

IMPORTANCE IN PEDAGOGICAL TECHNIQUES AND EDUCATIONAL  
ACTIVITY

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ANNOTATION

In the field of application of skills of pedagogical technique common to all, we consider the direct problem of the teacher with students. As an integral part of pedagogical techniques, it is possible to mention the teacher's speech culture, that is, the ability to speak fluently, to express one's speech in a beautiful and understandable way, to express one's thoughts and feelings in words. In dealing directly with students, the same skills of the educator or their absence are reflected in his behavior. In the process of pedagogical interaction, it is possible to find the right word in dealing with students or not to be distracted by explaining the tone of the speech that was not successful. The various district influences that the educator has on his or her students depend on his or her desire to make corrections.

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Pedagogical technique consists of a set of general pedagogical skills that a teacher needs in his teaching activities.

First of all, as an integral part of pedagogical techniques, it is possible to mention the skills of the teacher's speech culture, ie literate speech, beautiful and understandable, effective expression of facial expressions, expressive expression of facial thoughts and feelings in words.

The main component of pedagogical technique is the mimic and pantomime expression of the teacher. Thematic gestures, meaningful glances, motivating or sarcastic smiles are more effective means of communication than verbal explanations or objections in the pedagogical impact.

In pedagogical interaction, the educator plays an important role in managing the emotional state of the face, maintaining the most comfortable level of emotional (creative) seriousness and the mood of hope, benevolence in the organization of his emotional rest. This skill ensures that the educator has professional self-control. Maintaining a healthy nervous system for many years will help you to avoid nervous disorders, emotional and mental boredom.

Thus, the pedagogical technique of the educator is a set of skills that allows students to convey their thoughts and hearts through what they see and hear. In dealing directly with students, the same skills of the educator or their absence are reflected in his behavior. The educator must know how to organize everything, to walk, to joke, to be cheerful, to be angry. He must behave in such a way that his every action is an example to his students. Pedagogical technique is a combination of pedagogical skills that helps to effectively influence the best creative behavior of the teacher, in other words, the students in any pedagogical situation. Perfect pedagogical techniques free up the teacher's time and days for creative work. In the process of pedagogical interaction, it is possible to find the right word in dealing with students or not to be distracted by explaining the tone of the speech that was not successful. An educator who has mastered pedagogical techniques does not suffer from a distorted voice or the inability to forget any non-work-related experiences. Thus, mastering pedagogical techniques can lead to an increase in the level of satisfaction of the teacher with his professional skills.

We consider the direct interaction of the teacher with students in the field of application of general skills of pedagogical techniques. Advanced pedagogical techniques are necessary when a teacher interacts with students. It allows you to quickly and accurately find words, speech, tone, attitude, gestures, to maintain calm and clear thinking in the most acute and unexpected situations, to maintain the ability to analyze. will be. Speech, gestures, facial expressions, movement occur together. Ability to behave continuously; allows you not to give in to impressive tools.

Individual pedagogical technique depends on the age, client, character, health, anatomical, physiological characteristics of the teacher. The formation of pedagogical techniques also affects the qualities of the individual. For example, working on making speech expressive, pure, literate affects the fluency of thinking. Mastering the methods of independent regulation of mental activity leads to the development of emotional calm associated with behavior. At the level of formation of pedagogical technical skills, the general culture and capabilities of the teacher are reflected. If the educator's speech is poor and chaotic, it will not affect the pupil's feelings, if for some reason he gives free rein to his feelings.

The direct interaction of educators with students affects the trainees. From this process, bilateral information is exchanged. That is, the educator goes from the subject of management to the "students" of the object. And conversely the object goes to the subject. From the direct interpersonal interaction of the educator, the trainees will have a wide range of information about the community as a whole, its internal processes.

