

# **Psychological characteristics of pedagogical activity**

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# *The concept of pedagogical activity*

**PEDAGOGICAL ACTIVITY -**  
educating and training influence of  
the teacher on the pupil (pupils),  
directed on his personal,  
intellectual and activity  
development, at the same time  
acting as a basis of his self-  
development and self-improvement

# Forms of pedagogical activity:

- \* **lesson**
- \* **lecture**
- \* **seminar**
- \* **credit**
- \* **practicums**
- \* **trainings**

# *Characteristics of pedagogical activity:*

- \* **purposefulness**
- \* **motivation**
- \* **objectivity**
- \* **productivity**

# Levels of productivity of pedagogical activity

- I - (minimal) reproductive: the teacher is able to tell others what he knows; unproductive.***
- II - (low) adaptive: the teacher is able to adapt his message to the characteristics of the audience; unproductive.***
- III - (average) locally modeling: the teacher has strategies for teaching students knowledge, skills, abilities in separate sections of the course (i.e. to formulate a pedagogical goal, be aware of the desired result and select the system and sequence of inclusion of students in educational and cognitive activities); average productive.***
- IV - (high) system modeling knowledge of students: the teacher has strategies for forming the desired system of knowledge, skills, abilities of students on the subject as a whole; productive.***
- V - (higher) systemically modeling the activities and behavior of students: the teacher has strategies for turning his subject into a means of forming the student's personality, his needs for self-education, self-education, self-development; highly productive***

# Subject content of pedagogical activity:

- \* **motivation**
- \* **purposes**
- \* **object**
- \* **tools**
- \* **ways**
- \* **product**
- \* **result**

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# SUBJECT OF PEDAGOGICAL ACTIVITY

**This is the organization of educational activities of students aimed at the development of their subject socio-cultural experience as the basis and conditions for development**

# MEANS OF PEDAGOGICAL ACTIVITY

**This is scientific (theoretical and empirical) knowledge, with the help and on the basis of which the thesaurus of students is formed.**

**As " carriers " of knowledge texts of textbooks or their representations which are recreated by the pupil at the supervision organized by the teacher (on laboratory, practical occupations, on field practice) behind mastered facts, regularities, properties of subject reality act.**

**AUXILIARY are technical, computer, graphic, etc. means.**



# METHODS OF PEDAGOGICAL ACTIVITY:

- \* **explanation**
- \* **display (illustrations)**
- \* **joint work with students to solve educational problems**
- \* **direct practice of the student**
- \* **trainings**

# Product of pedagogical activity

**This is the individual experience of the student in the totality of its axiological, moral and ethical, emotional and semantic, subject, evaluative components.**

**The product of pedagogical activity is estimated on examination, tests, by criteria of the decision of tasks, performance of educational and control actions.**

# Product of pedagogical activity

The result of pedagogical activity is connected with its main purpose and represents personal, intellectual development of the student, improvement, its formation as a person, as a subject of educational activity.

The result is diagnosed by comparing the qualities of the student at the beginning of training and at its completion in all human development plans.

# Motivation of pedagogical activity

- \* **EXTERNAL MOTIVES:** the motive of achievement, the motives of the prestige of work in a particular educational institution, the motives of the adequacy of remuneration.
- \* **INTERNAL MOTIVES:** orientation to the process and result of their activities, motives of personal and professional growth, self-actualization.
- \* **SPECIFIC MOTIVE:** domination, or motive of power (N. A. Aminov)

# Signs of the need for dominance (by G. A. Murray):

- \* to incline, lead, persuade, regulate, organize, direct, manage, supervise;
- \* to subdue, to rule, to dominate, to tread down, to dictate, to judge, to establish laws, to introduce provisions to make rules of conduct to make decisions;
- \* prohibit, restrict, resist, dissuade, punish, incarcerate;
- \* to charm, to conquer, to make one listen to oneself, to acquire imitators, to set the fashion

# Motivation and focus

***"CENTRALIZATION is a specially constructed simple interaction between teacher and students, based on empathy, unappreciated acceptance of another person and congruence of experiences and behavior"***  
***(A. B. Orlov)***

***Centralization is interpreted simultaneously as the result of personal growth of teachers and students, the development of their communication, creativity, subjective (personal) growth in General.***

***The nature of the teacher's centralization determines all the variety of pedagogical activity: style, attitude, social perception, etc.***

# The types of concentrations of the teacher:

- \* **egoistic (focusing on the interests of the Self»);**
- \* **bureaucratic (focusing on the interests of the administration, managers);**
- \* **conflict (focus on the interests of colleagues);**
- \* **authoritative (focus on the interests and requests of students ' parents);**
- \* **cognitive (focusing on the requirements of training and education);**
- \* **altruistic (focusing on the interests (needs) of students);**
- \* **humanistic (the teacher's focus on the interests (manifestations) of his essence and the essence of other people (administrator, colleagues, parents, students)**

# Functions of pedagogical activity:

- \* **Goal-SETTING:** orientation, developing, mobilizing (stimulating the mental development of students) and information
- \*
- \* **ORGANIZATIONAL-STRUCTURAL:** constructive, organizational, communicative and Gnostic



# *Types of styles of pedagogical activity (by A. K. Markova):*

- \* **authoritarian style**
- \* **democratic style**
- \* **the liberal-permissive style**

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# Styles of pedagogical activity depending on its character (by A. ya. Nikonova):

- \* **emotional-improvisational style (EIS)**
- \* **emotional-methodical style (EMS)**
- \* **reasoning-improvisational style (RIS)**
- \* **reasoning-methodical style (RMS)**

# Psychological portrait of the teacher:

- \* **individual qualities: temperament, inclinations, etc.;**
- \* **personal qualities: communicative (interactive) qualities; status-positional features, i.e. features of his position, role, relations in the team;**
- \* **activity (professional-subject), foreign policy indicators**

# Competence approach in the training of a teacher-defectologist

## The composition of the specialist's competencies:

**academic competence: knowledge and skills in the studied disciplines**

**social and personal competence: cultural and value orientations; knowledge of the ideological and moral values of society and the state and the ability to follow them**

**professional competence: the ability to solve problems, develop plans and ensure their implementation in the chosen field of professional activity**

# Competence approach in the training of a teacher-defectologist

## Requirements for specialist competencies:

**training activities**  
**educational activity**  
**developing activities**  
**value-oriented activities**