

## THE ROLE AND ROLE OF EXTRAPOLATION IN INCREASING THE PEDAGOGICAL SKILLS OF YOUTH

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**Annotation.** The meaning of the teaching profession is revealed in the activities carried out by it. Representatives and which is called pedagogical. She is a special kindsocial activities aimed at the transfer from older generations to younger culture and experience accumulated by mankind, creation of conditions for their personal development and preparation for the performance of certain social roles in society.

Obviously, this activity is carried out not only by teachers, but also by parents, public organizations, heads of enterprises and institutions, production and other groups, as well as, to a certain extent, the media. However, in the first case, this activity is professional, and in the second - general pedagogical, which, voluntarily or involuntarily, each person carries out and in relation to himself self-education and self-education. Pedagogical activity as a professional takes place in specially organized by society educational institutions: preschool institutions, schools, vocational schools, secondary specialized and higher educational institutions, institutions of additional education, advanced training and retraining.

**Keywords:** pedagogical activity, preschool institutions, vocational schools, innovation processes, educational institutions

**Introduction.** In ancient times, when there was no division of labor, all members of the community or tribe - adults and children - participated on an equal footing in obtaining food, which was the main point of existence in those distant times. The transfer of experience accumulated by previous generations to children in the antenatal community was "woven" into work. Children, being involved in it from an early age, acquired knowledge about the methods of activity (hunting, gathering, etc.) and mastered various skills and abilities. And only as the tools of labor were improved, which made it possible to obtain more food, did it become possible not to involve the sick and old members of the community in this. They were charged with duty to be keepers of the fire and look after the children. Later, as the processes of conscious manufacture of labor tools become more complex, which entailed the need for a special transfer of labor skills and abilities, the elders of the clan - the most respected and wise by experience - formed, in the modern sense, the first social group of people - educators, whose direct and only duty was the transfer of experience, concern for the spiritual growth of the younger generation, its morality, preparation for life. So nurturing became the realm of human activity and consciousness.

The emergence of the teaching profession therefore has objective grounds. Society could not exist and develop if the younger generation, replacing the older one, had to start all over again, without creatively mastering and using the experience that it has received in inheritance. A person's belonging to a goy or another profession is manifested in the features of his activity and way of thinking. According to the classification proposed by E. A. Klimov, the teaching profession belongs to the group of professions, the subject of which is another person. But the teaching profession is distinguished from a number of others primarily by way of thinking of its representatives, a heightened sense of duty and responsibility. In this regard, the teaching profession is worth alone, standing out in a separate group. Its main difference from other professions of the "man-man" type is that it belongs both to the class of transformative and to the class of managerial professions at the same time. The peculiarity of training and education as an activity for social management is that it has, as it were, a double object of labor. On the one hand, its main content is relationships with people: if the leader (and the teacher is such) does not develop proper relations with those people whom he leads or whom he convinces, it means that there is no the most important thing in his activity. On the other side, professions of this type always require special knowledge, skills and abilities in any area (depending on who or what he manages). A teacher like any other the leader must know and represent the activities of students whose development he leads. Thus, the teaching profession requires a double preparation - human and special.

Thus, in the teaching profession, the ability to communicate becomes a professionally necessary quality. Studying the experience of novice teachers allowed researchers, in particular V.A. KanKalik, to identify and describe the most common "barriers" to communication that make it difficult to solve pedagogical problems: mismatch of attitudes, fear of the class, lack of contact, narrowing of the communication function, negative attitude towards the class, fear pedagogical error, imitation. However, if beginner teachers experience psychological "barriers" due to inexperience, then teachers with experience - due to underestimation of the role of communicative support of pedagogical influences, which leads to the impoverishment of the emotional background of the educational process. As a result, personal contacts with children turn out to be impoverished, without whose emotional richness a person's productive activity inspired by positive motives is impossible. The peculiarity of the teaching profession lies in the fact that it by its nature has a humanistic, collective and creative nature.

