

ПЕДАГОГИКА

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PROBLEM OF THE FORMATION OF PEDAGOGICAL SKILLS OF UNIVERSITY TEACHERS

Abstract

This article discusses the basic problems of forming pedagogical skills of university teachers. Also considered psycho-educational environment conducive to the successful solution of this problem.

Keywords: pedagogical skills, pedagogical objectives, educational system, teaching analysis, pedagogical thinking, planning, pedagogical communication.

Introduction

The most important condition to improve the educational process is to improve the pedagogical skills of teachers, which was and remains a core element of any educational system. In the problem of the formation of skill of the teacher should be paid to two points. On the one hand, feature educational activities related to the specifics of its object, which is the people (aka actors), and the constant volatility of pedagogical situations - all this does not allow the teacher to rely on a single, once and for all digested action system. On the other hand, the development of methodological foundations of learning process optimization problem creativity teacher ratio and an algorithm of actions that the teacher must constantly exercise. With all the variety of pedagogical systems and educators working in them have common laws of their functioning. Identifying these patterns, formulation of requirements in the form of algorithmic type for a certain class of pedagogical problems, identification of patterns in the training of operating with these requirements - task of pedagogy. As rightly argues J.K. Babanskii, there is a dialectical relationship between norm and creativity in pedagogical work, which is not mutually exclusive, but mutually suggest mutually enrich and, in fact, can not live without each other.

The main part of

The problem of pedagogical skills prominently in studies of Soviet and foreign scientists. In bourgeois pedagogy can meet a lot of work on the effectiveness of the teacher. However, their analysis does not allow to talk about genuine scientific problem elaboration. Great contribution to the development problems of pedagogical activities and skills of teachers made a study carried out under the guidance of N.V. Kuzmina, which allowed to identify a number of pedagogical activity patterns, identify performance measures teacher to clarify and test a theoretical model of pedagogical activity. As such a model is the psychological structure of the teacher, which is a relationship, the system and its sequence of actions aimed at achieving these goals by addressing educational tasks. This structure reflects all the skills needed to solve pedagogical problems encountered in implementing the goals of the pedagogical system, which correspond to the five functional components of this structure: the Gnostic, constructive, communication and organizational. Gnostic teacher activities primarily related to its ability to draw on the knowledge of teaching methods. Good understanding of basic methodological principles and techniques is the foundation without which learning the subject. These principles include the following:

- The principle of the speech pattern, according to which all knowledge, the actions of the teacher and students focus on language development of students;
- Keeping the specifics of various types of speech activity;
- The need for comprehensive training that requires work on different types of speech activity;
- The need for parallel and interconnected teaching different types of speech activity;
- Formation of consciousness and skills;
- Principle of visual learning;
- The principle of learning activity and a number of others.

Among the important skills Gnostic teacher relates his ability to analyze conducting classes .According to Z.F.Ilchenko, pedagogical analysis, as a form of expression and improving pedagogical thinking, includes three main features:

- positive- theoretical - correlation with the requirements of the teacher action pedagogical theory, explaining the conditions that ensure the most successful course of the pedagogical process;

and critical awareness of the causes of difficulties and failures, shortcomings that prevented to reach a positive outcome;

- almost - effective, this function is to build and improve positive samples, as well as restructuring techniques and actions in accordance with specific conditions.Improving teacher pedagogical skill is inextricably linked with the improvement in his teaching activities. According to the teaching patterns of cyclicity, the main development cycles teacher in the independent activities are: the development of the profession, its perfection, approval and verification of system operation; further improvement; generalization of experience, knowledge transfer; summarizing. As you can see, the improvement in activity at the forefront of these cycles. It is primarily associated with the search for new, with the creativity of the teacher. Communication between the creative activity of the teacher and his mastery is confirmed experimentally. Engineering skills teacher associated with long-term planning. It is known that such work is carried out, not all teachers, however ownership of designing skills necessary for all teachers. Inability to correlate specific task training with the ultimate goals of the program, not enough clear view learning outcomes leads to the fact that the teacher closes on solving purely local problems. The leading designing skills teacher relates ability to formulate goals teaching. In determining the goals of pedagogical activity teacher should not lose sight of the " most important task " of his work - the formation of fully developed, highly skilled economy. Based on the main practical goal of learning, the teacher must be able to determine the entire period of training complex skills that students need to develop in each of the activities. Drafting schedules requires the ability to make psycho-pedagogical analysis of the topic classes. In developing plans for the teacher should plan to correlate the study materials in the near lesson with all schedule, without losing sight of the ultimate goals of education. Designing an important skill while playing ability to anticipate difficulties in the assimilation of students material that is mainly dependent on the knowledge of individual and age-specific contingent of students.By the communicative qualities of the teacher usually referred posing voice, facial expressions and pantomime, managing emotions, mood, etc. To rank as a desirable artistic, humorous, communicative. This is, of course, should also include goodwill toward students. It is well known that the final level of language acquisition largely depends on the ability of the teacher to create a relaxed atmosphere emotional lessons. Renowned psychologist VA Kan - Kalik singled out the following styles of pedagogical communication :

