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PEDAGOGICAL TECHNIQUE AS AN INTEGRAL PART OF PEDAGOGICAL SKILL

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Annotation

The article considers pedagogical technique as a set of skills that allow the teacher to see, hear and feel his pupils, each teacher must master the pedagogical technique, know its components that ensure the success of his work. Also in the article we will talk about such components of pedagogical technology: the culture of speech, the ability to dress, the ability to master gestures and facial expressions, the ability to control your body.

Key words

Pedagogical technique, components of pedagogical technique, culture of speech, diction, gesture, facial expressions.

"The educator must be able to organize, walk, joke, be cheerful, angry ... behave in such a way that every movement educates him."

The profession of an educator is not only a profession, it is a vocation. What does it take to become a teacher? First of all, he must be a wise, all-knowing mentor and artist at the same time.

Pedagogical technique is an integral part of pedagogical skill. The most important part of pedagogical skill is professional knowledge and skills. The most important components of the foundations of pedagogical skills are the professional knowledge of the educator, his professional and humanistic orientation, pedagogical abilities and pedagogical technique. The term "pedagogical technique" was introduced by A. S. Makarenko. He regarded her as the core of education.

Pedagogical mastery is determined by three interrelated parts: pedagogical theory, pedagogical technique and the method of working on the material of the topic of the lesson, its organization and conduct.

But if it is enough to study the theory, then the pedagogical technique and skill must be mastered, i.e. you need to develop certain pedagogical skills. This is achieved by prolonged and systematic training, when the pedagogical technique is brought to the level of subconscious, reflex activity. The task of a pedagogical educational institution is not only to accustom the student to daily work on himself, but also to instill in him the need to improve skills throughout the entire pedagogical work. The educational process at school is a complex, multifaceted, dynamic phenomenon. The fact that pedagogical action is akin to art has long been known. It is also known that art is born from the fusion of talent and skill. Professional mastery is achieved through the constant work of a talented teacher on himself. The teacher is the creator. His creativity is expressed in the flow of living human

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speech and living human movements, in a direct emotional impact on students. This is the secret of the extraordinary influence of the best teachers on their students.

Pedagogical technique contributes to the harmonious unity of the internal content of the teacher's activity and its external expression. The skill of a teacher is in the synthesis of spiritual culture and pedagogically expedient external expressiveness.

Thus, technology is a set of techniques. Its means are speech and non-verbal means of communication.

The pedagogical process requires a kind of "magic" of pedagogical influence. To create it, one must be fluent in the technique of interpersonal communication. One who wants to penetrate the secrets of owning himself.

Yu. P. Azarov argued that, firstly, a developed pedagogical technique helps the teacher to express himself deeper and brighter in pedagogical activity, to reveal in interaction with students all the best, professionally significant in his personality. Secondly, pedagogical technique has a developing effect on the qualities of the individual. The peculiarity of pedagogical techniques is that they all have a pronounced individual-personal character, i.e. are formed on the basis of the individual psychophysiological characteristics of the teacher. Thirdly, in the process of mastering pedagogical technique, the moral and aesthetic positions of the teacher are most fully revealed. Pedagogical technique consists of two components - internal and external.

Internal technique is the psychological attitude of the teacher to the upcoming activity with the help of mind, will and feelings.

External technique is a manifestation of the inner experiences of the teacher in his facial expressions, voice, language and movements.

Speaking of internal technique, first of all, we mean the teacher's ability to develop qualities that enable him to carry out his professional activities without undue stress. These qualities include:

- pedagogical optimism;

- self-confidence as a teacher;

- the ability to control oneself;

- the presence of strong-willed qualities (self-control, focus, etc.)

The elements of the teacher's external technique are verbal (linguistic, speech) and non-verbal means.

There is a wide range of non-verbal communication methods. Among them, of no small importance are: the appearance of the teacher, since it should cause a positive attitude of the student towards the teacher; pantomime, i.e. expressive movements of the whole body or its individual parts; manner of standing in front of students; the ability to maintain a distance of communication; facial expressions and eye contact. An integral part of the teacher's skill is his speech. Yu.P. Azarov, V. A. Mudrik, M. M. Yakovlev and others.

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What is the essence of pedagogical technology, what components are included in its composition? For the first time, the components of pedagogical technology were implemented by A. S. Makarenko. Summarizing his experience and the experience of other teachers, V. N. Grineva identifies the following components of pedagogical technology:

1. The ability to dress, take care of your appearance.

2. Culture of speech: orientation, logical literacy, pace and rhythm, intonation, diction, breathing.

3. The ability to control your body.

4. Ability to master gestures and facial expressions.

5. Psychotechnical skills: understanding one's mental state, the ability to manage it, the ability to choose the pace and rhythm in work.

6. The ability of pedagogical communication.

The culture of speech is speech skill, the ability to choose a stylistically appropriate option, to express an idea expressively and intelligibly. The teacher must pronounce the words correctly, stress correctly, etc. Speech is a powerful means of personality formation. The quality of speech is reduced by tautology - the repetition of the same thing in different words: "run at a run", "play a game", etc.

Of great importance for oral speech is intonation, which can be of two types: logical and emotionally expressive. The purpose of the first is to emphasize the meaning of individual words, expressions, the second is to help the teacher convey his feelings, attitude to what was said.

I would especially like to emphasize the harm of "words - parasites" (well, so to speak, as they say, etc.), which clog speech. All this complicates the perception of information.

Diction is the distinctness and correctness of the pronunciation of individual sounds, which are ensured by the correct functioning of the organs of speech. The articulatory apparatus should work actively, without unnecessary tension. All sounds and their combinations must be pronounced clearly, easily and freely at any pace.

A gesture is a movement of the hands that accompanies the speech of the teacher, enhances its expressiveness, and sometimes replaces it. In gestures, the mental state of a person is manifested. When using gestures, you need to remember that they are natural, appropriate, restrained, i.e. appropriate to the specific educational situation. There are three groups of gestures: mechanical, descriptive and psychological. It should be remembered that excessive gestures distract from the main thing and can be funny.

Facial expressions are a means of conveying one's feelings, emotions, attitudes towards something with the help of facial muscles. In order for facial expressions not to become antics, it must correspond to the mental state of the educator. What feelings can the teacher convey with the help of facial expressions? This is grief, anger, joy, embarrassment, surprise, etc. Unlike gestures, which can be traditional in a certain situation, facial expressions are purely individual and depend primarily on the individual characteristics of the teacher.

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The method of formation of pedagogical technology includes:

1. A system of training exercises for the formation of certain skills and abilities;

2. A system of certain rules and requirements for future professional activities.

Thus, each teacher must master the pedagogical technique, know its components that ensure the success of his activity.

A diversified teacher causes admiration and pride of the pupils. They want to imitate him, strive to learn more. The teacher must own an arsenal of means by which he conveys his experience, his visions. The teacher not only organizes the work of the children's team as a whole, but also forms the personal relationships of children among themselves, in communication with adults, and in general with the world around a person.

And in conclusion, we quote the words of A.S. Makarenko "The skill of a teacher is not some kind of special art ... but it is a specialty that must be taught, how a doctor should be taught his skill, how a musician should be taught."

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