

Lecture 2. PEDAGOGICAL ACTIVITY: ESSENCE, GOALS AND OBJECTIVES

Lecture questions:

1. The essence, structure and types of pedagogical activity.
2. Functions of pedagogical activity. Pedagogical skills teachers.
3. Styles of pedagogical activity.

Question 1. The essence, structure and types of pedagogical activity.

Pedagogical activity – type of social activity, aimed at transferring from older generations to younger ones the accumulated humanity's culture and experience, creating conditions for their personal development and preparation for certain social roles in the society.

Pedagogical activity includes components:

- 1) purpose (expected result of the activity; answers the question “Why does the teacher influence the pupil?”);
- 2) the object (answers the question "what or who is it affecting?");
- 3) the subject ("who works?");
- 4) means (“by what means does it work?”).

The components form the structure of pedagogical activity.

Specific features of pedagogical activity:

1. Pedagogical activity has a humanistic nature.
2. The main means of pedagogical activity are various types activities that include students (work, communication, play, teaching, etc.).
3. The activity of a teacher is always a meta-activity.
4. Specifically, the historical nature of pedagogical activity.
5. Creative nature of pedagogical activity.

The main types of pedagogical activity:

1. Educational activities.
2. Social and educational activities.
3. Correction and development activities.
4. Methodological activities.

5. Innovative activities.
6. Research activities.
7. Cultural and educational activities.
8. Management activities.

Question 2. Functions of pedagogical activity. Pedagogical skills teachers

Functions of pedagogical activity (N.V. Kuzmina):

1. Gnostic - the study by the teacher of students, the teaching staff and the conditions in which its activities take place (pedagogical diagnostics).
2. Constructive - the teacher planning his activities and the activities of students, the solution of each arising pedagogical task.
3. Organizational - organization of joint activities, team formation.
4. Communicative - establishing contacts and relationships with students, their legal representatives, fellow teachers, others subjects of society.

Professional qualification standard of a teacher.

Pedagogical activity requires proficiency in General professional (psychological and pedagogical) competencies in the field of organizing the learning and education process, creating a developing educational environment, normative and educational and methodological support for the educational process, carrying out research and innovation activities, social interaction for educational purposes, personal and professional self-development.

Labor functions (professional qualification standard of a teacher):

- ✓ Organize the learning process
- ✓ Organize the parenting process
- ✓ Create a developing educational environment
- ✓ Providing normative and educational support for the educational process
- ✓ Carry out research and innovation
- ✓ To carry out social interaction for educational purposes
- ✓ To carry out personal professional self-development

Question 2. Styles of pedagogical activity.

The style of pedagogical activity is an individually determined method of interaction between the teacher and the students, which ensures the maximum effectiveness of the educational process.

There are four styles of pedagogical activity:

1. Democratic.

The democratic style of leadership is based on the teacher's authority, on his correct position in relation to the team, on the principles of cooperation with students, on mutual sympathy and respect. Only with a democratic style of pedagogical activity, the team becomes a full-fledged subject of education. In the conditions of a democratic style of pedagogical activity, the public opinion of the collective is characterized by demands, specificity, breadth, consistency, goodwill, and an atmosphere of creativity.

2. Authoritarian.

There is a formal system of relations between the teacher and the students, which has a purely official character.

The teacher stands outside the team, above the students. He does not trust children, constantly intervenes in all matters of class life, suppresses initiative, administers, imposes his demands, and does not take a direct part in collective Affairs.

3. The liberal.

This style of pedagogical activity is characterized by disorganization, fuzziness, which leads to disorder, to the fact that everything goes on its own.

4. Unstable.

This style of activity is found among young, beginning teachers, as well as among casual people in the teaching profession.