

Pedagogical Artistry as a Professional and Personal Description

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ABSTRACT

When describing the qualities that are important for the professional activity of the teacher in the article, the teacher's knowledge of the subject, mastery of the method of pedagogical influence, advanced psychological and pedagogical thinking are given priority. In this case, artistry is not only left out of the list of qualities necessary for a teacher, but even mentioned as a factor that negatively affects pedagogical activity.

KEYWORDS: artistry, acting, pedagogical skills, acting, psychological-pedagogical.

Today, young people studying at higher education institutions are not satisfied with the formal channels of acquiring knowledge and skills. Students appreciate the informal cooperation with the educator, which contributes to the full disclosure of the potential of young people, the active acquisition of social experience, full professional recovery. It is through such cooperation that the professionalization, self-realization and socialization of young people is carried out.

When describing the qualities that are important for a teacher's professional activity, educators (both current and future educators) give priority to the teacher's knowledge of the subject, mastery of methods of pedagogical influence, advanced psychological and pedagogical thinking. In this case, artistry is not only left out of the list of qualities necessary for the educator, but is even mentioned as a factor that negatively affects the pedagogical activity.

We found it necessary to distinguish between the concepts of "artistry", "acting", "pedagogical skill" and "pedagogical technique". Terminological clarity is needed here.

Acting is fake artistry. This teacher "describes" the teacher in the classroom by playing the role of a good and generous "commander" in the classroom, speaks in a sponsoring tone, enjoys his dominance over the learners, plays on the innocence of his MEN. It is difficult to include such "artistry" in the list of necessary qualities for a teacher. He can first "turn" (buy) students, then intimidate them with his looks and annoy the learner from the teacher and the school for a long time.

Pedagogical skills are the expression of a high level of all the qualities that a teacher should have in accordance with the professionogram, a set of characteristics of the individual that ensure self-organization in professional activities, as well as the result of a high level of individual pedagogical qualities. The basis of this skill is the general culture of the teacher, his theoretical knowledge and mastery of pedagogical techniques.

Pedagogical technique is a set of skills that helps a teacher to express himself more deeply, brighter, more talented, to achieve optimal results at work. The core of the elements of

pedagogical technique is:

- pedagogical communication skills;
- speech technique and culture (voice, breathing, diction, intonation, literacy, etc.);
- be able to express feelings and attitudes (facial expressions, pantomime, appearance);
- self-management of the teacher's pedagogical situation (self-control, sabotage, etc.).

From the above, it can be seen that pedagogical technique is a pattern of information communicated by the teacher, that is, skills that help the teacher to convey their feelings and thoughts to students through the visual and topical aspects of cognition. In addition, they help the teacher's creative behavior and effective interaction with children.

When applied to pedagogy, *artistry* means:

- ability to exist organically (harmoniously) in the pedagogical process;
- Ability to change appearance, attractiveness, vitality, sharpness, expression;
- Richness of gestures and facial expressions;
- storytelling ability;
- to be pleasant;
- inspiration, inspiration;
- sense of inner freedom;
- inner tenderness, figurative thinking;
- Striving for non-standard solutions (decisions) through figurative associations;
- features of the psyche, type of nervous system.

Agrees with *the teaching artistic* pedagogical creativity at all stages of the process, it is more or less active, which allows you to jump to conclusions about the phenomenon. The place and role of artistry in teaching can change as a teacher's professional performance improves. It can manifest itself as a quality of the person, and as professional experience increases, it can integrate into all components of pedagogical work, synthesize and integrate all its activities.

The *task of the artistic educator* is **to make an emotional impact on the learners**; to **leave a mark on** their hearts, to evoke certain experiences; **strengthening** self-confidence in the minds and consciousness of children; In connection with the feeling of **impression**; an illusion of **engagement**. The **main goal** of the educator **is to help the learner** to form a personal position on the basis of a set of knowledge, a certain attitude of children to the learning process, a system of beliefs that does not consist only of the student's choice of means for self-realization.

Pedagogical artistry is a complex mixture of spiritual and physical qualities that help to establish contact with students, gain the trust of children in a sense as an advance, and then the course, taking into account all the circumstances of the lesson.

The structure of pedagogical artistry consists of two: internal and external.

Internal artistry includes:

- The culture of the teacher;
- directness and freedom;
- to charm oneself;
- emotionality;
- imagination game;
- tenderness;
- a figurative way of posing and solving problems;
- associative vision;
- Unexpected bright walks in the "scenario" of the lesson;
- internal "tuning" to creativity;
- self-education in public, etc.

The characteristic features of *external artistry* are:

- game transmission, ie game "technique";
- special forms of expression of the attitude to the material;
- give their emotional response to the activity;
- have the skills of self-presentation;
- to bring students to the level of play;
- skillful directing of lessons [35 / 50,51].

Components of pedagogical artistry: the ability of the teacher to change his image, openness, directness; being able to "infect" others with their own experiences, hesitations, and joy; be able to amaze; aesthetic component; mastering the technique of self-presentation; the presence of external charm; improvisation; to mobilize the creative mood, to be able to control their mood; empathy, reflection; kinetic means; eloquence (oratory); expressiveness of voice, persuasiveness; mastery of the art of word operation (speech artistry); behavioral plasticity; nonverbal means of communication (gestures, facial expressions, etc.).

All of the above shows that in the structure of the pedagogical personality in the conditions of pedagogical work, artistry plays a different, more precisely, synthesizing, enriching, managerial, protective, formative role.

Setting and solving a high task of one's activity puts the educator in need of adding a certain worldview and ethical context to the tasks intended for learners (the role of synthesizer).

The artistry of the educator allows for a natural combination of logic and imagery in the activity, which helps to enrich and harmonize his personal manifestations (the role of enrichment).

Feeling the freedom of the inner and outer me inspires, gives wings, gives the teacher new strength, directs his mood and inspires creativity (managerial role).

Pedagogical artistry, self-control of emotions and moods, natural and lively behavior, a sense

of freedom increase the confidence, self-esteem and protective role of the educator.

The logical combination of emotionality and rationality in the lesson (lesson) allows the student to take a fresh look at the content of the material, find it interesting and important for him personally, and to form a motivational-value attitude to education (formative role).

Thus, consideration of pedagogical artistry, its structure and function, as well as its role in the personality structure of the teacher, the purpose, tasks and results of the teacher-artist's work is important to clearly imagine the prospects that the future teacher may aspire to become an artist. Naturally, in the current situation, it is difficult to want every educator to have a brightly expressed artistry. Perhaps in the future, what can be broadcast (knowledge, skills and abilities) will be transmitted through technical means, and the main task of the educator will be to form the learner's personality, to help him in his creativity.

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