
MECHANISMS OF SELF-DEVELOPMENT IN PEDAGOGICAL ACTIVITY

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Annotation. This article reveals the content of such processes as introspection, self-knowledge, self-improvement, self-development and evaluation, aimed at the teacher's self-development in the process of his activity.

Keywords: teacher, self-development, understanding, analysis, assessment, long-term plan.

Such qualities as activity, independence, responsibility, initiative, purposefulness, self-management, initiative are important factors in a person's self-development.

Theoretical views on working on oneself are interpreted as an important factor in meeting the vital needs of a person, psycho-emotional peace and personal development. The pedagogical aspects of the problem reveal the forms of work of the individual on himself and the manifestation of personal capabilities in the educational process. From a psychological point of view, the phenomenon of personality self-development has not been fully studied. However, the sources emphasize that the term "self-development" consists of three interrelated, but different concepts: self-development, personal development and personal development. Although these terms are often used interchangeably, each has its own meaning. Self-development is interpreted as a propensity for creativity. So, self-development in psychology goes in two directions: firstly, as a spontaneous process based on internal capabilities, motivation, and, secondly, development as a process of conscious and purposeful self-change.

The process of human self-development in a virtual educational environment occurs in the form of a hierarchy of several levels. In this case, only when the needs of each stage are fully realized, the next stage is passed, and, finally, a person reaches the manifestation of his potential and personal development. Psychologist K. Rogers says that "a person is naturally kind and tries to show his potential, he just needs to be given such an opportunity." As a psychologist, K.

Rogers shows a unique way of helping to overcome personal problems and develops a unique methodology. According to his methodology called "customer-centric approach", everyone has the opportunity to solve their problems. The task of the psychotherapist is to facilitate, that is, to support and guide the client along this path. He focuses not on the problem, but on the person and creates an opportunity for the manifestation of his personal capabilities [124; p. 130]. In order for the process of self-development of a person to have a positive effect, it is very important to create favorable conditions for him to implement the program of action, empathy, sincerity, and support.

The work of future teachers on themselves is a movement towards the manifestation of their personal capabilities as specialists, adaptation to the requirements of the pedagogical process, regular improvement of professional competence, constant development of spiritual and moral qualities, manifestation of personal initiative, independence, responsibility and strong-willed qualities. Based on the analysis of psychological and pedagogical resources, it can be emphasized that the external factors that regulate the process of future teachers' work on themselves include the pedagogical environment, pedagogical communication, the ability to use time efficiently, and the style of team management.

As a force that ensures the dynamics of the process of work of primary school teachers, we can name a number of contradictions:

1. Contradictions between personal capabilities and the need to change the content of one's activity and self-development.
2. Contradictions between the pedagogical goal and motive. Approximation of the motive to the goal creates the need for the teacher to work on himself.
3. Contradictions between the dynamics of pedagogical requirements and tasks and the internal possibilities for their implementation.
4. The difference between the ideal image chosen by the teacher for his activity and personal results.

When analyzing the stages of work of future teachers on themselves, we used the method of analysis, which is widely used in psychology as stages of self-development. According to him, the work of teachers in a virtual educational environment takes place in four interrelated and complementary stages:

The first stage is the stage of introspection and self-awareness. At this stage, the internal movement occurs on the basis of the "Me and the other person" model.



That is, the future teacher analyzes his activities from the outside, as another person, gives a critical, objective assessment of his activities, without relying on any interests. And most importantly, he clearly defines the range of his capabilities, knowledge, experience gained.

The second stage is the stage of independent work. This stage is based on the Me and Me model. At this stage, the teacher determines the tasks to be performed based on the demands of society, prepares himself for independent work, creates motivation based on a comparison of his capabilities and the amount of knowledge and experience that he must acquire.

The third stage is the stage of self-development. In the Me and Me stage, the educator begins to follow a sequence of actions to elevate himself to the level of an educator with improved experience. This is the main stage, and it is at this stage that the future teacher or educator carries out independent activities, shows strong-willed qualities, and takes initiative. As a result, he realizes that he has moved to a new, higher level of development in the form of "I".