The content of professional readiness as a reflection of the goal of pedagogical education is accumulated in a profессиogram reflecting invariant, idealized parameters of a teacher's personality and professional activity. To date, a wealth of experience has been accumulated in building a teacher's profессиogram, which allows us to combine professional requirements for a teacher into three main complexes that are interconnected and complement each other: general civic qualities; qualities that determine the specifics of the teaching profession; special knowledge, skills and abilities in the subject (specialty). When substantiating a profессиogram, psychologists turn to establishing a list of pedagogical abilities, which are a synthesis of the qualities of the mind, feelings and will of the individual. In particular, V. A. Krutetsky singles out didactic, academic, communication skills, as well as pedagogical imagination and the ability to distribute attention. A. I. Shcherbakov considers didactic, constructive, perceptual, expressive, communicative and organizational abilities to be among the most important pedagogical abilities. He also believes that in the psychological structure of the personality of a teacher, general civil qualities, moral and psychological, social and perceptive, individual psychological characteristics, practical skills and abilities should be distinguished: general pedagogical (information, mobilization, developmental, orientation), general labor (constructive, organizational, research), communicative (communication with people of different age categories), self-educational (systematization and generalization of knowledge and their application in solving pedagogical problems and obtaining new information). A teacher is not only a profession, the essence of which is to transmit knowledge, but a high mission of creating a personality, affirming a person in a person. In this regard, the goal of teacher education can be represented as a continuous general and professional development of a new type of teacher, which is characterized by: high civic responsibility and social activity; love for children, the need and ability to give them your heart; genuine intelligence, spiritual culture, desire and ability to work together with others; high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions; the need for constant self-education and readiness for it; physical and mental health, professional performance. The relationship of the teacher with colleagues, parents and children, based on awareness professional duty and a sense of responsibility, constitute the essence pedagogical tact, which is both a sense of proportion and a conscious dosage of action, and the ability to control it and, if necessary, balance one with the other. The tactics of the teacher's behavior in any case consists in its to, anticipating its consequences, choose the appropriate style and tone, time and place of pedagogical action, as well as to carry out their timely adjustment. Pedagogical tact largely depends on the personal qualities of the teacher, his outlook, culture, will, citizenship and professional skills. He is the one the basis on which trusting relationships grow between teachers and students. Especially clearly the pedagogical tact is manifested in the control and evaluation activities of the teacher, where special care and attention are extremely important. Before deciding on the essence of professional and pedagogical culture, it is necessary to update such concepts as "professional culture" and "pedagogical culture". Identification of professional culture as an attribute properties of a certain professional group of people is the result of division of labor, which caused the isolation of certain types of special activities.

The profession as an established socio-cultural phenomenon has a complex structure that includes the subject, means and result of professional activity: goals, values, norms, methods and techniques, samples and ideals. In the process of historical Professions change as well. Some of them acquire new sociocultural forms, others change slightly, others completely disappear or undergo significant changes. A high level of professional culture is characterized by developed ability to solve professional problems, i.e. developed professional thinking. However, developed professional thinking can turn into its opposite when it absorbs other manifestations personality, violating

its integrity and comprehensiveness. Reflecting the contradictory dialectical nature of human activity, professional culture is a certain degree of mastery by members of the professional group of techniques and ways of solving special professional problems.

The technological component of professional and pedagogical culture includes methods and techniques of teacher's pedagogical activity. Values and achievements pedagogical culture are mastered and created by a person in the process of activity, which confirms the fact of the inseparable connection between culture and activity. Humanistic orientation of pedagogical activity makes it possible to explore the mechanisms satisfaction of the diverse spiritual needs of the individual. In particular, how the needs for communication, in obtaining new information are satisfied, in the transfer of accumulated individual experience, i.e. everything that underlies holistic educational process.

Pedagogical activity is technological in nature. In this regard, it is required operational analysis of pedagogical activity, allowing to consider it as a solution to various pedagogical problems. Among them we include a set analytical and reflexive, constructive and prognostic, organizational and activity, evaluation and information, correctional and regulatory tasks, the techniques and methods of solving which constitute the technology of the teacher's professional pedagogical culture.

Pedagogical technology helps to understand the essence of pedagogical culture, it reveals historically changing methods and techniques, explains the direction activities depending on the relations that develop in society. It is in such case, pedagogical culture performs the functions of regulation, preservation and reproduction, development of pedagogical reality.

