

Scientific and Theoretical Foundations of the Problem of Developing Personal Qualities of Teachers in Pedagogical Activity

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Abstract

Pedagogical activity, with its complexity and versatility, requires great responsibility from the teacher, because they are responsible not only for students' knowledge, but also for their preparation for further study, work and community life. In this article, the basis for differentiating the teacher's personal qualities to a certain extent is the analysis of the teacher's activity, his work functions and the normative requirements for the teacher's personality.

Keywords: *teacher personality, personal qualities, quick reaction, design, gnostic, organizational, constructive, communicative, professional defect, professional-pedagogical activity, self-awareness, pedagogical theory.*

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Personal qualities of teachers are actions in risky situations that occur in the educational process, the need to make quick decisions, quick reactions when there is a risk related to the quality of education or students, behavior in an unexpected changing environment in the pedagogical process [1].

The basis for differentiating the teacher's personal qualities to a certain extent is the analysis of the teacher's activity, his work functions and normative requirements for the teacher's personality. Also, the opinions of a number of researchers about the structure of the teacher's personality and professionally important personal qualities were studied.

The improvement of the individual pedagogical method should be based on the development and improvement of the teacher's personal qualities that are important in his professional activity, a positive attitude towards his profession, society, himself, the forms and methods of professional and personal behavior should be considered as a certain system of goals and motives [2].

Also important is the psychologically based definition of important professional qualities according to the subtypes of personal existence and the identification of groups of professional skills: design, gnostic, organizational, constructive, communicative.

It can be noted that there are certain characteristics of personal qualities in the regulatory documents that impose certain requirements on the personality of the teacher. Based on the work functions of the teacher, the developers set requirements for professional knowledge, skills, and also identify some components of the personality: orientation to the person of the learner, support, reflection, use of group methods of organization, etc. [3].

Analyzing the options and criteria for the selection of personal qualities, which are very important in considering the structure of a teacher's personality and developing a personality model, it can be noted that researchers are based on the wishes of learners, normative requirements, professional profiles, etc. In most researchers, the selected qualities of the teacher's personality are mutually confirmed, supplemented and shown.

Professional defects indicate that insufficient qualifications, as well as motivation, may be the result of personal qualities not matching the requirements of professional activity. In connection with this conclusion, the study of the personality structure acquires a special meaning in the study of the teacher's personality, in his further development in the professional activity during the professional activity in the continuous professional education system.

It should be noted that we are close to the classification of the qualities of a teacher based on the specific characteristics of professional and pedagogical activity and based on a personal approach to the performance of various labor functions. Nevertheless, despite the complexity and variety of pedagogical work, there is a belief that the structure and content of personality characteristics is richer and more complex than the structure of the professional activity performed by him.

Work and pedagogical style can be the basis for classifying the teacher's personal qualities [4].

Each teacher goes through several stages (adaptation, self-actualization and creative change) on the way to pedagogical mastery. Each of these stages is associated with specific problems of personal qualities of teachers' professional development. As a rule, difficulties of a methodological, psychological or social nature appear during the stage of adaptation to the profession. The stage of self-awareness in pedagogical activity is associated with crises of competence, restlessness, anxiety, fear of solving new problems, the difference between one's own professional level and the levels expected by others [1].

Pedagogical theory assesses the teacher, first of all, as the leader of the educational process, which means that the teacher must have great skills and certain personal qualities to perform this task correctly. A modern teacher must meet the following requirements of society:

- comprehensively developed, creative, business-minded;
- possession of national and universal values;
- spiritually developed, has an idea about religions, respects the feelings of believers;
- to be a true citizen - a patriot;
- well versed in scientific knowledge of his specialty, as well as pedagogy, psychology, special methods, etc.;
- love students and their profession, believe in their students, strive to form a well-developed personality in each of them;
- free and creative thinking, demanding and fair [5].

Pedagogical activity, with its complexity and versatility, requires great responsibility from the teacher, because they are responsible not only for students' knowledge, but also for their preparation for further study, work and community life.

A person who chooses the teaching profession should be healthy, balanced, calm, speak correctly and be understandable to everyone. A teacher should be able to get along with every student, be fair and demanding towards everyone, including himself.

The famous teacher L.N.Uznadze, while assessing the importance of the teacher's personality in teaching children, noted that even if the child does not understand the importance of teaching, he develops his abilities and capabilities through the process of learning [5].

Pedagogical activity, according to its intensity, requires a person to constantly search for new technologies, methods and tools that meet the requirements of the time.

A teacher can only be someone who dedicates his life to his students and has qualities that he instills in his students. Only a teacher who thinks in a new way and works creatively can educate the new generation. In the process of mastering pedagogy, a teacher should be in constant communication with experienced colleagues, learn and creatively apply their experience.

The following characteristics of the teacher's personal qualities can be distinguished:

1. Humility is one of the most important qualities of a teacher, and it is necessary for both a leader and an ordinary teacher. This quality helps him to maintain his reputation, to be objective in assessing any situation and solving problems.
2. Generosity - traditionally characteristic of teachers, regardless of gender and age, it reflects the humanitarian nature of pedagogical activity.
3. Openness - describes the teacher's behavior and attitude towards people at work, at home, in public places.
4. Personal positive example - for this, the teacher should try:
 - to be natural and modern;
 - to be polite in behavior;

- having a culture of interpersonal communication;
 - to be an intellectual, independent and creative thinker;
 - persuasive, broad-minded.
5. Tolerance is manifested in the following cases:
- in relations with violators of discipline, those who failed;
 - expressing one's opinion about various conflicting situations;
 - in the process of eliminating difficulties related to the internal order of the educational institution.
6. Sincerity is manifested in the following cases:
- in the formation of human ideals and needs;
 - in the culture of interpersonal communication;
 - in daily behavior;
 - be kind to people.
7. High morale of the teacher:
- emotional state, regardless of stress, allows strict adherence to moral standards;
 - in the implementation of behavioral skills;
 - in a speech culture that requires refraining from offensive words, rudeness and obscene words, boasting and arrogance [6].

In addition, young teachers should try to acquire high spirituality, dedication to the profession, social activity, enterprise, organization and other qualities, because they really help to increase the effectiveness of pedagogical work.

The main personal qualities of a teacher are as follows:

- the teacher must be qualified, have important knowledge, skills and abilities in the field of pedagogy and psychology to successfully work with students;
- the teacher should also have a special pedagogical "vigilance", that is, he should be able to notice even the smallest changes in the development of learners, to foresee the perspective and dynamics of the further development and formation of the learner's personality;
- pedagogical empathy is a very important professional quality, the feeling of empathy on the part of the teacher, the ability to emotionally support the learner in the process of interaction [6].

Of course, the general list of qualities can be very long, so the main thing should be remembered: support, love, trust, patience and desire. To achieve the goal, the learner and the teacher (that is, mental development and becoming a personality of the learner with certain characteristics) contribute to the successful cooperation between the teacher and the learner.

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