TEACHER TRAINING AT THE UNIVERSITY: PSYCHOLOGICAL AND PEDAGOGICAL TRAINING AND THE FUNCTIONS OF THE PEDAGOGICAL PROCESS

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Annotation: This article discusses the features of preparing a future teacher for pedagogical activity. In particular, the main attention is paid to the problem of psychological and pedagogical training and the functions of the pedagogical process at the university.

Keywords: Pedagogical activity, function, teacher, professional culture.

The leading task of the university is the formation and development of the personality of the future teacher-educator, who has a creative personality. This means that not only scientific knowledge for future professional activity, but also the mastery of professional culture – as part of universal culture.

In primary school, the content of the subject is realized only through the personality of the teacher, therefore, the teacher must have a general and professional culture, professional and pedagogical thinking. Therefore, at the university, any future teacher must meet certain general professional requirements, be a carrier of universal human qualities of personality, have pedagogical knowledge and skills for future professional activity.

The core of professional and pedagogical training is knowledge in the field of pedagogy and psychology. This part of the training is basic, invariant (mandatory) for a teacher of any specialty. Another part of the subjects is related to the variant part of the training, i.e. taking into account the features of the profile of the student's scientific training.

There are 3 main blocks in the structure of the invariant part.

The first block is connected with the general philosophical problems of education. The following problems are highlighted:

A) Education as a way of developing all the essential forces of personality, as the assimilation of universal and the development of individual and personal values;

B) Biological and social activities and communication, diagnosis and correction;

C) The links between all areas of education (mental, moral, physical etc.);

D) The functions of the family and the state in education, the personality of the teacher in pedagogy.

The second block is related to the theory of education and training. It is necessary to highlight the following problems within this block:

A) The content of education (humanization);

B) Educative and developmental nature of education;

C) Organizational forms and methods of training;

D) Motivation of students' learning;

E) Differentiation and individualization of training;

F) Self-education, self-education of schoolchildren, etc.

The third block is related to the organizational aspects of education, within which the following aspects are distinguished:

A) Continuing education;

C) Comparative pedagogy of educational systems of different countries;

C) School as an educational institution (democratization, humanization, etc.).

A block of basic (or invariant) content of pedagogical training of future teachers (general didactic, or technological approach). Here students master the knowledge of:

- Educational programs, textbooks and methods of their use;
- The system of learning tools and methods of their use;
- Ways of communication of the teacher, students;
- Organization of the activities of teachers and students in the conditions of various forms and types of educational and extracurricular activities;
- Checking and evaluating students' knowledge, skills and abilities.

Basic (or invariant) professional and pedagogical skills include the following types of skills:

1. Diagnostic skills – the ability to evaluate.
2. Projective skills – the ability to predict.
3. Constructive skills – the ability to purposefully organize.
4. Communication skills – communication skills.
5. Analytical – to identify, systematize.

Basic (invariant) pedagogical knowledge and skills are a standard mechanism in the content of professional training of a teacher of any profile.

The integrity of the educational process is a property that emphasizes the subordination of the processes included in it to a single goal, educational, developmental, educational.

The holistic educational process in pedagogy is a complex multi-faceted structure that performs the following functions:

1) The training function is associated with the formation of knowledge, skills, and skills.

The teacher's knowledge is presented in the form of components:

A) Professional and pedagogical knowledge;

C) Experience in the implementation of professional and pedagogical activities;

C) Experience of creative pedagogical activity;

D) Experience of value-emotional orientation in the process of pedagogical activity.

2) Developmental function – is associated with the development of a person's personality as a whole: mental processes (memory, thinking), abilities, motivation, attitudes and activities.

3) Educational function – is associated with the formation of a worldview, moral, aesthetic and social orientation of a person with an active position on professional development.

4) Integrative function – it reflects the organic connection of various academic disciplines:

- pedagogy;
- philosophy;
- medicine;
- sociology, etc.

5) The professional function is connected with general professional psychological and pedagogical training, develops future teachers' general and professional culture, pedagogical orientation of thinking,

professionally significant personality qualities. Professional function is a system-forming core of professional training of teachers of any level.

6) Socialization of personality – training, influencing the personality, contributes to its socialization, which affects the formation of many personality qualities. Although this process occurs under the influence of all the functions of education, professional socialization serves as an organizing moment (a kind of core) in the process of personal development and determines the style of future professional activity.

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