

THE ROLE AND PLACE OF PEDAGOGICAL TECHNIQUES IN IMPROVING THE PROFESSIONAL SKILLS OF TEACHERS

©*Bekturov T., Ph.D., Arabaev Kyrgyz State University, Bishkek, Kyrgyzstan, tuigun_bm@bk.ru*
©*Chelpakova S., Ph.D., Arabaev Kyrgyz State University, Bishkek, Kyrgyzstan*

РОЛЬ И МЕСТО ПЕДАГОГИЧЕСКОЙ ТЕХНИКИ В УСОВЕРШЕНСТВОВАНИИ ПРОФЕССИОНАЛЬНОГО МАСТЕРСТВА УЧИТЕЛЯ

©*Бектуров Т. М., канд. пед. наук, Кыргызский государственный университет
им. И. Арабаева, г. Бишкек, Кыргызстан, tuigun_bm@bk.ru*

©*Челпакова С. М., канд. пед. наук, Кыргызский государственный университет
им. И. Арабаева, г. Бишкек, Кыргызстан*

Abstract. Under the context of growing demand for teachers' professional training, the issues of the formation and improvement of their pedagogical mastery become of current interest. A teacher who wants to develop his/her pedagogical skills shall constantly learn to apply pedagogical methods in his/her work. After all, the professional competence of a teacher directly depends on the possession of professional technique. The purpose of this work is to clarify the concept of "pedagogical technique" and determine its place and role in improvement of teacher's professional mastery. In this regard, methods of analysis, synthesis, comparison, generalization, and clarification were used. The narrative of the importance of clarifying the definition of the term is presented for defense and the version proposed is as follows: "Pedagogical technique is an important component within the structure of pedagogical skills, their forms, practical manifestation, through which a high level of pedagogical professionalism can be formed and developed". The knowledge of structure of pedagogical methods and formation of appropriate behavioral skills increase the teacher's professionalism. Therefore, in teacher's activities, pedagogical technique steps forward as a system of social and pedagogical support of the educational process, which performs a number of functions in teaching and educational work.

Аннотация. В условиях роста спроса на профессиональную подготовку учителей становятся актуальными вопросы формирования и совершенствования ими педагогического мастерства. Учитель, желающий развивать свои педагогические навыки, должен постоянно учиться применять педагогические методы в своей работе. Ведь профессиональная компетентность учителя напрямую зависит от владения профессиональной техникой. Целью настоящей работы является уточнить понятие «педагогическая техника» и определить его место и роль в повышении профессионального мастерства учителей. Для этого были использованы методы анализа, синтеза, сравнения, обобщения, уточнения. Обсуждается тезис о важности уточнения определения термина и предлагается следующая версия: «Педагогическая техника является важным компонентом в структуре педагогических умений, их форм, практического проявления, посредством которых может формироваться и развиваться высокий уровень педагогического профессионализма». Знание структуры педагогических приемов, формирование соответствующих навыков поведения повышает профессионализм учителя. Поэтому в деятельности учителя педагогическая техника выходит на первый план как система социально-педагогического сопровождения образовательного процесса, выполняющая ряд функций в учебно-воспитательной работе.

Keywords: pedagogical technique, self-regulation, emotional stability, autogenic training, creative working mood.

Ключевые слова: педагогическая техника, самоконтроль, эмоциональная стабильность, аутогенные упражнения, профессионально-творческий настрой.

Topicality. The ongoing political and economic changes in our country affect all spheres of society and the life of every citizen.

Professional education never loses its value. Professionals face new challenges, and they need to work hard to establish themselves as professionals on a regular basis. This vocational education belongs primarily to the teacher.

The professionalism of the current teacher is the leading factor that determines the quality of education for future generations. Only the best teacher can provide a decent education in accordance with the conditions of the time, effectively work in priority areas (humanization of the pedagogical process and educational content, improvement of pedagogical technologies, democratization of school management, etc.). Therefore, improving the qualifications of teachers is an important pedagogical task. The Law of the Kyrgyz Republic “On Education”, Resolution No. 403 dated July 21, 2014, provides that teachers must develop a professional approach to work. And the importance of teaching methods for the further development of the teaching profession, which is formed at the best level in accordance with the requirements. This allows teachers to effectively manage the learning activities of students and carry out targeted pedagogical impact and interaction. Pedagogical technique is manifested in the acquisition of a high level of pedagogical activity based on a set of professionally important personal qualities, special knowledge, skills and abilities.