The degree of appropriation of pedagogical values by a person depends on the state pedagogical consciousness, since the fact of establishing the value of one or another pedagogical idea, pedagogical phenomenon occurs in the process of evaluating its personality. The evaluation criterion and its result is established on the basis psychological and pedagogical knowledge, the results of their own activities and comparing it with the activities of others generalized image. Images of the individual pedagogical consciousness may or may not coincide with those developed in society or a professional group with ideas about goals, content, subject and object pedagogical activity, about everything that provides pedagogical competence and expediency of the teacher's activity. The professional and pedagogical consciousness of the teacher performs a complex regulatory function. It structures all diversity around a single personal core. Assimilated and performed methods of educational, educational, methodical, social and pedagogical activity. A. N. Leontiev notes that the diverse activities of the subject intersect with each other and are connected into knots by objective, social relations in their nature, into which they necessarily enter. These knots, in his opinion, form the "decor of the personality", which we call I. The hierarchy of teacher activities stimulates the development of individuality. Teacher accumulates this diversity, being in the center of a specially structured and organized activity. In the course of their activities, each teacher as a personality actualizes only that part of professional and pedagogical values, which is vital and professionally necessary for him. This feature the necessary professional initiative is given to the teacher in his mind in the form of "I am a professional", with which the individualized professional and pedagogical experience and related experiences, beliefs, professional connections and relationships. The nature of creative pedagogical work is such that it immanently contains some characteristics of normative activity. Pedagogical activity becomes creative in cases where algorithmic activity does not desired results. Algorithms, techniques and methods of normative work learned by the teacher pedagogical activities are included in a huge number of non-standard, unforeseen situations, the solution of which requires constant anticipation, introduction changes, corrections and regulation, which encourages the teacher to manifest innovative style of pedagogical thinking.

The question of the possibility of teaching and teaching creativity is quite legitimate. Such opportunities lie primarily in that part of pedagogical activity, which constitutes its normative basis: knowledge of the patterns of a holistic pedagogical process, awareness of the goals and objectives of joint activities, readiness and the ability to self-study and self-improvement, etc.

Pedagogical creativity as a component of professional and pedagogical culture is not arises on its own. For its development, a favorable cultural-creative environment is necessary. atmosphere, stimulating environment, objective and subjective conditions. As one of the most important objective conditions for the development of pedagogical creativity, we consider the influence of socio-cultural, pedagogical reality, specific cultural and historical context in

which the teacher creates, creates in a certain time span. Without recognition and understanding of this circumstance, it is impossible to understand the real nature, source and means of realization of the pedagogical creativity. Other objective conditions include: positive emotional psychological climate in the team; the level of development of scientific knowledge in the psychological and pedagogical and special fields; availability of adequate training facilities and education; scientific validity of methodological recommendations and guidelines, material and technical equipment of the pedagogical process; availability of public the required time.

The subjective conditions for the development of pedagogical creativity are: knowledge of the main laws and principles of a holistic pedagogical process; high level of general cultural training of the teacher; mastery of modern concepts training and education; analysis of typical situations and the ability to make decisions in such situations; desire for creativity, developed pedagogical thinking and reflection; pedagogical experience and intuition; ability to make quick decisions in challenging environments situations; problematic vision and possession of pedagogical technology. The teacher interacts with the pedagogical culture in at least three ways.

relations: firstly, when he assimilates the culture of pedagogical activity, speaking the object of socio-pedagogical influence; secondly, he lives and acts in certain cultural and pedagogical environment as a carrier and translator of pedagogical values; thirdly, it creates and develops a professional and pedagogical culture as the subject of pedagogical creativity. Personal characteristics and creativity manifest themselves in a variety of forms and ways. creative self-realization of the teacher. Self-realization is the sphere of application individual creative possibilities of the individual. The problem of pedagogical creativity has a direct outlet to the problem of self-realization of the teacher. Because of this pedagogical creativity is a process of self-realization of individual, psychological, intellectual forces and abilities of the personality of the teacher. Such immediacy of professional existence sooner or later comes to contradiction with the logic of pedagogical activity, which prompts the teacher to critically to evaluate oneself in the profession, to force one to rise above the directly given conditions. This way of professional activity is associated with the manifestation of reflection, or, according to the words of S.L. Rubinshtein, a worldview feeling that forms a generalized holistic attitude to the profession. The experience of working on oneself in terms of self-improvement is a prerequisite professional self-education, which involves conscious work on development of one's personality as a professional: adapting one's individual unique features to the requirements of pedagogical activity, constantly increasing professional competence and continuous development of social, moral and other personality traits. Professional self-education, like any other activity, has in its basis on a rather complex system of motives and sources of activity. Usually driving the force and source of self-education of the teacher is called the need for self-change and self-improvement. However, this need does not automatically grow out of the need to resolve conflicts between the requirements society to the teacher, and the current level of his development as a person and a professional.

External sources of activity (demands and expectations of society) either stimulate work on themselves, or force the teacher to go to all sorts of tricks, removing these contradictions, at least in his mind. Known in psychology many compensatory mechanisms for removing such contradictions: rationalization, inversion, projection, "escape from reality", etc.

