

U.T. Nurmanaliyeva
Zh.N. Kumisbekova

M.Kh. Dulaty Regional University, Taraz, Kazakhstan

Formation of pedagogical skills of future teachers in the innovative educational system

Abstract. *The article is devoted to the formation of pedagogical skills for future teachers in the innovative educational space. Pedagogical mastery means that future teachers are proficient in pedagogical technologies, innovative methods, and techniques, and can rationally use them in practice. At the same time, the pedagogical skill of a future teacher is a set of actions that update his professional activity and contribute to achieving the planned result.*

The article reveals such concepts as «pedagogical technique», «pedagogical risk», and «pedagogical reputation». Innovative forms of pedagogical activity will undoubtedly contribute to the formation of pedagogical skills of future teachers. The content of the components of the professional growth of the future teacher is also considered in detail.

Keywords: *pedagogical skills, professional level, creativity, innovation, pedagogical reputation, pedagogical risk.*

DOI: <https://doi.org/10.32523/2616-6895-2022-138-1-251-256>

Introduction

When a person can change nature with tireless work, future teachers comprehensively prepare, change, fill with knowledge, educate, and form a worldview, and critical thinking of an individual. He considers his life goal, the ideal of virtue, to be the upbringing of a human who is able not only to equip his students with knowledge but also to attract their attention, preserve what he has learned in memory, develop abilities, thinking, language skills, correctly form a desire for peace, attitude to life, develop attentiveness, faith, endurance, entrepreneurship, and other cognitive qualities. We can say that this is a manifestation of a skilled teacher.

What is a mastership? What is a pedagogical mastership? V. V. Belyaev, A. A. Belyaev said, a

Mastership is a deep knowledge of the matter in one form or another of professional or pedagogical knowledge, the ability to carry out effective actions in combination with developed skills, i.e. the level of freedom of action, control over the progress of the work as a whole, the time spent on its study, the level of experience and knowledge.

Pedagogical skill is the art of teaching and educating children in need of improvement and development. This art can be available to every teacher who loves pupils as they are, and works at his own discretion. And a teacher is a professional in his field, a professional has a high culture, and intellectual thinking knows his subject, owns modern methods and techniques and has high digital competence. For example, the pedagogical skill of an elementary school teacher

is the combination of knowledge and experience, to master perfectly innovative technologies, rationally use them in their practice, and love students as they are. [1. p. 47]

Another manifestation of pedagogical skills is the creative activity, versatility, the authority of the future teacher, the change of his personality as a person and some features as a person, as well as the fact that any teacher, having chosen the profession of a teacher, should be responsible together. At the same time, any teacher should be a soul who knows not only his subject but also the subtleties of the world, the inevitable changes in society, human characters, and the energetic impact of art.

What kind of teacher today can be called pedagogically literate, passionate about innovation, an innovative specialist? Of course, one can name a future teacher who is able to work in addition on pedagogical projects and systems, who has studied the features of the innovation movement during practice, understands the essence of innovation activity during professional practice, and is proficient in innovative educational technologies on a large scale.

Discussion

A pedagogical mastership is a set of actions that update the professional activity of the future teacher and allow achieving the planned result. Its main tasks are:

- The ability of a student to purposefully organize other activities, development, acquisition of knowledge and skills of a future teacher;
- Education to the extent that knowledge and skills can choose the appropriate direction
- Formation of independent work skills;
- Development of critical thinking.

Now «is a teacher born a talent?», we will consider this question. Everyone understands the word «talent» differently, talent is often found among artists, poets, and writers, people of art. A teacher is not born talented. Primary school teachers can show perseverance, and hard work, generate an innovative ideas, master their subject perfectly, understand the psychology of pupils,

form pedagogical techniques, own a pedagogical profession, instill pedagogical ethics, and be talented and skillful teachers.

As the Russian teacher, K. D. Ushinsky said, pedagogical skill is inextricably linked with the general pedagogical talent.

«Pedagogical mastership is the high quality of a teacher's achievements in the organization of educational work and a development of general and professional culture,» I. F. Kharlamov proposed his definition, adding that a «pedagogical mastership is a high level of creativity, innovation, ensuring high efficiency, the efficiency of the educational process.» It follows from it, that a pedagogical mastership is not only the teacher's methodical literacy but also the ability to rationally transfer and fully accept all their knowledge to pupils.

The main characteristics of the pedagogical skills of younger schoolchildren is the discovery of free self-development, the development of principles, forms, methods, and techniques of work in pedagogical cooperation in the educational process, and the upbringing of care and love for their pupils. In this regard, from the following table, you can see the professional characteristics inherent in master teachers (Table 1).