1. Communication based on high professional installations teacher , his relationship to teaching in general. On such talk: "For him children (students) literally walk on his heels ! " And in the interest of higher education in communication and stimulated more common professional interests , especially in the departments of profiling.

2 . Community -based friendly disposition. It involves dedication common cause. The teacher acts as a mentor, a senior fellow, party co-curricular activities .

3. Community - distance refers to the most common types of pedagogical communication . In this case, in relationships constantly traced distance in all spheres, in training, with reference to the credibility and professionalism in education with reference to the experience and age.

4. Community-deterrence - a negative form of communication, dehumanizing, reveals the failure of pedagogical teacher resorting to it.

5. Community-flirting, characteristic for young teachers seeking popularity. Such communication provides only a false, cheap authority.

Maintaining a favorable emotional atmosphere is closely related to the sensitivity of the teacher to project impacts, with its ability to respond to the state of the group as a whole and each student individually. Given the practical nature of the training, the importance for teachers acquire his organizational skills. Organizational activity consists primarily in the ability to effectively organize the students in class , to involve them in all work on mastering the material. Among the necessary managerial skills include the ability of the teacher to instill students with the skills of independent work, the ability to apply visibility, as well as skills related to the organization of the training material. By communicating in teaching science understand the interaction of people, the content of which is the exchange of information through various means of communication, and the result - the establishment of relationships between people. Communication - a complex social process that performs a number of important functions. The first of them - information. Scientists estimate that four-fifths of all the information people receive channels of interpersonal communication. Essential for formation of the personality of the modern expert has communion of university teachers and students. Studies have shown that in extreme conditions the person has emotional stress often manifests itself as a feeling of anxiety pronounced, ie expectations of possible trouble. So, in anticipation of the exam students have a state of anxiety, anxiety about the possible outcomes. According to surveys, a freshman physics and mathematics faculties about 75 % of the students before the first exam session stated that they fear "failure". Even at 3 course of mathematical, physical and philological faculty identified 17 % of students who are not sure that successfully pass the exams. Some students feel a sense of fear, rolling in panic. There were cases when freshmen, " cut " on the first exam, filed an application requesting to expel them from the university, and they feared that they could not pass the exams and others. Among the students, showing a common concern for the upcoming exams, and identified those which teachers responded as bona fide students learned well the training material. However, the state of anxiety in these students had a negative effect on the results of examinations, evaluation is not consistent with the level of real knowledge of the student, was lower. In response, manifested stiffness, feeling of uncertainty in knowledge, " loss " of memory. This phenomenon can be attributed to a variety of reasons and circumstances, including significant overload students. It must be admitted that the students learn the program material in such a way, in what way their poll. If the workshop or exam questions predominate, calculated on memorization, students learn the course material on the level of perception and memory. If they achieve from acquiring knowledge on the level of thinking and creativity , they also tend to work out educational material accordingly. It is important to form students' broad social motives teaching (future specialist must use the entire system of learning, to achieve high professional skills creatively apply knowledge to provide high efficiency of labor , etc.). This contributes to the solution of a number of communication problems teachers and students in the exam. Exam - an important form of the final inspection by the students. It helps to regulate the educational process, prompting young people to teaching. However, the exam solved pedagogical and other tasks associated with the formation of young people good citizenship. That's why it becomes utterly important problem pedagogical tact on the exam - observance of the principle of mentor measures in dealing with the students, the ability to choose the right

