be a good educator. The teacher should be able to walk, joke, rejoice and be upset. The educator must

be able to behave in such a way that each of his actions is educative. He must know what he wants or does not want at a certain moment. If the teacher does not know this, whom can he educate?

Technique and technology are interrelated concepts, while technology is a project of a process, a certain procedure, and technology is one of the means to achieve the goal in this process.

The concept of "technology" is very closely related to the concept of "methodology". At the same time, the technology is associated with more specific issues, for example: the technology of conducting a certain stage of the lesson, the technology of explaining new material, etc., that is, it requires detailing. The methodology is connected with broader issues, for example: the methodology for preparing a conversation, debate, excursion, etc.

Pedagogical technique is also an important component of pedagogical skills, and, in turn, includes many interrelated elements: acting, speech culture and technique, oratory, communication process management skills.

So, in improving the quality and effectiveness of education, the personal qualities and professional skills of the teacher are of great importance. The teacher forms the foundations of educational and cognitive activity among schoolchildren, using various pedagogical and psychological means. A properly organized educational process helps children develop a conscious attitude to learning, contributes to their comprehensive development: mental, moral, aesthetic, spiritual, etc.

The chain "teacher - pedagogical process - student" reflects the essence of the education system. In the process of activity, the teacher performs the following tasks:

- forms the skills and habits of teaching in schoolchildren;
- forms their scientific outlook, thinking and develops their mental abilities;
- educates them in curiosity, a culture of mental work, the need to become literate people.

Learning is a two-way process of interaction between a teacher and a student, which requires activity and creativity from both sides.

The teacher's activity consists of presenting the educational material, organizing the cognitive activity of students in the classroom and at home, evaluating its results and the degree to which they master the state educational standards.

Primary education is the most important stage in achieving the goal of human education, as it includes the foundations of knowledge in all educational cycles: humanitarian, natural, technical.

It is at this stage that conditions are created from the earliest years to identify signs of giftedness, lay the foundations of a worldview, develop the capabilities and abilities of a person. Therefore, the teacher, giving knowledge, moves from the simple to the complex, from the particular to the general, helping students to think independently, draw conclusions, and overcome difficulties in learning.

In this regard, a modern teacher, in order to become a master, must have certain abilities and skills.

Firstly, he must clearly understand the objectives of the lesson, the types and stages of the lesson, the most effective methods and means to achieve the goal. As you know, it is the purpose and objectives of the lesson that determine its structure and content.

Secondly, no self-respecting teacher will come to a lesson without preparation, which includes the preliminary work of the teacher himself and his students, since the success of any lesson is determined by their cooperation.

In order to form in students the need to acquire knowledge, the teacher must be able to interest them in the topic, pose a problematic issue for them, and connect it with life.

A modern teacher should be searching, creative, effective, then his students, no doubt, will try to know and be able to do more.

The teacher must be able to cooperate both with colleagues and with the parents of students.

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