

FORMATION OF PROFESSIONAL AND PEDAGOGICAL INTEREST OF FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT

The article deals with the issue of developing the professional interest of students of a pedagogical university. This problem is of particular importance in the preparation of primary school teachers, since the foundations of the necessary knowledge, skills and abilities of students are laid precisely in the first years of their schooling. The effectiveness of his professional activity depends on the presence of a genuine, deep professional interest of a primary school teacher. The article traces the connection of professional interest with the concept of "professional and pedagogical orientation of the individual." In this regard, it is noted that professional interest can be considered as a complex personal formation that is part of the personality orientation. In this paper, an attempt is made to distinguish between the concepts of "professional pedagogical interest" and "interest in the teaching profession". The article draws attention to the fact that it is necessary to include future teachers in active activities as close as possible to professional ones, during which conditions are created conducive to the formation of a specific idea of a modern school, the functions of a teacher, the educational process, in addition, a positive emotional attitude is strengthened. for future teaching activities.

KEYWORDS: *Interest; Professional Interest; Pedagogical Orientation; Future Primary School Teachers; Pedagogical Activity; Cognitive Interest; Interest Structure*

INTRODUCTION

In the upbringing of the younger generation, the primary link of the general education school plays an important role, therefore, a special place in modern scientific research is occupied by the development of the professional interest of students of a pedagogical university. It is quite obvious that a competent, competent specialist must have a deep interest in their professional activities, the desire to acquire new knowledge in their chosen profession. An important task in preparing future teachers for practical activities is not only to provide them with fundamental knowledge, strong skills and abilities, but also to create conditions for the development of

professional interest. The solution of this problem is of particular importance in the preparation of primary school teachers: the foundations of the necessary knowledge, skills and abilities of students are laid precisely in the first years of their schooling, a worldview is formed, an attitude to learning in general. The high efficiency of the professional and pedagogical activity of a primary school teacher is made possible if he has a genuine, deep professional interest. For our study, it is important to consider the concept of "interest" in the relationship of three aspects: philosophical, sociological, psychological and pedagogical. In philosophy, interest is considered as a category that reflects the real reason for social actions, accomplishments, events, behind the various motives of individuals, social groups, classes participating in these actions [1, p. 29]. In sociology, interest is characterized as a manifestation of the inner essence of the subject and a reflection of the objective world, the totality of values of world culture, both material and spiritual, in the mind of this subject [2, p. 29]. In the psychological and pedagogical literature, interest is interpreted as a complex psychological formation, characterized by a selective, emotionally saturated attitude of an individual to a certain object and phenomenon [3, p. 126].

Based on the above provisions, which formed the basis for the analysis of the key concept "professional interest of future primary school teachers", we practice it as a complex education in the structure of personality orientation, which characterizes a selective, positively emotional, active attitude towards the teaching profession, the pedagogical activity of a primary school teacher, the allocation this profession from a number of others, the need for a deep acquaintance with it, the manifestation of the will to master the chosen profession and the desire to act in this area. It is necessary to distinguish between the concepts of "professional pedagogical interest" and "interest in the teaching profession". Interest in a certain profession is a manifestation of interest in its external aspects. It is narrower in comparison with professional pedagogical interest, which is a broader concept that combines both interest in the teaching profession and interest in pedagogical activity. The formation of genuine professional and pedagogical interest out of interest in the profession of a teacher is connected, first of all, with the comprehension of the content of the pedagogical profession by the personality, with its active participation in pedagogical activity, since only in the conditions of a real pedagogical process in the primary grades are connections established and developed between students and students. future teachers, there is sympathy and love for children, volitional activity is realized, intellectual requests are satisfied in the field of mastering professional and pedagogical knowledge, skills and abilities.

