



Improving the Pedagogical Skills of the Primary School Teacher

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Abstract: The article analyzes modern approaches to improving the pedagogical skills of an elementary school teacher.

Keywords: pedagogical skills, elementary school teacher.

Introduction. Changes in the socio-economic and cultural spheres of society today make serious demands on the personality of the teacher. According to the forecasts of futurologists, in order to solve the urgent problems of school education in the 21st century, a teacher-master of pedagogical work is needed, highly qualified, and highly competent in the psychological, pedagogical and proper subject area, capable of creative productive work [1].

In the era of globalization of education, knowledge becomes a key resource, and elementary school in these conditions is one of the important sources of knowledge. Along with this, the foundation is laid in the elementary school, the basis for the formation of the personality of the future full-fledged, competitive citizen of the state, therefore, the role of the elementary school is undeniable [2].

One of the main conditions for improving the professional skills of a teacher is to improve his qualifications, as well as a system of methodological work specially organized at school [3]. Methodological work can largely satisfy the needs of teachers to improve scientific and methodological training, provided it is individualized and differentiated. The organization of methodological work on a differentiated basis is due to a number of objective and subjective prerequisites, primarily the need to take into account life and professional attitudes, value orientations aimed at raising the level of teachers' professionalism.

In general terms, the tasks of methodological work at school can be formulated as the formation of an innovative orientation in the activities of the teaching staff of the school, manifested in the systematic study, generalization and dissemination of pedagogical experience, in the work to introduce the achievements of pedagogical science; raising the level of theoretical (subject) and psychological and pedagogical training of teachers. The participation of teachers in methodological, innovative activities ultimately contributes to the formation of a personal pedagogical system, the formation of an individual style of pedagogical activity.

In most schools, on the initiative of leaders or teachers, organizational coordinating bodies of methodological work - methodological councils. Methodological advice is a manifestation of collegiality and delegation of authority in such a complex area of managerial activity as improving the pedagogical skills of a primary education teacher.

To achieve success in professional activities, the teacher should try to develop his inner strength to the maximum, temper his will and character, thinking and potentialities. The success and effectiveness of his actions as an independent person depends on how much a person is able to manage the process of his own activity.

In pedagogical activity: capable of studying the possibilities and needs of younger students in the field of primary education; ready for training and education in the field of education of younger students; ready to use technologies that correspond to the age characteristics of younger students and reflect the specifics of the subject area; capable of organizing interaction with public cultural institutions, educational organizations of various levels, as well as organizations of additional education and parents to solve the problems of primary education of younger students; ready to organize an educational environment to ensure the quality of primary education for younger students, including with the use of information technology; owns ways of implementing professional self-education in the field of primary education of younger schoolchildren and methods of developing their own culture of growth.

In project activities: ready to design the content of educational programs and modern pedagogical technologies in the field of primary education of younger students, the tasks of educating and developing the personality through the subjects taught; owns the methods of modeling individual routes for the development of ecological culture of junior schoolchildren; is able to design a Program for the formation of ecological and physical culture, a healthy and safe lifestyle.

In research activities: capable of setting and solving research problems in the field of natural sciences and methods of primary education of younger students; ready for use in the process of organizing elementary education for younger students of scientific research methods.

In cultural and educational activities: ready to study and form the needs of children and adults in cultural and educational activities in the field of environmental protection; owns socially significant values in the sphere of human relations with the environment, the assimilation of which is the basis for a conscious change in consumer attitudes towards the environment to environmental protection; owns ways of organizing a cultural space that contributes to the formation of a common culture of participants in the educational process; able to develop and implement cultural and educational programs in the field of environmental protection for various social groups.

Of course, the above list is approximate, but it reflects the main semantic positions that can be relied upon when designing methodological work with primary school teachers in order to optimize the process of primary education for younger students.

Promoting the development of professionalism of primary school teachers is considered an important detail in the professional development of specialists. To resolve this goal, events are organized to improve the knowledge of teaching staff in various forms: thematic refresher courses, seminars, scientific and methodological, scientific and experimental conferences, individual and group consultations.

Conclusions. Thus, the development of pedagogical skills goes in two main directions, which are closely interconnected: the development of pedagogical skills, controlled from the outside: the organization of methodological associations in schools, advanced training courses; development, growth of mastery, controlled from within, by the teacher himself: self-education (acquisition of knowledge, skills); self-education (the formation of a worldview, motives and experience of activity, personality traits); self-development (improvement of mental processes and abilities); study of advanced pedagogical experience, mutual attendance of lessons.

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