Table - 1. Professional characters. characteristic for a master teacher

Feature	Characters
Critical approach and support	Creating conditions for critical thinking of each and commitment to achieve success by all pupils.
Confidence	Confidence can overcome any difficulties.
Trust	To be fair, to be serious, to be honest.
Respect	Everyone has their own place, so to be sure that everyone deserves respect.

Based on the research of modern acmeological science, a pedagogical mastership is the highest peak of a teacher's professional growth, ensuring sustainable development in professional activity, i.e. a process aimed at a systematic result. [2. p. 98]

Pedagogical mastership contributes to success in pedagogical activity, gives the work a new qualitative content, forms the professional position of the teacher, effectively organizes pedagogical measurements, and perfectly owns the features of pedagogical mastership. In this regard, in the following table, we will focus on the criteria and features of a pedagogical mastership (Table 2).

Table -2. Criteria and features of pedagogical skills

Criteria of pedagogical mastership	Features of pedagogical mastery
Targetness	Ability
Communicativeness	Pedagogical ethics
Effectiveness	A clear speech accent
The success	Pedagogical techniques
Compatibility	Pedagogical risks
The novelty	A pedagogical prestige

Before you start any business, you need to define a specific goal. What goal you will achieve in upbringing and education, which you will give to students, you must be able to set a SMART goal correctly. The orientation, i.e. the innovative orientation of pedagogical activity, justifies the expediency, effectiveness implies the expediency of the expected results. The success of the activity, the consistency of the material passed, and innovation during the general lesson is the basis of the criteria of pedagogical skill.

Now, if we talk about the peculiarities of pedagogical skills, the manifestation of the competitiveness of a teacher in the educational services market, then pedagogical ethics should meet the requirements imposed by primary school teachers for relationships with students, find the right approach in the classroom, during the extracurricular time.

Pedagogical ethics depends on the personal qualities of primary school teachers. The more educated, more qualified, the higher the culture of thinking, the wiser, the richer the inner tone, deeper, calmer, and more restrained. And the inner tone is an inner thought. The fruit of thought is the word, so it's better to think and cook. And

if there is no such ability, then it means that everything will be fine. A real thinker achieves a harmony of the inner tone and the outer.

A clear speech accent and pedagogical technique are similar concepts. These are the most important parts of teaching skills. It includes the sphere of proper communication of primary school teachers with parents, and students, which requires not only theoretical knowledge but also practical training. Taking into account the qualitative qualities and psychological state of people, that is, the ability to regulate the voice, correct movements, and behave correctly in front of the country is also a technique. «The word stone explodes, but the stone does not explode» is a subtle mood, the word is a hero. The only important elements of pedagogical technique are speech and the rhythm of the voice. The teacher's voice should not reflect either the rhythm of the mood or the desire to speak, not to offend, not to break the heart. Because a disappointed person is nervous, as a result of which labor productivity slows down. Another manifestation of pedagogical technique is that in no case should one try to show the country that it knows more than others.

A person should keep his knowledge like a gold watch that he carries in his pockets, - no wonder the English figure Chesterfield said. It cannot be shown to shine. A real scientist listens more to others than to himself.

Another feature of the pedagogical skills of primary school teachers is a pedagogical risk. Where there is a risk, there is initiation, there is creativity. The risk must take place in the course of any action.

The next distinguishing feature of prestige is the main component of pedagogical skills. Reputation is a positive factor, as the Russian teacher A. S. Makarenko identifies the following types of false reputation: arrogance, depression, distant reputation, and love. Now let's focus on these, Innate reputation, i.e. abuse of one's activities, attracting the attention of others to one's achievements, on the basis of which selfishness, arrogance toward colleagues, and dominating reputation are manifested - this is a constant ignoring, a rude answer to any question, constant panic treatment of one's subordinates.

And a remote reputation is to keep colleagues away from themselves, communicate as little as possible, and try to communicate officially. A love reputation is a person who gives preference to his exceptional power, identity, and the importance of his personality. [3. p. 138]

The pedagogical skills of primary school teachers are also closely related to the pedagogical activity. There are many types of pedagogical activity: hard-working, workshop, creative and innovative.

A simple teacher reports,
A good teacher explains,
An excellent teacher shows,
a Great teacher inspires – as the English teacher William Ward said, mastering these pedagogical actions takes place at different levels.

The professional level of a primary school teacher is based on pedagogical business, excellent knowledge of his subject, the presence of sufficient professional qualities and personality qualities in the upbringing and training of students, and good knowledge of psychological and pedagogical theory. Pedagogical business is the basis of a teacher's skill, without which it is impossible to work at school.