The basis of professional self-education, as well as the basis of the teacher's activity, is conflict between purpose and motive. To ensure the shift of the motive to the goal means to cause the true need for self-education. The teacher's need thus evoked in self-education is further supported by a personal source of activity (beliefs; sense of duty, responsibility, professional honor, healthy pride, etc.). All this causes a system of actions for self-improvement, the nature of which is largely determined by the content of the professional ideal. In a pedagogical university, yesterday's school graduates find themselves in new conditions that make high demands on them: to be able to rationally distribute and plan your time, organize your workplace, work with a book and special literature, etc.

Mastering the skills and abilities of independent work begins with the establishment of hygienically and pedagogically sound day regimen. You need to plan your educational and extracurricular activities, so that there is time for self-educational work and cultural activities.

Mastering the skills of independent work and the skills of rational organization of educational work testifies to the formation of a culture of mental work,

which includes: a culture of thinking, manifested in the skills of analysis and synthesis, comparison and classification, abstraction and generalization, "transfer" of the obtained knowledge and methods of mental activity in

various new conditions; stable cognitive interest, skills and abilities of creative solution of cognitive problems, the ability to focus on the main, most important problems at the moment; rational techniques and methods of independent work on obtaining knowledge, perfect command of oral and written speech; mental health and its pedagogically appropriate organization, the ability to use one's time wisely, expend physical and spiritual energy. The most effective way of professional self-education of a teacher is the development of the scientific or methodological problems within the framework of the complex theme of the school. Consequently, pedagogy has as its object not the individual, but his psyche (this is object of psychology), but a system of pedagogical phenomena associated with its development.

Therefore, the objects of pedagogy are those phenomena of reality that determine the development of the human individual in the process of purposeful society's activities. These phenomena are called education. It is that part of objective world, which is studied by pedagogy. The subject of pedagogy. Education is studied not only by pedagogy. He studies philosophy, sociology, psychology, economics and other sciences. For example, an economist studying the level of real possibilities of "labor resources" produced by the system of education, tries to determine the costs of their training. The sociologist wants to know whether the education system prepares people who are able to adapt to the social environment, promote scientific and technological progress and social transformation. Philosopher, in turn, taking a broader approach, asks about the goals and general purpose of education - what are they today and what should they be in modern world. The psychologist studies the psychological aspects of education as pedagogical process. The political scientist seeks to determine the effectiveness of the state educational policy at a particular stage of the development of society, etc.

The contribution of numerous sciences to the study of education as a social phenomenon, undoubtedly valuable and necessary, but these sciences do not affect the essential aspects of education related to the daily processes of human growth and development, the interaction of teachers and students in the process of this development and with the corresponding him with an institutional structure. And this is quite legitimate, since the study of these aspects determines that part of the object (education) that should be studied special science - pedagogy.

Education has become a special sphere of social life from the time when the process of the transfer of knowledge and social experience stood out from other types of life in society and became the business of persons specially engaged in training and education. However, education as a social way to ensure the inheritance of culture, socialization and development of the individual arises with the advent of society and develops along with development of labor activity, thinking, language.

Scientists involved in the study of the socialization of children at the stage of primitive society, believe that education in that era was woven into the system of social production activities. The functions of training and education, the transfer of culture from generation to generation were carried out by all adults directly in the course of involvement of children in the performance of labor and social duties.

Each adult member of society became a teacher in the process of everyday livelihoods, and in some developed communities, for example, the jagua (Colombia, Peru), the younger children were brought up mainly by the older children. In any case, education was inseparable from the life of society, included in it as an obligatory component. Children together with adults, they got food, guarded the hearth, made tools and while learning. The women gave the girls lessons in housekeeping and care for children, men taught boys to hunt, to wield weapons. Together with older children, taming animals, growing plants and watching the movement of clouds and celestial bodies, comprehended the secrets of nature, rejoiced at a successful hunt, military victories, danced and sang, experienced misfortunes, hunger, defeats and death of tribesmen. Education was therefore carried out comprehensively and continuously in the process of life itself.

It should be emphasized that the education system is contradictory and dialectical. Firstly, it must flexibly and dynamically adapt to socio-economic changes in society and at the same time be as stable as possible in its pedagogical essence ("not subject to conjuncture and shying from one extreme to another"). Secondly, it should be the successor to the traditionally developing and replacing

friend of educational concepts and at the same time be predictive, should prepare

young people to life. With all the variability of the components of the educational system (educational institutions of various types) super-system, or macro-system, education (continuous education) is characterized by integrity. System Inherent Integrity education, especially in terms of the lifelong learning paradigm, is confirmed and the fact that

possible failures in the functioning of any component of the system to a greater extent or to a lesser extent affect the operation of other, successively related components and systems as a whole (B. G. Gershunsky).