approach to the boys and girls in the educational system of relations with them. Lecturer on the exam, as well as in the daily communication with students, is intended to set an example of kindness, humanism, true morality, high standards of behavior, and at the same rigor and integrity. Unfortunately, the high school practice is not completely eradicated facts concerning the rude attitude of individual teachers to students. Preparation of modern specialist has nothing to do with the actions degrading personality offends student. Pedagogical tact - one of the most important components of pedagogical skill, control behavior of the teacher, tutor, mentor. On examination it appears in the correct relation to the teacher to the student, and the ability to patiently listen to the answer very carefully, put probing questions politely and accurately make judgments about the quality of the response (abstract). Frequent instances where the student expresses his disagreement with the assessment, Exhibited teacher. On this basis, a conflict may arise. Student proves that he " taught ", and the teacher is trying to convince the latter that he does not know certain problems course. In high school practice faced with unexpected weak responses motivating students (sick, raise the child missed the topic , since participated in sports competition for the honor of the university , etc.). Teacher student objects, avoiding faux pas - do not care about all this, I can not help, etc. Pedagogical exact recipes for all occasions no one, of course, can not give. However, in the high school practice develops a positive experience in this regard. One of the acceptable ways, for example, is the exact message to students grading criteria for the discipline. During communication between teacher and students in examinations and other problems are solved: the development of future specialists deep professional interest, motivation of young people to scientific creativity, shaping the worldview and others.

Psychological and pedagogical conditions conducive to the successful solution of these problems are:

- Comprehensive and profound study of the students, their individual characteristics, those activities to which they are inclined;
- Clear (economy) business communication on the exam;
- Organization of communication not only on the information , but also on the level of the discussion;
- Manifestation of the friendly relations of teachers to students , which will be evident in the speech, facial expressions, pantomime;
- The formation of future professionals of high motives of educational activities.

It should be noted that the exam - not an end in itself. All pedagogical tools, including communication, should be directed to the formation of business and close relationships between teachers and students, and ultimately - the formation of a true specialist. In creative collaboration with students drawing behavior of teachers is extremely diverse, deterministic their individuality. From the pages of memoirs we face the great scientists differ punctuality rigor toward students , and vice versa - an extremely indulgent, ready to assume the entire burden of responsibility for the unsuccessful outcome of the experiment. However - with all this variety - the logical center - defining and developing educative effects of such cooperation is always respect for the individual student - that feeling of equality, which distinguishes the subject-object relationship. It seems that this otherness and unity of pedagogical, organizational, communication and proper research "potential" high school teacher naturally associated with the form of its interaction with the students, who are joint creative activities. It is inconceivable that such a person scholar-teacher grew on the soil of the educational process, organized as a monologue, as an elementary student individual playback proclaimed teacher finished formulations. Personality of the teacher affects students when they disclosed to meet him as a person (VP Panyushkin). Then the teacher, looking to co-creation, is ready to change the dynamic positions. In other words, in communicating with students, he is to ensure that they - the students - to learn. This stress, multilevel, cross-cutting nature of communication in the joint creative work of teachers and students. Being a complicated social phenomenon, communication teachers and students in

