

3. неумение применять свои знания в условиях обновления программы содержания образования;
4. низкая мотивация к самообразованию;
5. отсутствие навыков работы с ИКТ.

От профессионализма преподавателей колледжа, от их активной жизненной позиции, зависит то, каких учителей мы воспитаем. Становление молодого педагога можно сделать интенсивным процессом развития профессионализма, самоопределения личности. Но этот процесс нуждается в умелом научно-методическом сопровождении, причём на каждом этапе начала карьеры. Поэтому в нашей практической деятельности мы выделили основные направления работы:

1. В первую очередь необходимо объяснять студентам, что обновление программы содержания образования – это не прихоть министерства образования, а веление времени. Президент страны, Лидер нации Нурсултан Абишевич Назарбаев настоятельно подчеркивает, что «... одним из ключевых факторов успеха всего модернизационного процесса является успешность обновления национальной системы образования». Сегодня она осуществляется по всем приоритетным направлениям. Качественное образование и всестороннее развитие детей имеет важное значение для общества, так как дети являются будущим интеллектуальным потенциалом страны и условием ее процветания.

2. На сегодняшний день образование Республики перестраивается кардинально, внедряются активные методы обучения, в ходе которых предполагается, что учащиеся будут самостоятельно развивать функциональную грамотность, активно «добывать» знания, с огромным желанием развивать коммуникативные навыки общения со сверстниками, и творчески подходить к решению проблем.

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WHAT IS A TEACHER: HISTORY AND MODERNITY

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Аннотация

Мақалада тарихи аспектіде және заманауилық тұрғысынан қоғамдағы мұғалім ролі, оның тұлғалық ерекшеліктері және құзіреттілігі қарастырылады.

Аннотация

В статье в историческом аспекте и с позиций современности рассматривается роль учителя в обществе, особенности его личности и деятельности.

Abstract

The article deals with the role of the teacher at the society in historical and modern aspects, features of teacher's personality and his activity.

Түйінді сөздер: *мұғалім, мұғалімнің тұлғалық мағыналары, мұғалім тұлғасының ерекшеліктері және құзіреттіліктері.*

Ключевые слова: учитель, значение личности учителя, особенности личности и деятельности учителя

Key words: teacher, the role of the teacher's personality, features of teacher's personality and activity

What is a teacher? This question always has been in the center of attention of great scientist and practice teachers.

The social importance of the teacher's personality and his professional qualities interested philosophers and educators from the ancient times. They thought that the ideal teacher-mentor acts as a person whose work is surrounded by respect and honor. Even in ancient Greek literature, one can find a characterization of the teacher's personality (the poem of Apollonius of Rhodes "Argonauts", the poem of Homer the "Iliad"). Teacher of the mythical heroes of Jason and Achilles, centaur Chiron is endowed with the qualities of deep thinking, outstanding intellect, courage, truthfulness, honesty and with aesthetic qualities [1, p. 145-146]. According to the philosophical and pedagogical system of Plato and Aristotle, the perfect teacher-mentor should be oriented to the upbringing of a harmonious personality.

The great Czech teacher of the seventeenth century, Jan Amos Comenius, believed that the profession of the teacher is so honorable that "nothing can be above it under the sun".

Why we have to know what is a teacher? Yet in 19th century Great Russian writer and educator K.D. Ushinsky wrote: "To educate a person in all respects, pedagogy must know him in all respects"[2]. Really we, professors and teachers of pedagogical institutes, have to know what a teacher is and what kind a teacher must be. It is need for us to know it to organize upbringing of the future teachers effectively. Is also necessary for secondary schools' teachers to know it to organize their self-education.

Requirements for the teacher are reflected in the writings of Kazakh educators. For example, I. Altynsarin attached great importance to the role of the teacher as the main engine of the entire educational process in schools. He believed that teachers should love their students and be loved by their students and their parents. And then it will be possible achieve the goals facing education.

Nowadays the teacher's role is very important too. Moreover, in the conditions of competently oriented education with a change in the role of the teacher in the educational process from the informer and the source of knowledge to the organizer and assistant, the level of requirements to it significantly increases. The professional standard of the teacher of the Republic of Kazakhstan defines such values of the pedagogical profession as respect for the person of the educator, his rights and freedoms; Tolerance to other beliefs, views of the world and customs; Openness to cultural diversity; Flexibility, adaptability, ability to empathy; Understanding of personal values, language and communication; Skills of self-study, analytical and critical thinking; Communicative and linguistic skills; Skills of cooperation and the ability to resolve conflicts [3]. All these values-qualities are formed in the course of the teacher's continuous activity aimed at his own professional development.

It is very important for us as "teachers of teachers" to know, what is a teacher? What virtues and professional values and skills we have to form in our students. That is why the theme of our course work is really actual.

The pedagogical profession is one of the oldest on Earth, one of the most eternal spheres of human activity.

The emergence of the pedagogical profession is associated with the emergence of the need to transfer social experience from the older generation to the younger.

The constant expansion of the spectrum of pedagogical specialties is connected with:

- 1) with the differentiation of science and production;
- 2) with the increasing role of upbringing and education in all areas of human life.