After analyzing the concepts of "professional interest", "professional pedagogical interest", as well as the specifics of the activity of a primary school teacher, we identified the features of the professional interest of future primary school teachers. It includes a pronounced professional and pedagogical orientation: the presence of a positive emotional attitude both to the teaching profession in general and to the pedagogical activity of a primary school teacher in particular, as well as the need for it; a wide range of cognitive interests: the cognitive interests of an elementary school teacher cannot be concentrated in any one area of science, since he teaches various subjects; understanding of the unity of professional and socio-pedagogical functions of the chosen profession with the leading role of the latter. This is due to the peculiarities of the activity of a primary school teacher - the organization of favorable conditions for the comprehensive development of the student's personality, in which adaptation to completely new conditions for them at school takes priority. Based on scientific research on the problem we are studying, we found that the structure of professional interest includes a number of interrelated,

interdependent components: intellectual, emotional-volitional and need-activity. The intellectual component is characterized by a deeper acquaintance of students with the content of their future professional activities. The emotional-volitional component presupposes the presence of a stable positive emotional attitude towards their chosen field of activity, the desire to overcome difficulties in the process of mastering the profession of interest. Need-activity is characterized by both the need for a certain activity and activity in mastering a profession.

The main goal of the teacher's activity at present is to achieve the planned results of primary general education: personal, meta-subject and subject. This goal is realized through the types of activities (functions) performed by the teacher:

Teaching (of all or most subjects in elementary school). Therefore, the primary school teacher is a subject teacher. However, it does not translate knowledge, skills, abilities and methods of action (as it was before), but ensures the achievement of the planned results (personal, meta-subject and subject) and forms the ability to learn, acting as an assistant, consultant, partner [4, 5]. Consequently, the modern role of the primary school teacher is the teacher-adviser;

· Upbringing. In the process of work, the teacher carries out mental, moral, legal, labor, aesthetic and physical education, acting as an educator-mentor;

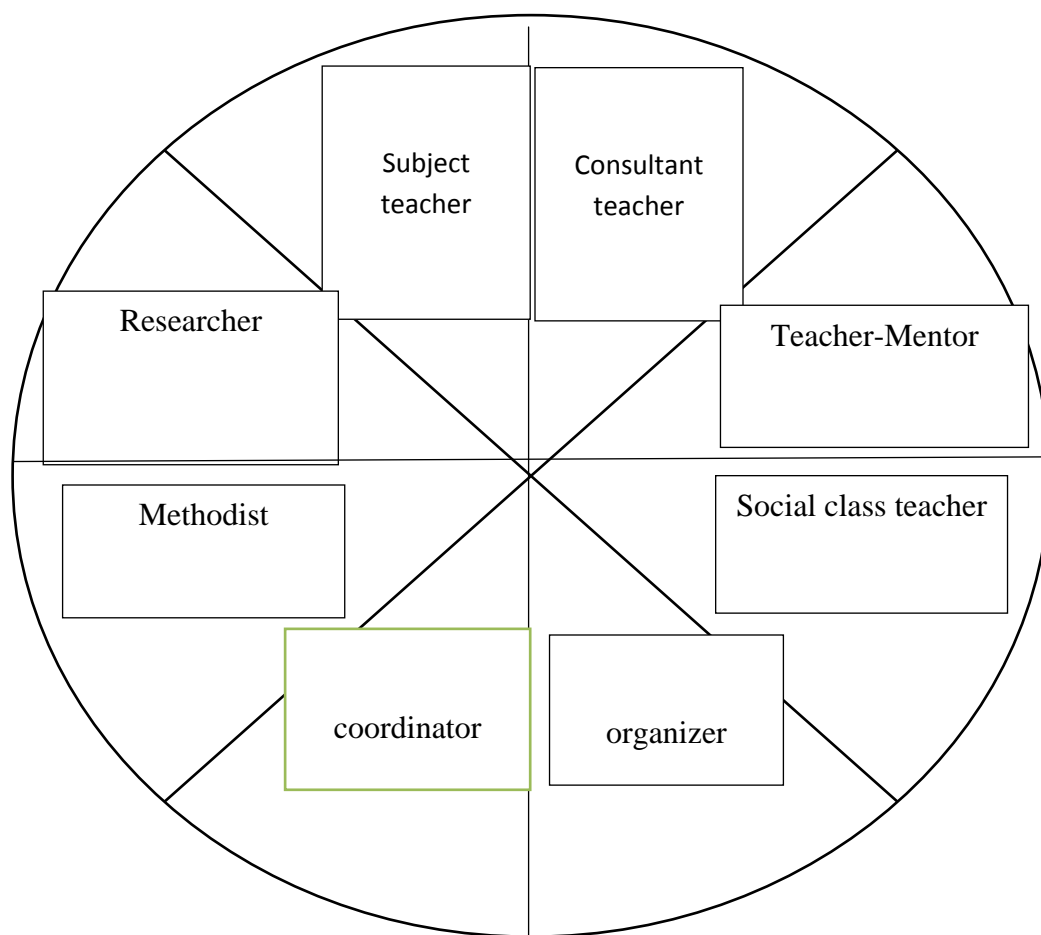
Class leadership. The teacher, in addition to the functions of teaching and education, acts as a class teacher: he ensures the unification of the efforts of all teachers working in this class, is responsible for the formation of a team of younger students. In addition, the primary school teacher interacts with the administration, teachers and other school employees, parents, educational and cultural institutions, etc. Therefore, the primary school teacher is a public figure;