The professional level of primary school teachers is based on pedagogical business, excellent knowledge of their subject, the presence of sufficient professional qualities and personality qualities in the education and training of students, and good knowledge of psychological and pedagogical theory. Pedagogical business is the basis of a teacher's skills, without which it is impossible to work at school.

A mastership is one of the highest qualities in teaching and upbringing, which will suit every teacher working in his specialty. Pedagogical skills are the only level of professional growth for primary school teachers. There is just a skilled teacher. He conducts training and education at an elementary professional level, there is also a teacher who uses pedagogical skills in his work and achieves high results. And many teachers, in addition to mastery, show pedagogical creativity, pave new paths in educational and educational work, teachers, passionate about innovation, and make real pedagogical discoveries. [4. p. 203]

The skill of a primary school teacher is characterized primarily by the ability to properly organize the educational process. A skilled teacher is a person who owns modern digital, digital teaching methods. The art of the teacher is manifested during the lesson, an experienced teacher ensures full assimilation of all the material during the lesson.

Pedagogical innovation is the high level of professional skills of primary school teachers. It comes from the Latin word «Novator», which means «innovator», i.e. introduction of new progressive principles, innovations, and methods into the educational process and their rational implementation. [5. p. 181] the professional growth of a primary school teacher is influenced by social, personal, subject, and activity components on the continuous improvement of his professional qualities. The components of a teacher's professional growth are fully disclosed in the following Table 3.

Table - 3. Components of a teacher's professional growth

Components of a teacher's professional growth	Contents
Social	A place of a social teacher in a society, the status of the teacher's profession, financial incentives, and social support.
Personal	Moral value orientations of personality, a pedagogical culture, a pedagogical tact.
Subject	Master of one's subject, a methodological, technological competence.
Active	Search, innovative, research, reflexive.

One of the signs of pedagogical skills is the ability to work with new pedagogical technologies. To do this, you need to know such prefaces as below:

- Start a massive modernization of the educational process;
- Familiarization with the educational standard of the discipline;

- Study the content of textbooks of a new generation;
- Be guided by the humanization of the educational process;
- Striving for the full acquisition of knowledge in accordance with the profession. [6. p. 425]

Teachers of modern universities should form pedagogical skills in an innovative educational space, giving education and upbringing to future teachers. And the main pedagogical principles of the innovative educational space are humane training of future teachers, unity of teaching and upbringing, formation and development of the cognitive power of the future teacher, mastering the methods of independent activity of the future teacher, development of cognitive and creative abilities of the future teacher, training of each future teacher according to the level of thinking and intelligence, systematic work for the active development of all future teachers.

Conclusion

As a result, education, upbringing, and development of school children are the first stage

of the formation of a full-fledged personality. Effective, rational use of new innovative technologies, methods, and techniques, taking into account the possibility of perception by schoolchildren, is closely related to the innovative pedagogical skills of future teachers. It is known that the knowledge and education received at school are the foundation of life. In this regard, future teachers can be given such advice as to be in high spirits when entering the classroom, first teach and then demand, be fair in assessing the knowledge, the discipline of the student, firmly adhere to this promise, be calm, patient, keep the student's secret, trust the student.

Therefore, it is necessary that future teachers perfectly master the features and activities of the highest pedagogical skills, the above-mentioned advantages, and also be professional- hard-working, skillful, talented, creative, modern, enthusiastic about novelty, competitive, and owning digital technologies.

Түйін сөздер: инновация, білім кеңістігі, педагогикалық шеберлік, іскерлік, талант, кәсіби деңгей, жаңашылдық, шығармашылық, педагогикалық бедел, педагогтік тәуекелділік.

References

1. Mikhalkova O. A., Belgibaeva G. K. Fundamentals of the oratorical art of a teacher. Textbook. 2nd ed. - Karaganda: Medet Group LLP, 2019. - 152 p.
2. Buzaubakova K. D. Introduction to the teaching profession. Textbook - Taraz: IP «Beisenbekova A. Zh.», 2020. - 162 p.
3. Buzaubakova K. J. Pedagogy. Textbook. - Taraz: IP «Beisenbekova A. Zh.», 2019. - 329 p.
4. Taubaeva Sh. T. The research culture of the teacher: from theory to practice. Monograph.- Almaty: Nauka. -2001.-350 p.
5. Taubaeva Sh. T., Imanbava S. T., Berikkhanova A. E. Pedagogy. Textbook. Almaty: ONON. 2017. - 340 p.
6. Grigg, Russell. Primary school teacher: honing skills. Becoming an outstanding primary: school teacher: textbook / Grigg Russell. Editor-in-chief A. B. Isemerdieva. Aud. Sh. Bagieva, B. Tolimbet. - 2nd ed. - Almaty: «National Translation Bureau», 2020 - 600 p.

