



FEATURES OF THE PROFESSIONAL ACTIVITY OF THE TEACHER AT THE MODERN STAGE

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ABSTRACT

The article deals with the problems of modern education. Methodological aspects of innovative processes in the education system, improvement of pedagogical practice, development of an innovative education system and their widespread use are analyzed. It is based on the fact that one of the key issues today is the harmonization of relations in the educational process, the adaptation of its results to the needs of society and individual needs, the introduction of innovations to solve the problems of forming a socially active and harmonious personality.

KEYWORDS: *pedagogy, pedagogy, education, innovation, innovative education, personality, social relations.*

DISCUSSION

Modernization of education today is impossible without active innovation, because compliance with the requirements of the new time necessarily presupposes the introduction of something new into the modernized facility. Innovation in education is the introduction of something new in the goals, content and organization of the educational process for the development of education and optimization of the educational system. The innovation process in education is the process of improving educational practice, developing educational systems based on innovations.

The innovation process reflects the formation and development of the content and organization of the new. Innovation has always been characteristic of pedagogical activity as the most important characteristic reflecting the process of development of pedagogical science and practice.

In modern education, innovation is becoming more widespread. It is innovations that today are called upon to harmonize relations in the educational process, bring its results in line with the requirements of society and individual needs of a person, and solve the problems of forming a socially useful and successful personality. Education as a socially conditioned process is based on objectively existing contradictions, which, under certain conditions, become its driving forces. It is the contradictions of the educational process that determine the innovations taking place in it. The

most common contradiction is the contradiction between the constantly growing social and personal needs for the development, reproduction and augmentation of spiritual wealth and material benefits of human culture, on the one hand, and the capabilities of the educational system to meet these needs, on the other.

The contradictions are private:

- Between the mass character of education and the need for individual development of personality in the educational process;
- Between the social order and the content of school education;
- Between the integrity of the personality as a product of education and the multiplicity of components and factors of the educational process;
- Between an increase in professionally determined requirements for a teacher and his level of professional and pedagogical competence;
- Between the humanistic orientation of modern education and the normative-command nature of the management of the educational process, etc.

Any of the listed contradictions becomes the driving force behind the innovation process if:

- a) The resolution of the contradiction is recognized by the participants in the innovation process as necessary, personally and socially significant;
- b) Resolution of the contradiction appears to be feasible;
- c) Contradictions are overcome consistently, relying on the capabilities of the existing educational



system and the previous experience of participants in the innovation process.

The logic of the innovation process is subordinated to the idea of modernization and optimization of the educational system and reflects the path of updating the educational system, including the advancement of an idea, development of a project, examination of an innovation, its implementation and adjustment, dissemination and routinization of new experience.

Based on the work of Yu.K. Babansky, P.I. Kartashova, V.V. Kraevsky, M.N. Skatkin, V.A. Slastonin, L.S. Podymova, two main aspects can be distinguished in the problem of pedagogical innovations:

1) The introduction of the achievements of pedagogical science into the practice of education;

2) Study, generalization and dissemination of advanced teaching experience.

In any sphere of human activity and consciousness, science and practice complement each other, ensuring the development of this branch of human knowledge as a whole.

Consequently, it is logical to consider both the selected aspects as the main components of a single innovation process, interrelated and interacting with each other. Analysis of psychological, pedagogical and methodological literature reveals the following sources of innovative ideas:

- A social order that expresses the needs of a country, region, city, district, village;

- Directive and normative documents of the federal, regional and municipal levels of education management;

- Achievements of various human sciences;
- Experimental psychological and pedagogical work;

- Existing advanced teaching experience and foreign experience in the field of education;

- creativity of teachers and heads of educational institutions, due to the need to overcome crisis conditions in teaching, search for non-standard solutions to pedagogical and managerial problems, as a way of trial and error.

A.M. Solomatin and L.G. Sosnovskaya note that "the priority goals of the modern school are the high-quality education of graduates, the expansion of students' choice of an individual educational route, the formation of adaptive skills. This, in turn, leads to the abandonment of the orientation towards the "uniformity of knowledge" in different educational areas, it is possible that in different educational areas students may have different levels of education."

The modern school is becoming adaptive, striving to prepare graduates for life in new socio-economic conditions, while at the same time adapting itself to their personal characteristics. The social order, expressed for the purpose of education, prioritizes not just the formation of a high level of

knowledge among graduates, but the development of their research skills and creative abilities.