Management. The teacher must be able to manage the student team and organize the class both in class and extracurricular activities. In particular, the teacher should ensure as much as possible the independent activity of students through the appropriate organization of the lesson (setting goals, problems, solving problems, conclusions, assessments are carried out by children; as well as individual and group tasks). Therefore, the primary school teacher is the coordinator and organizer;

Methodological work. According to the world standards of professional skills World Skills, the main requirement for a primary school teacher is the ability to learn [5, 6]. This means that the teacher must systematically improve his professional activities (through self-education, introspection and analysis of pedagogical experience), as well as take care of improving the professional activities of other teachers (by providing methodological assistance, disseminating his own pedagogical experience, etc.). Therefore, the primary school teacher is a methodologist;

· Research work. The teacher can participate in research and project activities in the field of primary general education. Therefore, the primary school teacher is a researcher [3].

Thus, the model of professional and pedagogical activity of a primary school teacher looks like this:



Based on this model in the process of pedagogical design, the teacher will be able to more easily comprehend the directions of educational and mentoring work, it is easier to control the quality of the created scenarios, programs, that is, parts of the pedagogical project. [7]

Any project, be it a project of a holiday, a hike, a Day of Knowledge, a quiz, a theatrical performance of children, a sports olympiad or a library discussion, needs evaluation and self-assessment criteria.

Thanks to the model presented here, the teacher receives evaluation criteria and directions for assessing the success of any project.

The completeness of all facets of the teacher's activity is an ideal model for operational assessment and self-assessment. The same model can be used when we are developing a particular project: when implementing a project, the teacher sees himself in each of these roles at the planning and design stage. [8]

Since the formation of sustainable professional and pedagogical interests of students can be carried out only if they fully understand the importance and necessity of the chosen object, it seems important to include future teachers in active professional activities associated with positive experiences when, in the process of getting to know the object, students, relying on their own experience, must see the inextricable connection of the knowledge, skills and abilities they

acquire with practice, be convinced of their educational and life significance, and realize the need for this activity. [9] This can be achieved by including future teachers in activities as close as possible to professional activities, during which conditions are created that are conducive to the formation of a specific idea of a modern school, the functions of a primary school teacher and the educational process as a whole. And what is especially important, future teachers acquire the first pedagogical experience, engaging in activities that are diverse in content and types, creatively applying the theoretical knowledge gained, polishing skills and abilities in practice. In addition, a positive emotional attitude to future pedagogical activity is noticeably strengthened, self-confidence increases. [10,11] Thus, the formation of the professional interest of future primary school teachers is a holistic pedagogical process, which is based on specially organized and consciously carried out activities aimed at developing a positive active attitude both to the teaching profession in general and to the pedagogical activity of a primary school teacher in particular.

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