References

1. Mikhalkova O. A., Belgibaeva G. K. Fundamentals of the oratorical art of a teacher. Textbook. 2nd ed. (Medet Group LLP, Karaganda, 2019, 152 p.).
2. Buzaubakova K. D. Introduction to the teaching profession. Textbook (IP «Beisenbekova A. Zh.», Taraz, 2020, 162 p.).
3. Buzaubakova K. J. Pedagogy. Textbook (IP «Beisenbekova A. Zh.», Taraz, 2019, 329 p.).
4. Taubaeva Sh. T. The research culture of the teacher: from theory to practice. Monograph (Nauka, Almaty, 2001, 350 p.).

5. Taubaeva Sh. T., Imanbava S. T., Berikkhanova A. E. Pedagogy. Textbook (ONON, Almaty, 2017, 340 p.).
6. Grigg, Russell. Primary school teacher: honing skills. Becoming an outstanding primary: school teacher: textbook. Grigg Russell. Editor-in-chief A. B. Isemberdieva. Aud. Sh. Bagieva, B. Tolimbet. - 2nd ed. («National Translation Bureau», Almaty, 2020, 600 p.).

Ұ.Т. Нұрманалиева, Ж.Н. Кумисбекова

М.Х. Дулати атындағы Тараз өңірлік университеті, Тараз, Қазақстан

Инновациялық білім кеңістігінде болашақ мұғалімдердің педагогикалық шеберлігін қалыптастыру

Аңдатпа. Бұл мақала инновациялық білім беру кеңістігінде болашақ мұғалімдердің педагогикалық шеберлігін қалыптастыру мәселесіне арналған. Педагогикалық шеберлік болашақ мұғалімдердің педагогикалық технологияларды, инновациялық әдістер мен әдістерді жетік меңгеретінін, оларды практикада ұтымды қолдана алатындығын білдіреді. Сонымен қатар, болашақ мұғалімнің педагогикалық шеберлігі - бұл оның кәсіби қызметін жаңартатын және жоспарланған нәтижеге қол жеткізуге ықпал ететін әрекеттер жиынтығы.

Сондай-ақ, «педагогикалық техника», «педагогикалық тәуекел», «педагогикалық бедел» сияқты ұғымдар ашылады. Педагогикалық қызметтің жаңашыл түрлері болашақ мұғалімдердің педагогикалық шеберлігін қалыптастыруға өз үлесін қосатыны сөзсіз. Болашақ мұғалімнің кәсіби өсуінің құрамдас бөліктерінің мазмұны да егжей-тегжейлі қарастырылады.

Түйін сөздер: педагогикалық шеберлік, кәсіби деңгей, шығармашылық, жаңашылдық, педагогикалық бедел, педагогикалық тәуекел.

У.Т. Нурманалиева, Ж.Н. Кумисбекова

Таразский региональный университет им. М.Х.Дулати, Тараз, Казахстан

Формирование педагогического мастерства будущих учителей в инновационном образовательном пространстве

Аннотация. Данная статья посвящена вопросу формирования педагогического мастерства будущих учителей в инновационном образовательном пространстве. Педагогическое мастерство означает, что будущие учителя в совершенстве владеют педагогическими технологиями, инновационными методами и приемами, могут рационально использовать их на практике. При этом педагогическое мастерство будущего педагога является совокупностью действий, обновляющих его профессиональную деятельность и способствующих достижению запланированного результата.

Также раскрываются такие понятия, как «педагогическая техника», «педагогический риск», «педагогическая репутация». Новаторские формы педагогической деятельности, несомненно, вносят свой вклад в формирование педагогического мастерства будущих учителей. Подробно рассмотрено также содержание компонентов профессионального роста будущего учителя.

Ключевые слова: педагогическое мастерство, профессиональный уровень, творчество, новаторство, педагогическая репутация, педагогический риск.

Information about authors:

Nurmanaliyeva U.T. – Corresponding author, Candidate of Pedagogical Sciences, Associate Professor, M.Kh.Dulaty Regional University, Taraz, Kazakhstan

Kumisbekova Zh.N. – Master, M.Kh.Dulaty Regional University, Taraz, Kazakhstan

Нурманалиева У.Т. – корреспондентия үшін автор, педагогика ғылымдарының кандидаты, доцент, М.Х.Дулати атындағы Тараз өңірлік университеті, Тараз, Қазақстан.

Кумисбекова Ж.Н. – магистр, М.Х.Дулати атындағы Тараз өңірлік университеті, Тараз, Қазақстан.