Humanistic pedagogy has developed a number of requirements for the innovative processes carried out at school:

- changing the target setting of the school;
- Reorientation of the teacher's internal personal attitudes towards the humanistic essence of innovation;

- Individualization and differentiation of training and education;

- Creation of a favorable socio-psychological and subject-spatial educational environment;

- ensuring social and psychological protection of children;

- creating conditions for the development of the inclinations and abilities of each student;

- Faith in the student, in his strengths and capabilities, acceptance of the child as he is;

- ensuring the success of training and education;

- The validity of the level of development of each student;

- Humanization of educational relations;

- Humanization of education, strengthening its universal, interdisciplinary orientation;

- Scientific and methodological support of innovations.

Today it becomes mandatory for a professional teacher to participate in ongoing innovative processes, which means that in modern conditions, the requirements for him are significantly increasing. In the development of the teaching profession, there are two opposite, but complementary tendencies: on the one hand, differentiation (division) is observed within it, on the other, integration (unification) of types of pedagogical activity.

Intraprofessional differentiation is the division of labor within a profession between narrower specialists. The tendency of internal differentiation is observed in all professions that have existed for a long time. Intraprofessional differentiation of the teaching profession is the division of labor within the teaching profession, which consists of:

- in the isolation of different types of pedagogical activity (for example: in the subjects taught, the age of students);

- in improving, deepening professionalism in each specialty.

Differentiation within the teaching profession is due to two groups of factors. The first group leads to a constant complication of education. These factors include changes in material living conditions, the development of science and technology, changes in the spheres of consumption,



spiritual culture, in demography, in the national-religious composition of society, etc.

So, if back in the middle of the last century, the personality of a child was formed mainly under the influence of the family, school and the immediate social environment, then with the development of information and communication technologies, powerful means of influencing human consciousness in the second half of the XX century, became television, and at the beginning of the XXI century - the Internet.

Without taking into account these changes, effective education would be impossible, therefore, they entailed the emergence of new types of pedagogical activity. The second group of factors is associated with the growth of requirements for the quality of education and upbringing, the need for qualified teachers. To imagine the power of their influence on the development of the teaching profession, it is enough to recall how many new academic disciplines and new educational programs have appeared in schools in recent decades. In modern schools, teachers without pedagogical education have become a rarity, their specialization of teachers in the type of professional activity they are engaged in has increased, new areas of their training have emerged. So, in the 1970-1980s.

A tendency toward specialization in various types of extracurricular work (artistic, sports, tourism and local history, etc.) began to appear. At present, in general education schools, specialists are also in demand, whose activities do not imply the teaching of compulsory subjects, but are very important for the diversified development of students (teachers-psychologists, social teachers, teachers of additional education in various areas of activity, etc.). The teaching profession includes many teaching specialties.

All these specialties are united by a common goal of forming a person's personality, but differ in some parameters:

- by the nature of its final product (for example, the nature of the final product of the activity of the subject teacher - the system of knowledge of skills and competencies formed in the student, which is determined by the characteristics of the subject taught);

- by specific methods and means of labor (for example: dictation is a method of control characteristic of teaching a language; a geographic atlas and a contour map are means of labor of a geography teacher).

As a result of differentiation in the teaching profession, various teaching specialties are distinguished. To characterize a particular branch of pedagogical activity, the concepts of "pedagogical specialization" and "pedagogical qualifications" are used.

Differentiation of the teaching profession is carried out on several grounds.

Firstly, the basis for differentiation is various subject areas of knowledge, science, culture, art. For example, a teacher may specialize in the subject being taught.

Secondly, pedagogical specialties and specializations correlate with the age periods of personality development (preschool, primary school, adolescence, adolescence, maturity, old age).

For effective professional activity, a teacher must take into account the specifics of each age period in his interaction with a developing personality.

Thirdly, the differentiation of the teaching profession takes place according to such personality traits that are associated with developmental disorders, with deviations from the norm, with a negative impact on the development of personality of psychophysical and social factors (visual impairment, hearing impairment, mental disability, deviant behavior, etc.).

For example, a deaf teacher educates and educates people with hearing impairments, and an oligophreno pedagogue works with mentally retarded people. The striving of the teaching profession for differentiation contributes to its development, improvement of teaching activities.

However, differentiation also has disadvantages, the reason for which lies in the fact that the separation contradicts the fact of the integrity of the personality and the process of its development. When the implementation of the process of personality formation and development is divided between many teachers, it becomes more difficult to organize and coordinate their joint actions, there is a danger that the formation of individual personality traits will not ensure the integrity of its development.

The disadvantages of differentiating the teaching profession are acutely felt by children when they move from elementary school to the main one: before, all the main subjects were taught by one teacher, and now they are taught by different teachers, and this becomes one of the problems of adapting the child to new learning conditions.

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