

PEDAGOGICAL PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF SANOGENIC THINKING IN STUDENTS

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ABSTRACT: The author characterizes the varied approaches to separation of structured components of a teacher's personality of, his/her activity and contacts, the different viewpoint on approach to particularities and originality of his/her professional competence. As the most significant structural components of the teacher's personality the professional pedagogical orientation; the professional activities; the professional knowledge and skills; the professional pedagogical abilities; the professional self-consciousness stand out. In her research the author considers the sanogenous reflexivity to be the professionally significant quality of the teacher's personality. The article is devoted to the problem of searching the ways of forming the sanogenous reflexivity of teachers and psychologists of the educational institutions.

KEYWORDS: sanogenous thinking, sanogenous reflexivity, professionally significant qualities of a teacher's personality, components of professionally significant qualities of personality, pedagogical reflexivity.

INTRODUCTION

Currently, in science there are a wide variety of approaches to identifying the structural components of a teacher's personality, his activities and communication, and different views on the features and originality of his professional competence. The most significant components of a teacher's personality structure include: professional pedagogical orientation, professional activity, professional knowledge and skills, professional teaching abilities, professional self-awareness.

Some concepts related to the characteristics of a teacher's activity require in-depth consideration. Let us dwell on professional self-awareness, since this concept is closely related to the quality we are studying - reflexivity.

Professional self-awareness of a teacher is awareness of oneself as a Professional, one's personal characteristics, manifested in activities and pedagogical communication. Professional self-awareness has both common features with self-awareness in general and its own. An analysis of the literature on this topic shows that, despite differences in terminology, the authors agree on the presence of these three components, or levels (theoretical, practical, personal) in the structure of competence.

M.I. Lukyanova in her study considers three blocks as the main components of professionally significant personal qualities (PSLK):

1. Psychological and pedagogical literacy - knowledge that is commonly called general professional knowledge.
2. Psychological and pedagogical skills - the ability of a teacher to use his knowledge in teaching activities and in organizing interaction.
3. Professionally significant personal qualities - inseparable from the process of pedagogical activity and inevitably growing from its very nature.

Professionally significant qualities have been the subject of research for decades (P.P. Blonsky, A.S. Makarenko, S.T. Shatsky, V.A. Sukhomlinsky, Yu.K. Babansky, F.N. Gonobolin, N. V. Kuzmina, Yu.N. Kulyutkin, V.A. Slastenin).

In the works of N.V. Kuzmina, F.N. Gonobolina, A.I. Shcherbakova, V.A. Slastenin names a variety of sets of qualities related to certain aspects of a teacher's personality and, according to the authors, necessary for achieving success in teaching.

In development by N.F. Talyzina categorization of qualities is carried out in accordance with the structure of educational skills. Another approach is to formulate the civic, spiritual and moral qualities of a teacher and is disclosed by V.A. Slastenin

In experimental theoretical studies N.V. Kuzmina identifies five most important qualities determined by the corresponding types of teacher activities, which in the functional scheme of A.I. Shcherbakov are classified as general labor. In the actual professional A.I. Shcherbakov includes informational, developmental and orientation functions of the teacher's pedagogical activity.

CONCLUSION

In this work, we have specified an ontological approach to teaching adult students as a theoretical basis for their learning.

The psychological features of adult learning are implemented through the principles of teaching the specified target group. The psychological characteristics of the adult learning process require: the development of the student's personality, his activity and motivational readiness to learn, dialogue and a positive attitude in the relationship between the teacher and students, the connection of learning with the everyday life of students, taking into account individual personal properties and relying on the experience of students, psychological support student's personality. We have defined these principles of adult learning.

Theoretical analysis of the essence and structure of the concept of sanogenic behavior, which is the content of training in the experimental research of this dissertation, allows us to identify its following structural components: reflexive, orientation-operational, regulatory and substantive. The criteria for a person's sanogenic behavior are his high activity, positive emotional experiences, motivation for success, personal development, skills of sanogenic behavior, the individual's constructive ideas about his health, the high quality of his life, the presence of psychological support for the student's personality from the social environment.

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