The education system is much more complicated than any other, more rigidly determined -technical, cybernetic, economic, etc. The education system is not closed, rigidly centralized and ordered system. It's an open system capable of self-knowledge (reflection), quantitative and qualitative enrichment, permanent transformation due to the changes that are continuously taking place both in the macrosociety and within the system itself. Humanistic, personality-oriented orientation of modern education enhances its characteristics such as flexibility and dynamism. Education as the social system becomes differentiated and open to change the field of educational services. Not an education system with its institutions

is imposed on a person, limiting his freedom of choice, and a person consciously chooses individual educational trajectory in accordance with their educational needs and abilities.

Such an understanding of pedagogical interaction makes it possible to single out in the structure both pedagogical process and the pedagogical system are two most important components -teachers and pupils, acting as their most active elements. The activity of participants in pedagogical interaction allows us to speak of them as subjects of the pedagogical process, influencing its course and results.

This approach contradicts the traditional understanding of the pedagogical process as specially organized, purposeful, consistent, systematic and comprehensive impact on the student in order to form a personality with the given qualities. The traditional approach identifies the pedagogical process with activity of a teacher, pedagogical activity - a special type of social (professional) activities aimed at achieving the goals of education: transfer from older generations to younger generations of the culture and experience accumulated by humanity, creation of conditions for their personal development and preparation for the implementation of certain social roles in society. This approach reinforces the subject-object relationship in pedagogical process.

It seems that it is a consequence of non-critical, and therefore mechanistic transfer to pedagogy of the main postulate of management theory: if there is a subject of control, then there must be an object. As a result, in pedagogy the subject - is a teacher, and the object, of course, is a child, a schoolboy, or even supervised adult. The idea of pedagogical process as a subject-object relation was fixed as a result of approval in system of education of authoritarianism as a social phenomenon. But if the student is object, then not of the pedagogical process, but only of pedagogical influences, i.e. external activities aimed at him. Recognizing the pupil as a subject pedagogical process, humanistic pedagogy thereby affirms the priority subject-subject relations in its structure.

The pedagogical process is carried out in specially organized conditions, which connected primarily with the content and technology of pedagogical interaction. Thus, two more components of the pedagogical process and system are distinguished: the content of education and the means of education (material and technical and pedagogical - forms, methods, techniques).

Thus, the goal, being an expression of the order of society and interpreted in pedagogical terms, acts as a system-forming factor, and not an element pedagogical system, i.e. a force external to it. Pedagogical system created with a goal in mind. Ways (mechanisms) of functioning pedagogical system in the pedagogical process are training and education, from pedagogical instrumentation of which depend those internal changes that occur both in the pedagogical system itself and in its subjects - teachers and pupils.

### **Conclusion.**

It should be noted that the relationship between the concepts of "education" and "upbringing" is subject of many discussions. However, the disputes that arise around this issue, apparently, are unproductive. It's all about the context and sense in which they are used. The frequent use of the words "education" and "upbringing" in the literature as denoting opposite sides of the pedagogical process is not correct. Education as a purposeful process of socialization in any case includes education. However, the focus of education as a pedagogical process depends on the methods (mechanisms) of its implementation, and this is already the prerogative of education and training. A set of principles, methods and forms of training and education determines whether education (pedagogical process) will be humanistic or technocratically directed, democratic or authoritarian, carrying out civil or political purposes.

Therefore, education is a specially organized activity of teachers and pupils to achieve the goals of education in the context of the pedagogical process. Education is a specific way of education aimed at personal development by

organizing the assimilation by students of scientific knowledge and methods activities. Being an integral part of education, training is different from it. the degree of regulation of the pedagogical process by normative prescriptions of both a substantive plan and organizational and technical ones. For example, in the learning process, the state standard should be implemented (level) of the content of education. It is also time bound (training year, lesson, etc.), requires certain technical and visual teaching aids, electronic and verbal-sign media (textbooks, computers, etc.).

Education and training as ways to implement the pedagogical process

constitute, thus, educational technologies, in which expedient and optimal steps, stages, steps to achieve the set goal education. Pedagogical technology is a consistent, interdependent system of actions of a teacher associated with the use of a particular set of methods education and training carried out in the pedagogical process in order to solve various pedagogical tasks: structuring and specification of goals pedagogical process; transformation of the content of education into educational material;

analysis of intersubject and intrasubject communications; choice of methods, means and organizational forms of the pedagogical process, etc.

It is the pedagogical task that is the elementary unit of the pedagogical process, for the solution of which at each specific stage it is organized pedagogical interaction.

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