science appears as a set of relatively independent research subjects. As evidenced by observations, not every teacher can overcome the barrier fixed role position, find circumstances befitting manner of communication, to mobilize adequate linguistic and paralinguistic means stress relief. An integral component of the educational process in high school are arising in the pedagogical communication relationships of teachers and students. Identified relationship structure allowed us to determine their characteristics specific to each qualitatively new stage of student learning. To address these types of features are presented high school teacher identified as the subject of the educational process. The first type (tentatively called " professional ") is different pedagogical orientation , high intelligence , deep knowledge of their specialty in theory and in practice. In teaching good command of technique , knowledge supply system worked . Has achievements in scientific research due to the advanced creative direction. Manifested extroverted nature helps him to establish positive relationships with students and colleagues. Students tend to enjoy a high moral and intellectual authority. Imitate him , they openly admire and praise in his absence. The second type (code name - " organizer ") differs active community service. Often distracted to perform different assignments. Sufficient knowledge of the specialization and the procedure is able to build rapport with students. However, a number of speakers of this type has no expressed commitment to scientific research, and this prevents the strengthening of their authority not only among students but also among colleagues. As the custodian takes care of his followers on trifles, and it is also not conducive to a positive attitude to it. The third type (code name - "Methodist") has a pronounced tendency to a constant desire to improve teaching skills developed methodical and speech abilities. Often his methodological orientation dominates in the depth of scientific content of the material, but the teacher, as a rule, does not consider this negative side of his purposeful activity. Enjoys prestige among sredneuspevayuschih students, but not always satisfy the demands of creative ("intellectuals" or "ideal") students. Low scientific authority reduces its potential teacher. In relations with the students even-tempered, demanding, but not always goes beyond learning activities. The fourth type (code name - "scientist") differs creative, analytical nature of the mind, a penchant for theoretical work , the creative process information, etc. In some cases, his research activity exceeds the capacity and inclination to teaching, speaking poorer writing. His fascination with science, which occupies a lot of energy, is not conducive to business and interpersonal communication with students. Individual teachers of this type come into conflict with the students express and actually show their contempt for the "stupidity " of hopelessness in science. Due to the focus on research activities "scientist" and underestimates its mandated educational work. Its limited capacity hinders educational impact on students. The fifth type (code name - "passive") differs indifferent attitude to all areas of the university: teaching, research and public service. In authoritative team of teachers and students is not respected. Contact with inmates shall not be educational potential.

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ЖОО ОҚЫТУШЫСЫНЫҢ ПЕДАГОГИКАЛЫҚ ШЕБЕРЛІГІН ҚАЛЫПТАСТЫРУ МӘСЕЛЕЛЕРІ

Мақалада ЖОО оқытушысының педагогикалық шеберлігін қалыптастыру жолдары қарастырылған. Сонымен бірге, бұл мәселені тиімді шешудің психология-педагогикалық шарттары талданған.

Кілт сөздер: педагогикалық шеберлік, педагогикалық тапсырмалар, педагогикалық жүйе, педагогикалық талдау, жоспарлау, педагогикалық қарым-қатынас.

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ПРОБЛЕМА ФОРМИРОВАНИЯ ПЕДАГОГИЧЕСКОГО МАСТЕРСТВА ПРЕПОДАВАТЕЛЯ ВУЗА

В данной статье рассматриваются основные проблемы формирования педагогического мастерства преподавателя вуза. Также рассмотрены психолого-педагогические условия, способствующие успешному решению данной проблемы.

Ключевые слова: педагогическое мастерство, педагогические задачи, педагогическая система, педагогический анализ, педагогическое мышление, планирование, педагогическое общение.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА МОНОЛОГ СӨЙЛЕУГЕ ҮЙРЕТУ

Андатпа

Мақалада мектептерде шет тілін оқытуда монолог сөйлеу дағдысын қалыптастырудың әдісі, тәсілдері, түрлері қарастырылады.

Кілт сөздер: монолог, мәтін, мәнмәтін, тірек, түрткі, полилог.

Кіріспе

Шет тілі мемлекетаралық тіл мәртебесіне ие. Сол себептен, қазіргі кезде 21- ғасырда, мектептерде шет тілін оқытуда оқытудың ең тиімді әдіс-тәсілдерін, жаңа, инновациялық технологияларды құрудың қажеттілігі, шет тілінен білім және біліктіліктің қолдану аясын кеңейту - кезек күттірмес мәселелердің біріне айналды. Елбасы «Өсіп келе жатқан ұрпаққа әлемдік стандарттарға сай келетін сапалы білім беруіміз керек» - деген міндеттер қояды. Сол міндеттердің бірі, әрине шетел тілдерін меңгеру болып табылады. Шет тілдерінің арасында ағылшын тілі бұрыннан алғашқы орынды иеленуде. Бұл әлемдік тілде миллиондаған адамдар сөйлейді. Сондай-ақ, ағылшын тілін қазіргі кезде қай сала болмасын: білім беру жүйесі, бизнес, туризм және т.б. салаларда қолданылады [3].

Шет тілдерін оқытуда монолог түрінде сөйлеуді меңгерту өзекті мәселелердің бірі және аса қиын іс. Шет тілінде оқытудың міндеттерін ескере отырып, пәнді