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CONSTRUCTIVE PEDAGOGICAL ABILITIES

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Abstract: this article discusses the professional and pedagogical activities of each specialist, which is expressed in the ability to see, analyze, and form professional tasks based on the pedagogical situation and find optimal ways to solve them.
Ключевые слова: pedagogical activity, pedagogical tasks, optimal methods, relevant tasks, analysis, focus, stimulation, the student's inner state, and self-organization.

The teacher's professionalism in pedagogical activity is expressed in the ability to see and form pedagogical tasks based on the analysis of pedagogical situations and to find the best ways to solve them. It is impossible to describe in advance all the diversity of situations in a rapidly changing life. Therefore, one of the most important characteristics of pedagogical activity is its creative nature, a dead weight, or an active participation in the service of all types of pedagogical work.

Design skills ensure the strategic focus of pedagogical activity and manifest themselves in the ability to focus on the final goal, solve relevant problems taking into account the future specialization of students, and plan the course taking into account its place in the curriculum and establishing the necessary connections with other disciplines, etc. Such abilities develop only with age and experience. Constructive abilities ensure the implementation of tactical goals: the structuring of the course, the selection of specific content for individual sections, and the choice of teaching methods. Organizational abilities serve not only to organize the actual learning process, but also to self-organize the teacher's activities.

It has been established that organizational skills, unlike gnostic and constructive skills, decrease with age. There are several components of pedagogical skill.

The elements of this microcircuit can serve as indicators of the level of mastery of pedagogical activity. Varying the student's stimulation (this can be expressed, for example, in the rejection of a monological, monotonous manner of presenting educational material, in the teacher's free behavior in the classroom, etc.). Attracting interest with an exciting beginning, a little-known fact, an original or paradoxical formulation of the problem, etc. Pedagogically competent summation of the lesson or its separate part, the use of pauses or non-verbal means of communication (glance, facial expressions, gestures). Skillful application of the system of positive and negative reinforcements. Asking leading and test-type questions. Asking questions that lead the student to summarize the learning material. Using divergent-type tasks to stimulate creative activity. Determining a student's focus and level of engagement based on their external behavior.

A teacher should have the following types of professional knowledge:
methodological knowledge, theoretical knowledge, and methodological and technological knowledge;
as well as the following professional skills:
information, organizational, communicative, applied, pedagogical techniques, goal setting, analysis and self-analysis, and educational work.

In the most generalized form, pedagogical abilities were presented by V.A. Krutetsky, who gave them corresponding general definitions.

1. Didactic abilities are the ability to convey educational material to students, making it accessible to them, presenting the material or problem clearly and understandably, and arousing their interest in the subject.

A teacher with didactic abilities is able to reconstruct and adapt the educational material accordingly, making the difficult easy, the complex simple, and the incomprehensible understandable.

2. Academic abilities are abilities in the relevant field of science (mathematics, physics, biology, literature, etc.). A capable teacher knows the subject not only within the scope of the curriculum, but also much more broadly and deeply, constantly follows the latest discoveries in their field, is completely fluent in the material, shows great interest in it, and conducts at least some modest research. Perceptive abilities are the ability to penetrate into the inner world of a student or pupil, as well as psychological observation, which is associated with a subtle understanding of the student's personality and their temporary mental states. A capable teacher or educator can detect even the slightest changes in the student's inner state based on minor signs and external manifestations.

3. Perceptive abilities are the ability to penetrate into the inner world of a student or pupil, as well as psychological observation, which is associated with a subtle understanding of the student's personality and their temporary mental states.

4.A capable teacher or educator can detect even the slightest changes in the student's inner state based on minor signs and external manifestations. Speech abilities are the ability to express one's thoughts and feelings clearly and concisely through speech, as well as through facial expressions and pantomime. A teacher's speech is always characterized by inner strength, conviction, and interest in what they are saying. The expression of thought is clear, simple, and understandable to students.

5. Organizational skills are, firstly, the ability to organize a student team, to unite it, to inspire it to solve important tasks, and, secondly, the ability to properly organize one's own work. Organizing one's own work involves the ability to plan and control it effectively.

6. Authoritarian abilities are the ability to have a direct emotional and volitional influence on students and to use this influence to gain their respect. Authoritarian abilities depend on a combination of a teacher's personal qualities, including their strong will, their sense of responsibility for teaching and guiding students, their belief in their own rightness, and their ability to convey this belief to their students.

7. Communicative abilities are the ability to communicate with children, the ability to find the right approach to students, and the ability to establish appropriate relationships with them from a pedagogical perspective.

8. Pedagogical imagination is a special ability that manifests itself in foreseeing the consequences of one's actions, in the educational design of students' personalities, which is related to the idea of what the student will become in the future, and in the ability to predict the development of certain qualities in a student.

9. The ability to divide attention between multiple activities is particularly important for teachers.

A capable, experienced teacher closely monitors the content and form of the presentation of the material, the unfolding of his thoughts (or the student's thoughts), at the same time keeps all students in the field of attention, reacts sensitively to signs of fatigue, inattention, misunderstanding, notices all cases of discipline violations and, finally, monitors his own behavior (posture, posture, mimicry and pantomime, gait.

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