ISSN:2828-6235
Impact factor:13.77

International Journal of Literature and Language Studies(IJLLS)

PROFESSIONAL ACTIVITY OF A TEACHER

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DOI: https://doi.org/10.5281/zenodo.23343060

Abstract. This article analyzes teacher's professional activiities, pedagogical competence, and their important role in the teaching educational process. The article examines the main components of pedagogical abilities and pedagogical mastery that contribute to the effective organization of teachers' professional activities, including didactic, academic, perceptual, speech, organizational, authoritative, and communicative abilities, as well as pedagogical imagination and the ability to distribute attention. The study substantiates that the requirements placed on modern teachers, their continuous self-development, the improvement of their professional knowledge and skills, and consideration of students' individual abilities are important factors in increasing the effectiveness of education.

Keywords: teacher, professional activity, pedagogical mastery, teacher's pedagogical abilities, modern school teacher.

INTRODUCTION

At some point in life, every person must choose a profession or area of specialization. The modern division of labor requires the training of future specialists in hundreds of professions and areas of specialization, each of which has its own distinctive characteristics. The diversity of professional activities considerably complicates the scientific justification of teaching, educating, and developing students at every stage of their professional development.

Pedagogical activity has two main aspects. On the one hand, it is a specific practical activity associated with the teacher's daily educational and instructional work. The key concept that characterizes this type of activity is the **process**. It is precisely through the joint activities of teachers and students that the main objectives of education are achieved: teaching, educating, and developing students; enabling each of them to acquire relevant knowledge, practical skills, and abilities; and fostering appropriate worldview and behavioral qualities.

The teacher's task is to organize this process as effectively as possible and to ensure a higher quality of education. Therefore, the subject matter of pedagogy as a science primarily includes the educational process and its "technological support," that is, specific methods, tools, and organizational forms for teaching, educating, and developing students. These elements contribute to achieving the expected learning outcomes.

Pedagogical activity is a specific type of social activity aimed at transmitting the knowledge, experience, and culture accumulated by humanity to the younger generation, as well as creating conditions for the personal development of young people and enabling them to perform certain social roles in society. Pedagogical activity as a profession has its own important place in specially organized educational institutions.

The purpose of any professional activity is to have social significance and to achieve a meaningful result. A teacher is a responsible person in the education and upbringing of a well-rounded younger generation. Therefore, a teacher should not only serve as an example to others through their spiritual and moral culture, but also demonstrate pedagogical mastery and make a worthy contribution to the preparation of qualified specialists as a mature and competent educator.

MAIN PART

What is pedagogical mastery?

What is its essence? What should a teacher know in order to acquire it? Modern pedagogy and psychology provide different interpretations of the concept **of** "pedagogical mastery."

For example, the *Pedagogical Encyclopedia* defines it as follows: "A specialist who is a master of their profession, highly cultured, deeply knowledgeable in their subject, capable of thoroughly analyzing related fields of knowledge, and who has perfectly mastered the methods of teaching and educating."

Based on the essence of this definition, the concept of a teacher's pedagogical mastery can be explained through the following aspects:

1. A high level of culture, knowledge, and intellectual ability.
2. Possessing comprehensive and profound knowledge of their subject.
3. Having a thorough knowledge of pedagogy and psychology and being able to apply this knowledge effectively in professional activities.
4. Having a perfect understanding of the methodology of educational and instructional work.

The system of pedagogical mastery

The system of pedagogical mastery consists of the following main interrelated components:

1. Following the principles of pedagogical humanism.
2. Having comprehensive professional knowledge and understanding its connection with other academic disciplines.
3. Possessing pedagogical abilities.
4. Mastering the techniques and skills of pedagogical practice.

Among all professions, the teaching profession has a unique and highly important social significance. Indeed, a teacher is a guide to the spiritual and moral development of the younger generation and a person who provides young people with education and upbringing.

Components of Pedagogical Mastery

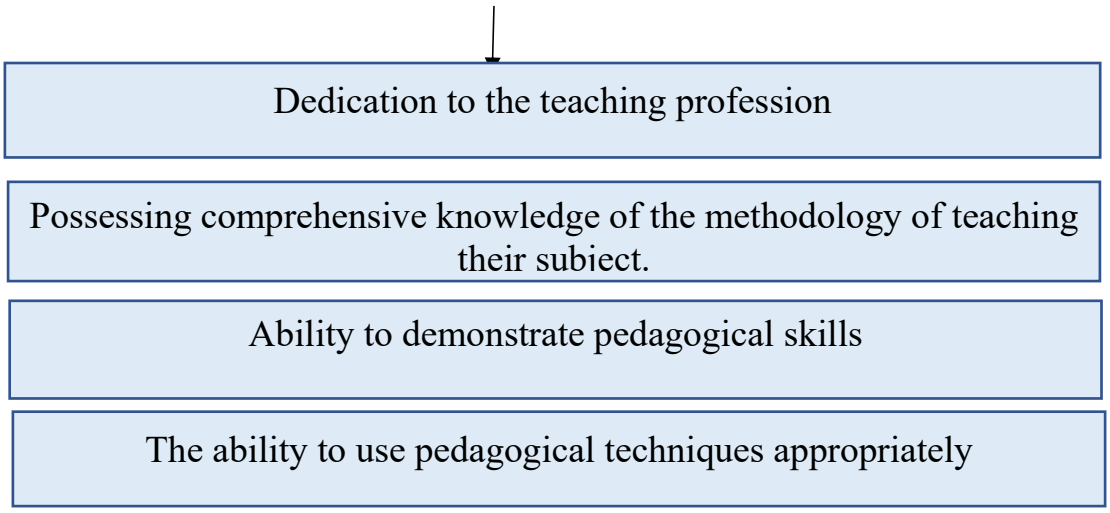


Figure 1.

