

**ETHICAL AND PSYCHOLOGICAL ASPECTS OF PEDAGOGICAL
EXCELLENCE OF A TEACHER OF A HIGHER EDUCATION INSTITUTION**



Pedagogical mastery is an important aspect of a teacher's pedagogical culture. Mastery is a complex and painstaking matter, so it is worth defining its nature, essence and content. That is why the purpose of the article is to clarify the essence of the concept of teacher's pedagogical skills and to characterise its elements.

The concept of "pedagogical skill" is quite broadly and fully disclosed in the "Pedagogical Encyclopedia": "...it is a high art of education and training that is constantly improving, available to every teacher who works by vocation and loves children. A teacher is a specialist of high culture who deeply knows his/her subject, is well acquainted with the relevant branches of science or art, has a practical understanding of general and, especially, child psychology, and is fluent in teaching and learning methods" [5].

When we seek to understand the origins of mastery development, to understand the ways of professional self-improvement, it is advisable to formulate the definition of this pedagogical category as follows: pedagogical mastery is a complex of personality properties that ensures self-organisation of a high level of professional activity on a reflective basis.

Pedagogical activity is carried out in different directions: teaching, upbringing, management of students' activities, and each of them can manifest the teacher's pedagogical skills, the basic foundation of which is the following elements: the content of the teacher's education; experience of professional activity; experience of manifestation of

personal qualities in professional and pedagogical activity, that is, the internal model of behaviour [4].

An important and objective aspect of the problem is the study of the structure of pedagogical skills. The substantiated structure of pedagogical skills of a modern university teacher includes the following components: humanistic orientation, professional knowledge, pedagogical abilities, and pedagogical technique.

Professional knowledge serves as the foundation of pedagogical skill, giving it depth, thoroughness and consciousness. Ignoring its role leads to craftsmanship, clichés, primitivism, and vice versa, pedagogical erudition allows to achieve success, the desired result in the interaction of the teacher with the student audience.

A teacher's professional knowledge should be personally coloured, reflecting an emotional attitude to the content of knowledge. Professional knowledge should be formed at all levels at once: at the methodological level - knowledge of the laws of development, the conditionality of the goals of education, etc. The level of designing the educational process; at the technological level - the level of solving practical problems of education and upbringing in specific conditions.

Pedagogical abilities ensure the speed of mastery improvement and facilitate the successful performance of the teacher's direct functions. To improve them, it is important to focus on the functioning of pedagogical abilities at two levels: reproductive, which characterises the teacher's ability to pass on the knowledge he or she possesses to others, and adaptive, which includes not only knowledge of the subject but also the peculiarities of its assimilation, perception and understanding by students.

Pedagogical technique is based on knowledge and abilities and combines all the means of pedagogical action and interaction for the effective implementation of pedagogical activities [3]. The elements of pedagogical technique are the culture of appearance, culture of speech, culture of communication, pedagogical ethics, and pedagogical tact.

Thus, the components of pedagogical skill make it possible to find out the systematic nature of this phenomenon in pedagogical activity. A high level of mastery gives a new quality to the whole work of a teacher: a professional position is formed that accumulates higher levels of orientation, knowledge and readiness for action; developed

knowledge becomes a tool for self-analysis and identification of self-movement reserves; a high level of abilities stimulates self-discovery of the personality, and improvement of pedagogical technique - search for results.

Pedagogical excellence is a kind of fusion of a teacher's personal culture, knowledge and worldview, his or her comprehensive theoretical training with the improvement of mastery of teaching and learning techniques, pedagogical technology and best practices.

At the same time, it is a type of activity that touches mainly on the teacher's inner sphere: the desire to become a master of pedagogy; the belief that mastery ensures not only high performance, but also a sense of satisfaction from work, and assertion of oneself as a specialist.

Thus, the task of a higher education institution is to help a future teacher master the basics of mastery for a conscious and productive start to professional activity: to form a humanistic orientation, provide thorough knowledge, develop pedagogical abilities, equip them with interaction techniques, and prepare them for professional analysis of a wide variety of pedagogical situations.

Literature:

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