A teacher cannot fully participate in educational activities without self-control, communication skills and pedagogical techniques. Improving the quality of educational work is associated primarily with the development of pedagogical techniques.

The aim of the work. Determination of the place and role of pedagogical techniques in improving the qualifications of teachers by clarifying the concept.

Research methods. We used methods of analysis, synthesis, comparison, generalization and specification to solve research problems. On the basis of scientific literature analysis, we came to the conclusion that pedagogical technique is a form of pedagogical skill, its manifestation. Basically, the teacher must have special skills. For example, the ability to guide students towards learning and diversity in education; the ability to ask questions, communicate and draw conclusions through observation; good behavior, control of mood, voice, facial expressions, control of movements, etc.

Pedagogical techniques allow the teacher to integrate individual actions and activities, i. e. promotes the compatibility of the spiritual culture and professionalism of the teacher. “His main tools are the teacher’s appearance (clothes, hair, facial expressions, pantomime, posture, etc.), the emotional state and the orthopedic culture of correct speech” [1, p. 87].

Scientist M. Rakhimova agrees that “pedagogical technique is an integral part of a teacher’s skill”, and notes that pedagogical skill is a combination of these skills [2, p. 33].

These conferences help to present teachers as a clear, creative person, achieve optimal results in their work, express their views and opinions to students and share their feelings [3–5].

To achieve the goals of pedagogical activity, the teacher must have the following skills:

–speech skills and culture of speech (breathing, sound, volume, intonation, timbre, diction,

tempo);

–ability to present educational material using facial expressions, pantomime and control of the body and emotions;

–the ability to regulate the mental state (psychophysical stress, be in a creative mood, relieve anxiety);

–Influence and pedagogical interaction with the collective and the individual in the educational process.

Although pedagogical technique is not the main element in the structure of pedagogical skills (professional knowledge is a structurally important component, and the personal pedagogical professionalism of the teacher is the systemic core), its insufficient development leads to a lack of pedagogical skills in the teaching and educational activities of the teacher. A teacher with undeveloped pedagogical techniques cannot control negative emotions in communicating with students, or, conversely, makes mistakes such as grunting or excessive anxiety, disconcerting in front of an audience (blushing, shaking hands or sweating) and cannot find words to express his dissatisfaction with one or another action of the students.

The teacher's self-control can be traced through the following components of pedagogical techniques:

–“the ability to manage the internal emotional state;

–the formation of the teacher's creative activity;

–Correction of the teacher's appearance in accordance with the goal;

–mastering facial expressions, pantomime;

–development of perception skills (attention, observation, memory, thinking, imagination, etc.);

–skills of public speaking” [6].

The most important condition for the development and improvement of the teacher's professional skills is mastering the methods of psychological self-regulation. The teacher must always be able to manage his emotional state in daily activities. This is due to the fact that the teaching profession is accompanied by nervous and mental stress, and in some cases is harmful to health, reduces the ability to work and a creative approach to work. In addition, the appearance of the teacher, which depends on his personal emotional state, also plays an important role as an essential teaching tool. Consequently, it is necessary to form the psychological culture of the teacher.

The functioning and temperament of the human central nervous system play an important role in the development of mental self-regulation. And they form a unique natural feature of man. The organic process depends on the predisposition, the dynamics of the psychophysical process, and so on. Phenomena are innate to humans. They are automatic and do not require conscious intervention. However, a person is able to control his mental characteristics, directing them in the right direction. The innate independence, freedom and ability to self-regulate a person are the most important qualities of a person. It is very important for a person to be able to use his innate qualities. It is necessary to adapt the characteristics and temperament of the central nervous system to the needs of the teaching profession. At the same time, a person should be able to objectively assess not only the central nervous system and his temperament, but also cognitive, emotional and volitional processes. For this, it is necessary to master self-awareness, ways of knowing the characteristics of the central nervous system and its functions. Such methods are proposed in the book by S. B. Elkanov “Professional self-education of a teacher” [7]. The main practical methods among them are observation and self-awareness. At the same time, various psychological tests are also important.