Pedagogical abilities are formed and improved in the course of professional activity. Pedagogical abilities are qualities that demonstrate how suitable a teacher is for his or her professional activity. Various researchers have expressed their views on pedagogical abilities. By summarizing their opinions, nine main abilities can be identified. These abilities contribute to the successful organization of pedagogical activities.

Abilities related to teaching and learning, and pedagogical abilities aimed at the educational process:

1. Constructive and didactic abilities that enable the teacher to design the development of the student's personality and select appropriate methods of working with students;
2. Academic abilities;
3. Perceptive abilities;
4. Speech abilities;
5. Organizational abilities that enable the teacher to involve students in various types of activities;
6. Authoritative abilities;
7. Communicative abilities;
8. Pedagogical imagination;
9. The ability to distribute attention.

I. DIDACTIC ABILITIES

Didactic abilities enable a teacher to explian educational material clearly and understandably to students and to stimulate their interest in independent thinking and active learning.

II. ACADEMIC ABILITIES

Academic abilities are abilities related to relevant fields of science, such as mathematics, physics, biology, literature, and others. A teacher with such abilities knows not only the content of the subject curriculum but also possesses broader and deeper knowledge of the subject.

III. PERCEPTIVE ABILITIES

Perceptive abilities refer to a teacher's capacity to understand students' inner worlds and recognize their psychological states.Such a teacher can determine from a student's facial expression or eyes whether the student is ready for the lesson or not.

IV. SPEECH ABILITIES

Speech abilities enable teachers to express their thoughts, opinions, and emotions clearly and accurately. This is one of the most important abilities required in the teaching profession.

V. ORGANIZATIONAL ABILITIES

Organizational abilities are the ability to organize and unite a group of students, solve important tasks, and motivate them. They also include the ability to plan one's work correctly, use time efficiently, complete tasks within the established deadlines, and make appropriate decisions depending on the situation without unnecessary expenditure of time.

VI. AUTHORITATIVE ABILITIES

The ability to establish professional authority enables teachers to earn students' respect throught their knowledge, fairness,and personal example. Authoritative abilities depend on a whole complex of the teacher's personal qualities, including willpower, courage, endurance, determination, and demandingness, as well as a sense of responsibility for the education and upbringing of students.

VII. COMMUNICATIVE ABILITIES

Communicative abilities enable teachers to interact effectively with students, understand their needs, and establish positive pedagogical relationship.

VIII. PEDAGOGICAL IMAGINATION

Pedagogical imagination is a ability to anticipate the consequences of teaching decisions, foresee students' potencial development, and plan appropriate educational activities.

IX. THE ABILITY TO DISTRIBUTE ATTENTION

For a student, all characteristics of attention are important, including its volume, strength, and ability to be controlled voluntarily. The ability to distribute attention among several types of activities simultaneously is particularly important in the work of a labor education teacher.

In modern conditions, society's requirements for the teaching profession are increasing day by day, and the teacher is responsible for properly implementing these requirements in practice.

A modern school teacher performs a number of tasks. First of all, the teacher is an organizer of the educational and upbringing process in the classroom. As an educator, a teacher should meet the following requirements:

- know the essence of the national ideology of spiritual and educational development and universal human values, educate children in the spirit of loyalty to the ideas of independence, and develop their love for their homeland, nature, and family;
- have thorough professional knowledge while also being aware of knowledge and achievements in various fields;
- have comprehensive knowledge of child and adolescent psychology, child and adolescent physiology, methods of educational work, and school hygiene;
- constantly keep up with the latest achievements in world science related to their profession, as well as developments in computers and information technologies;
- continuously improve their knowledge, skills, and abilities in teaching and educational methodology;
- approach their profession creatively;
- possess pedagogical skills, including logical thinking, expressive speech, effective teaching techniques, and pedagogical tact;
- continuously improve their professional knowledge and pedagogical skills.

Every teacher needs to possess pedagogical mastery in order to work successfully.

CONCLUSION

In conclusion, the professional activity of a teacher is one of the important factors ensuring the effectiveness of the teaching and educational process. A teacher should not only have in-depth knowledge of their subject but also possess sound of pedagogy and psychology, knowledge, be able to establish effective communication with students, and take into account their individual abilities and potential.

The professional competence of a teacher is demonstrated through well-developed didactic, academic, perceptive, speech, organizational, communicative, and other pedagogical abilities. The continuous development of these abilities through practical activity contributes to the effective organization of the teaching process.

Today, the increasing demands placed on teachers require them to use modern pedagogical and information technologies, regularly develop their professional knowledge and skills, and approach their work creatively. Therefore, continuous learning, professional development, and improvement of pedagogical mastery are among the important conditions for improving the quality of education.

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