The fourth stage is the stage of self-assessment. This stage is the final stage of the process of pedagogical work on oneself and is carried out in the "I and my ideal" model. That is, the future teacher or educator compares the result of the process of working on himself with the indicators of his ideal teacher and evaluates his work. The objectivity of self-assessment serves to ensure the effectiveness of the process of working on oneself. That is, this evaluation ensures the continuity and continuity of the work process of the student or teacher.

At each stage of his work, the future teacher wins and loses, accepts or rejects information, develops, makes generalizations, compares new information with his own experience. As a result, pedagogical activity rises to a new level.

The pedagogical training of future teachers requires the effective use of information and communication technologies in modern conditions. The virtual educational environment helps to overcome the problems of time and space that arise in the process of working on each student and teacher. That is, in a virtual educational environment, each teacher will have the opportunity to carry out their work remotely, without interrupting the work process, to study and observe best practices, and, in turn, to popularize their experience.

As a result of studying the philosophical and methodological foundations of modern information and communication technologies and an open information educational environment, we tried to develop a model for teaching students to

work on themselves in a virtual educational environment. This model expressed the idea of directing the materials of the global information network and the capabilities of ICT (mobile applications, multimedia programs, etc.) to improve the quality of teacher training.

The purpose of the model is to improve the quality of pedagogical training based on training future teachers to work on themselves in a virtual educational environment.

When implementing the model, the following tasks are solved:

- development of methodological and methodological and technological support for the use of virtual educational opportunities in preparing students for the pedagogical process;
- clarification of ways, methods, pedagogical conditions and factors for improving the pedagogical training of future teachers in a virtual educational environment;
- development of the main problems and directions for the implementation of the virtual educational process;
- to study the needs and possibilities of using virtual education in the process of pedagogical training of future teachers;
- improving students' skills of effective use of the global information network;
- determining the effectiveness of using a virtual educational network in the process of teacher education.

When implementing the pedagogical educational process in a virtual environment, the following principles are observed:

transparency and openness;

integrativity;

to be informed;

systematic;

sociability;

integrity and continuity.

The influence of the socio-cultural environment is clearly visible, since the process of organizing the pedagogical training of future teachers based on their own work is supposed to be implemented in the global information network. In the process of his activity, the student is formed under the influence of the socio-cultural environment and, in turn, begins to influence the development of society as a creative and active person.

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Emphasizing that the process of teaching students to work on themselves in virtual education is successful only in an environment where motivation for an effective pedagogical process, openness of information, and optimal methods can be used, let us dwell on the strategy for implementing this model. The model is implemented in the following areas:

The first direction is a theoretical and methodological direction in which a person acts both as an object and as a subject of the virtual educational process. That is, from a philosophical point of view, a person acts as a creator of a virtual environment, a participant in ongoing processes, an active user. In turn, the main goal of virtual education is to teach the correct, efficient and appropriate use of the materials of the global network.

The second direction is a methodological direction, the main purpose of which is to teach future teachers and educators to analyze, systematize and effectively use the materials of the global network and keep abreast of industry news. It is also important to rely on the axiological, systemic, informational, personal-activity approaches of students in the process of working on themselves.

The third direction is the professionally reflexive direction in which the model analyzes the results of its work.

The highest stage of the future teacher's work on himself is the presentation of his work. In this process, awareness, motivation, strong-willed qualities, a sense of satisfaction with one's work are manifested. High moral qualities are reflected in the teacher-student relationship. Also, on the basis of these relations of cooperation, a single goal is formed, and in the process of achieving the goal, the process of self-development of the student is activated, and the teacher develops the skills to properly organize the process of cooperation, learns self-analysis.

The initial stage of introducing the virtual I of future teachers is the stage of self-awareness. After determining their capabilities, level of knowledge and experience at this stage, the next stage of self-development and self-education is considered. At this stage, the student gains experience in using the possibilities of a virtual didactic environment, works on himself, enriches the database. As a result, he enters the final stage of a personal presentation (presentation). This stage is the highest stage of work on oneself, and the student begins to announce and present his results.

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