These methods are aimed at self-determination of the strength, endurance, speed and temperament of nervous processes. The results of this observation will be a great help in determining the natural characteristics of the central nervous system and the possibility of their improvement. The nervous system and temperament of the teacher are different. However, his innate qualities may or may not meet the requirements of pedagogical activity. Consequently, actions to adapt their qualities to professional requirements, train temperament in accordance with pedagogical culture, and self-regulation of personal and emotional attitudes are also individual for a teacher. From a psychological point of view, the ability to maintain emotional stability even in the most difficult situations is the most important professional requirement for a teacher.

Emotional stability is a property of the psyche that encourages a person to successfully do his job in any situation (according to M. I. Dyachenko). It can be considered not only as a tool of pedagogical technique, but also as a significant indicator of excellent teacher skills. Indeed, emotional stability is based on the teacher's deep professional knowledge, his developed pedagogical skills and abilities, the methods used in professional activities. A study of the teacher's work and personality shows that emotional fortitude is a quality that is always self-confident, does not need the help of others and has deep professional training.

To gain emotional stability and continue it, the following conditions are necessary:

- self-confidence, conscious subordination of actions;
- Comprehensive information about all aspects of the activity, its essence, effective means (not only the teacher, subject or teaching methods, but also the age characteristics of students, the specifics of the class, the situation and the final result of their work should be emotionally stable) etc. must know clearly);
- the acquisition of skills and abilities to manage your emotions, mastering the techniques of autogenic training (including the assessment of personal psychophysical and emotional state, self-confidence, self-management, stress relief; physical exercises leading to psychological freedom: breathing, body, this includes relaxation or strengthening that or another muscle (for example, opening and closing fingers, changing the rhythm of sound and movement, etc.).

In order to acquire the above-mentioned skills, it is necessary to have psychological knowledge and self-education, to work with special literature, to be able to apply the acquired knowledge in life and to have autogenic training.

According to psychologist F. P. Milrud, the lack of professional and psychological training in emotionally difficult situations is common among new teachers. In a situation where emotions are tense, i. e. Actions such as shouting, intimidation, humiliation and exile do not calm, but rather exacerbate the situation. In some cases, the inability to control the personal emotional state negatively affects the teacher's health.

According to V. Levi, methods of managing personal emotions include:

- awareness of the main causes of emotional stress — this will motivate the teacher to be prepared psychologically for the emotional situation, remain patient (causes of emotional stress: severe psychophysiological fatigue of the teacher, inability to communicate with students or classmates, colleagues or school administration, especially boredom at work, problems in life or in family, especially when the teacher works with 3-4 grades etc.);

–“Bring up purity of intentions, optimism, always be in a good mood”;

–leisure;

- special psycho-physical exercises (release of facial muscles with a voice and command: “I see my face”, “My face stops”, “My forehead muscles, jaw muscles and eye muscles are stretched”, “My face is like a mask”); Manage bone muscle tension, ask yourself commands or questions such

as “How's my tempo?”, “Slow down!”, methods of controlling mental reactions, etc., regardless of the emotional state, regular exercise, breathing exercises, mental freedom, ways to distract others from emotional stress, self-confidence, self-consolation, etc.)” [8].

Autogenic exercise is very beneficial when combined with systematic exercise that strengthens the body and improves your daily routine.

Therefore, the upbringing of mental culture is not a momentary task, it requires constant practice and a sense of need from the teacher.

The teacher's skill of emotional self-regulation determines the ability to be creative in any situation. A teacher's creative activity at work is the most important indicator of his pedagogical skill. Researchers have shown that a teacher's creativity in the classroom accounts for 50% of a teacher's productivity.

The concept of a creative working spirit was first introduced by K. S. Stanislavsky used it to describe his acting career. He noted that a creative attitude is a spiritual and physical state that positively affects the creative activity of an actor. K. S. Stanislavsky wrote: “I clearly felt that if the mood of the actor was depressed and tired, it would negatively affect the work. When the artist was on stage, I began to look for an inspiring spiritual and physical state that would not harm the creative process. I decided to call this situation, the opposite of acting, creative mood” [9, p. 136].