The main difference between the pedagogical profession and other professions of the type "human-human" is that pedagogical profession relates both to the transforming class and

to the managing class of professions at the same time. On the one hand, the goal of the pedagogical activity is the formation of the personality; At the same time, the teacher must manage the process of students' intellectual, emotional and physical development.

The activities of other representatives of the type “human-human” professions are related to the best understanding and satisfaction of human needs. In the profession of the teacher, the leading task is to understand the social goals and direct the efforts of other people to achieve them.

The pedagogical profession requires a dual preparation – knowledge of human (contact with people) and special ones (knowledge, skills and skills in subject field). The ability to communicate is professionally necessary quality.

The pedagogical profession by its nature has a spiritual character, which distinguishes it from any production activity.

Pedagogical activity is aimed at preserving the continuity of generations, for the preservation and reproduction of culture. But at the same time it is a prerequisite and condition for the further development of culture. Real teachers are always concerned not only with the transfer of existing experience and accumulated knowledge, but also with the development of the creative potential of the personality of their students. Thanks to this, it becomes possible to create conditions for the successful development of those who are capable to fulfill not only of reproducing activity, but also of the creative one. This determines progressive development of the society at the whole.

We agree with words of Professor John Mac Beath which he said in his lecture “Being a Professional”: “Teaching is also described as a personal and emotional engagement, because teaching, in many respects is different from almost any other job, because, it is a passion, teachers are passionate, or the best teachers are passionate about their work” [4]. Thus, in this phrase concluded the main meaning of the pedagogical profession.

Pedagogical activity is a special kind of social activity aimed at transmission from older generations to the younger ones the culture and experience accumulated by mankind, creating conditions for their personal development and preparing for the performance of certain social roles in society.

The product of pedagogical activity is a result remote in time, corresponding to the goal of education and development of the individual. The product of pedagogical activity in the most generalized form is the formed personality, the level of its achievements in the most important types of activity, such as cognitive, social, communicative, value-oriented, sporting, artistic, creative, labor. The total of the achievements of students in learning and their virtues and values is defined as the result of the pedagogical activity. Thus, the result of training and upbringing of students is the result of pedagogical activity.

Modern pedagogy considers the formation of personality and its self-realization as the most important conditions for successful professional activity. The society is interested in the development of the individuality of the teacher, since from a person not enriched with his individuality, it receives significantly less than from a person with an individual creative position. Self-realization and development are also the goal of the person, as he (or she) feels satisfaction, acquires the meaning of her life in the processes of self-determination, self-actualization and self-realization. Thus, the personal goals and meanings become socially significant, and individuality is perceived not only as personal, but also social, including professional value.

In psychology, personality structure was offered by Platonov. The structure includes components involved in its formation:

- orientation of the person (needs, desires, inclinations, abilities, interests, personality setting) is formed by education.
- individual experience (knowledge, skills) are formed by training.

- individual features of forms of reflection (thinking, memory, attention, and others. Mental processes) are improved by exercise.

- individually-typological features of personality (temperament, the type of higher nervous activity and so forth.) Slightly corrected through training.

The structure of the personality of the teacher includes professional-pedagogical orientation, pedagogical thinking, teaching abilities, skills, and professional-significant qualities of the person.

Professional orientation of the teacher's personality includes interest in the teaching profession, the pedagogical vocation, professional and pedagogical intentions and inclinations. The basis of pedagogical orientation is interest to the teaching profession, which is reflected in a positive emotional attitude to children, parents, educational activities in general and its specific species, in an effort to master pedagogical knowledge and skills. Pedagogical orientation of the teacher's personality is characterized by the presence of teacher interest in the students themselves, the creative approach to the solution of a variety of pedagogical problems, the interest of the teaching profession, the level of professional consciousness. Pedagogical vocation unlike the pedagogical interest, which can be a contemplative, grows from an awareness of the ability to pedagogical work. The presence or absence of a vocation can be detected only when the future teacher will be engaged in real educational or professional activities.

The basis of the pedagogical vocation is love for children. This fundamental quality is a prerequisite for self-improvement, self-development of professionally significant qualities that characterize the professional-pedagogical orientation of the teacher. Among these qualities are pedagogical duty and responsibility, dedication, tact, fairness.

The love to the subject is one of the main factors of cognitive interest. The modern teacher must navigate the various branches of science, the foundations of which he teaches, to know capabilities to address the socio-economic, industrial and cultural objectives. But this is not enough, because he has to be constantly aware of new science discoveries.

The most common characteristic of the cognitive orientation of the individual teacher is the culture of scientific and pedagogical thinking.

Thinking man is a product and the ability of the brain with the help of mental operations reflect and interpret reality, to penetrate into the essence of the laws of nature, society, intellectual activity itself. It is based on a person's attitude to the world, knowledge, reality.

Pedagogical thinking is the result of receiving knowledge, understanding educational relations, interaction of children and adults, which directly affecting the development and formation of personality. Pedagogical thinking is formed as a professional educator thinking ability that allows to interpret, analyze, compare, summarize, evaluate educators, practice, create pedagogical theories and concepts, creatively and effectively educate and train the children.