When considering how to obtain information through pedagogical means, it is important to emphasize the importance of the student's personal information. Direct interaction allows a person to learn in a wide variety of situations and appearances. It does not allow us to record only the freest and most influential external signs that are manifested in a person's behavior. When dealing with students, the educator is able to comprehend even the smallest details, which may be insignificant on the surface, depending on the appearance of the necessary internal processes occurring in the person, which are very important for understanding. This allows a deeper understanding of the individual, finding things that cannot be identified by other means under the outer layer. Pedagogical activity enriches a person with the experience of analyzing and generalizing the events he encounters. This increases the ability to understand and learn about the situation of Facebook partners and to judge them. Finally, the educator's day-to-day interaction with students leads to the fact that he or she discovers the deep meaning and true cause of students' behavior in a variety of situations, using examples he or she frequently cites and student behavioral techniques. This is especially noticeable in pedagogical activities. This is a legitimate case.

Because "when we interact with people in our daily lives, we know their behavior as if we were reading it," that is, we understand the significance of the appearance of the behavior, and thus reveal the meaning of the text with its own internal psychological plan. we give. This reading goes a long way, because in the process of dealing with those around us, we develop a psychological meaning that is somewhat automatically available to us about their behavior.

The educator's interaction with the students also serves as a complement to the connection between them. In this regard, it should be borne in mind that upbringing is a continuous process. Adults who perform an educational function in relation to students do not have a system that constantly influences it. Different influences reach each student. They are less compatible with each other and to some extent may contradict each other. The various district influences that the educator has on his or her students depend on his or her desire to make corrections. Of course, the attitude to the student is governed by his personal qualities. The extent to

which the problems are more or less taken into account. In the structure of pedagogical abilities, intelligence, perception, responsiveness, critical thinking, perseverance, eloquence, vocabulary and so on play an important role.

Pedagogical abilities are not only a condition of effective pedagogical activity, but in many respects the result of successful work of the teacher. In this regard, the formation and development of pedagogical skills with a specific purpose plays an important role. Experience and special research show that this is completely true. For example, the observation of personality traits plays an important role in the formation of the pedagogical experience of the educator, as well as in his collection of specific information. The educator, with his social psychological observation, is able not only to detect the different character traits and tendencies of students, but also to know the causes of their appearance, to develop the skills and abilities to evaluate them in accordance with the situation. Such a dialogue will only take place if the educator has a way of building relationships with students on the basis of trust. It is a difficult task to take such a step in the process of upbringing, but it can be achieved completely. Of course, it is extremely difficult for older people to become involved in student life. But he can get closer to this environment, he gets closer. This can be achieved only when the educator develops mutual trust and friendship with students.

Interaction with the student body often takes the form of conversations, lectures, information, and so on. First of all, it is important to know how to organize the conversation, to draw students' attention to the words of the teacher. There are several ways to do this. You can start with the burning of the issue. In this case, the meaning of the future conversation will be concentrated. You can also try to draw attention to the topic. It is possible to begin with the free expression of an interesting fact of speech. Then explaining and analyzing it is the content of the transaction. Citing an article or an excerpt from any work can also be successful. It is also possible to immediately tell students that the upcoming interview is related to their interests. Suppose that the students' attention was drawn to the conversation. Now there is a level of disclosure of its subject in a very short but sufficiently specific way, how can this be done? For example, there may be such an option of creating a conversation. Initially, the main idea that the educator wants to convey to the minds and emotions of the students is briefly described. Then it will be revealed. To do this, a system of facts, examples and illustrations is described. More free comparisons, the use of unexpected analogies, will be very useful. It is then possible to draw a conclusion, i.e. to repeat the main idea of the conversation in other words. It is necessary to use a number of uncomplicated methods to arouse the interest of students in the conversation.

the unimportant text should be stated. It is useful to change the tone of voice and speech. How you end the conversation is also important. It can be different. The basic ideas can be summarized once again. It can be completed with poetic lines. If you want students to think about what they have heard, you can end it with an unanswered question. Adherence to these rules creates the conditions for the words of the educator to have the necessary impact on students. In addition, the educator must look for and find new words for the old idea, that is, he must be able to express the same idea in different ways.

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