It was Yu. L. Lvov who adapted this concept to the teaching profession. He defined the “Teacher's mental attitude” as a special mental and physical state that achieved the best results in his teaching activities, inspired the audience with his energy and led to the best results [10, p. 4].

In this case, the teacher's attention to the subject, students and personal activities, thinking, vocabulary and perception is increased. The pedagogue's creative working attitude, the teacher's appearance is reflected in the psychophysical state, which is skillful, strong, bright and smiling.

The conclusion of the research. Thus, pedagogical technique is reflected in the teacher's professionalism, and the structural component of this competence consists of special skills. They demonstrate the adequacy of the teacher's ability to control himself, his body and other people, including students in the course of a professional career. Consequently, only a teacher who owns pedagogical techniques can reach the top of this profession.

References:

1. Mindykanu, V. M. (1991). *Pedagogicheskaya tekhnika i masterstvo uchitelya*. Kishinev. (in Russian).
2. Rakhimova, M., & Abdykerimova, M. (2007). *Vvedenie v pedagogicheskuyu professiyu*. Bishkek. (in Russian).
3. Azarov, Yu. P. (1962). *Chuvstvo, tekhnika, masterstvo*. Moscow. (in Russian).
4. Bekboev, I. (2006). *Pedagogicheskii protsess: starye privyichki i novatorskie vzglyady*. Bishkek. (in Russian).
5. Bekturov, T., Nazarmatova, G., & Imankulova, S. (2019). Communicative Ability of a Teacher as a Professionally Significant Phenomenon. *Bulletin of Science and Practice*, 5(12), 437-441. (in Russian). <https://doi.org/10.33619/2414-2948/49/54>
6. Ruvinskii, L. I. (1987). *Uchitelyu o pedagogicheskoi metodike*. Moscow. (in Russian).
7. Elkanov, S. B. (1989). *Osnovy professional'nogo samoobrazovaniya budushchego uchitelya*. Moscow. (in Russian).
8. Levi, V. (1991). *Iskusstvo byt' soboi*. Moscow. (in Russian).
9. Stanislavskii, K. S. (1972). *Moya zhizn' v iskusstve*. Moscow. (in Russian).
10. Lvov, Yu. L. (1985). *Tvorcheskaya laboratoriya uchitelya*. Moscow. (in Russian).

Список литературы:

1. Миндыкану В. М. Педагогическая техника и мастерство учителя. Кишинев, 1991. 197 с.
2. Рахимова М., Абдыкеримова М. Введение в педагогическую профессию. Бишкек, 2007.
3. Азаров Ю. П. Чувство, техника, мастерство. М.: Знание, 1962. 32 с.
4. Бекбоев И. Педагогический процесс: старые привычки и новаторские взгляды. Бишкек, 2006. 160 с.
5. Бектуров Т. М., Назарматова Г. А., Иманкулова С. Э. Коммуникативная способность педагога как профессионально значимый феномен // Бюллетень науки и практики. 2019. Т. 5. №12. С. 437-441. <https://doi.org/10.33619/2414-2948/49/54>
6. Рувинский Л. И. Учителю о педагогической методике. М.: Педагогика, 1987.
7. Эльканов С. Б. Основы профессионального самообразования будущего учителя. М.: Просвещение, 1989. 189 с.
8. Леви В. Искусство быть собой. М.: Знание, 1991. 256 с.
9. Станиславский К. С. Моя жизнь в искусстве. М.: Искусство, 1972. 339 с.
10. Львов Ю. Л. Творческая лаборатория учителя. М.: Просвещение, 1985.

*Работа поступила
в редакцию 07.01.2021 г.*

*Принята к публикации
12.01.2021 г.*

Ссылка для цитирования:

Bekturov T., Chelpakova S. The Role and Place of Pedagogical Techniques in Improving the Professional Skills of Teachers // Бюллетень науки и практики. 2021. Т. 7. №2. С. 324-329. <https://doi.org/10.33619/2414-2948/63/38>

Cite as (APA):

Bekturov, T., & Chelpakova, S. (2021). The Role and Place of Pedagogical Techniques in Improving the Professional Skills of Teachers. *Bulletin of Science and Practice*, 7(2), 324-329. <https://doi.org/10.33619/2414-2948/63/38>