The structure of the professionalism of the teacher is revealed through his teaching skills, which are a set of very different actions of the teacher that primarily relate to the functions of teaching activities and largely reveal the individual psychological characteristics of the teacher. To these skills belongs for example creating new decisions for each educational situation and new elements of pedagogical knowledge and ideas.

It is important for teacher presence of theoretical and practical readiness to the pedagogical activity. V.A. Slastenin considers that the content of the theoretical readiness of the teacher appeared in presence of skills of pedagogical analysis, forecasting, projective and reflective abilities. Practical readiness includes organizational and communicative skills [5].

One of the most important pedagogical skills is reflection. Reflection is a specific form of theoretical work which aimed at understanding and analysis of teacher's own actions. For the teacher it is very important to establish the extent to which the results (positive and negative) are a consequence of its activities.

A huge role in the formation of the teacher's professionalism fulfils by self-educational activity. In the conditions of continuous education the role of self-educational activity of the teacher constantly increases.

Continuous education is a characteristic feature of the information society. It is step-by-step and lifelong process, ensuring a constant replenishment and expansion of knowledge in people of different ages. Its main stages are children's and youth education; and educational activities during adulthood.

The goal of pedagogical education at its various stages is to contribute to the development of the teacher's competence, his ability to solve professional problems caused by the peculiarities of the development of the education system in the RK at the present stage.

The teacher of the new formation is a spiritually and moral, civilly responsible, actively and creative, ecologically educated, creative personality, with the ability to reflect, and with the desire for self-development and self-realization. The modern teacher is characterized by a high level of methodological, research, didactic-methodological, socially personal, communicative, information and other types of competence.

The teacher should clearly understand the value of education; know his subject, its teaching methods, pedagogy and psychology, use personal-oriented pedagogical technologies and motivate for the development of his personality. To achievement this goals is aimed self-education.

Self-education is an independent acquisition of knowledge from various sources, taking into account the interests and inclinations of each individual person.

Self-education helps to adapt in a changing social and political environment and fit into the context of what is happening, contributes to the comprehension of experience at a higher theoretical level.

Teacher's self-education is especially important in the in modern educational process.

Leading paradigm (scientific and theoretical model of education) is a set of theoretical and methodological presuppositions that guide as a reference in the scientific and educational practice at this stage. In modern pedagogy are four major paradigms of education: cognitive, personality-oriented, functionalist, culturological.

Within the framework of cognitive paradigms appeared the new approaches to learning such as creative solution of problems, activation of independent activity of the pupils, problem teaching, core classes, and others. They have become a prerequisite for student-centered education. Personality-oriented paradigm has approved at the end of the 1980s.

The essence of the person-centered pedagogy is the relation of the teacher to the student as an individual, independent and responsible subject of his own development and at the same time as the subject of educational influence.

The main difference between student-centered pedagogy from cognitive, or traditional, is the student-centered learning: each student has his own vector of development, which is not built from teacher to student, but from student to teacher.

Humanistic (personality-oriented) model of education based on the idea of cooperation, non-violence, support, free education, love and respect the person, his dignity. It proclaims the active position of students as a condition of the effectiveness of education.

What are the main qualities of a good teacher nowadays? Professor Alex Moore said in his lecture "What makes a good teacher?": "Of course a teacher needs to be able to, to plan lessons appropriately and carefully and thoroughly. A good teacher needs to be able to communicate well with their students, to be sympathetic to students' needs, to recognize, you know, the different interests and ways of learning that students might have in a big classroom" [6]. He also mind, that working as a team is a very important characteristic of being a good teacher. He also said that it is necessary to take into account a situation: "A good teaching I mean a good, you may, things that you do well and that work in one situation, for example, may not work in another. Things that work in one school may not work in another

school. So, your teaching may be different” [6]. He also considers that it is necessary for teachers can evaluate own teaching and to never stop to improve it: “We all have to constantly be evaluating our own teaching and, and to try and improve it as much as we can, and to never stop doing that really” [6].

Thus the main important qualities of modern teacher are skills to take into account interests and desires of the students and the situation, to communicate and work in the team, to reflect own activity, and always work to improve his own professional skills.

What is a teacher? It is a question, which always has been in the center of attention of great scientist and practice teachers. Nowadays it is very important too. Moreover, in the conditions of competently oriented education with a change in the role of the teacher in the educational process from the informer and the source of knowledge to the organizer and assistant, the level of requirements to modern teacher significantly increases.

Today teacher has to have traditional teacher’s skills, such as prognostic, projective and constructive, organizational, communicative and reflexive. But not only that skills are important for teachers. The main important qualities of modern teacher are skills to take into account interests and desires of the students and the situation, to communicate and work in the team, to reflect own activity, and always work to improve his own professional skills.

Modern pedagogy considers the formation of personality and its self-realization as the most important conditions for successful professional activity. Therefore, in choosing the content of education, forms and methods of teaching, the teacher must proceed, first of all, from the interests of the student.

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