



TEACHER'S ACTIVITY AND STUDENT'S ACTIVITY IN THE TEACHING PROCESS

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Abstract. *The formation of relationships is closely related to the communication of the teacher and educator with an individual child, a team of children and teachers. Relationships and communication skills underlie the adaptation of a novice teacher and educator to teaching. They are also, along with knowledge, professional skills and the general culture of the teacher, the main condition for acquiring pedagogical skills.*

Key words: *teacher, formation, learning process, education, criteria, theory, standard, forecast, activity, development.*

Introduction. A creative person is a person who knows how to associate, put forward new ideas, focus thoughts on some points while ignoring others, in order to reduce the thought process to the interconnection of its simplest parts.

Modern classes require a rethinking of the priority of methods, techniques and types of educational activities and therefore one should turn to interactive methods of work. It is known that the work of a teacher plays a significant role in the structure of new economic and cultural achievements of society. If schools do not prepare citizens capable of solving the country's problems at the level of today's and tomorrow's demands, then our hopes for a stable and secure future will remain unfulfilled. This is why choosing the profession of a primary school teacher has such high civic significance.

The most knowledgeable, talented, responsible teachers should be allowed into primary education and upbringing - the period of childhood life is so important in the formation and destiny of a person. This is probably why an elementary school teacher has no room for error. With one wrong action, he, like a doctor, can cause irreparable harm. Let us not forget that it is in primary school that a person acquires more than 80% of all knowledge, skills, actions and ways of thinking that he will use in the future [1].

Primary schools today are waiting for highly professional teachers. The problems that have arisen in it require fresh ideas and decisive actions to transform the school on the values of truth and goodness. While studying in high school, you



couldn't help but notice what changes were happening in junior high. The introduction of a stable four-grade primary education system has almost been completed. The composition and content of school subjects have changed, new methods and technologies have appeared.

More attention was paid to spiritual education. Already on the student bench, the future teacher begins to understand that the main values of the school are students and teachers, and their joint work. A child is not a means, but a goal of upbringing, so it is not necessary to adapt him to school, but, on the contrary, to adapt the school to him, so that, without breaking the child's nature, he is raised to the maximum level of development available to him. You will have to work outside of school, because the teacher is the main intellectual force of society, his calling is to serve people, to be a conductor of knowledge.

Gradually, as it develops, pedagogy is divided into more and more specific areas of scientific knowledge, forming a system of pedagogical sciences. In recent years, due to fundamental changes in public education, the system of pedagogical sciences is in the process of intensive development [2]. Although research into individual particular problems is still ahead of the development of general theoretical concepts, the problems of pedagogical disciplines of a broad generalizing nature have been determined. The importance of these disciplines for the development of the system of pedagogical sciences and practice is increasingly increasing.

Materials and methods of research. The theory of education studies the process of education, putting at the center the problem of the focus of education on the formation of humanistic beliefs, attitudes, moral qualities and behavior. The theory of education analyzes the essence of education, its patterns, trends and prospects for development and, on this basis, develops the goals, content, principles, methods and organization of humanistic education. The study of educational problems is carried out at different levels and in many aspects.

In accordance with the goals and content of education, mental, moral, labor, aesthetic and physical education are studied. At the same time, the theory of upbringing pays special attention to showing how various aspects of upbringing contribute to education as a whole on the basis of a scientific worldview and morality, how the formation of a scientific worldview and moral education unite all other aspects of upbringing into a system, defining their single content orientation [3].

The theory of education in accordance with types of activity explores education in the process of learning, work, social activities, games, visual activities, as well as



education in the process of communication. Guided by the criteria for developing the necessary personality traits in a student, the theory of education explores the problems of developing intelligence, will, character, feelings, needs, motives, and interests. The number of such studies is steadily increasing. Therefore, the need to solve synthetic and cross-aspect problems is becoming increasingly urgent, for example: what is the relationship between the various aspects of education? Answers to such questions contribute to the development of a general theory of education. Education theory examines the education of the individual as a whole. Implementing a general program for educating a harmoniously developed person, a teacher can, depending on the conditions (age of students, their individual and typological characteristics, level of maturity of the team, etc.), concentrate their efforts on one or another educational task.

But at the same time, you should develop a broad view of the education of the entire personality and the paths leading to a common goal. The educational methodology should provide teachers and educators with a variety of practical and methodological assistance in organizing the educational process [4]. The educational methodology should specify the theory of education up to the prescription of direct practical actions.

The methods are closely related to didactics, other pedagogical disciplines and, above all, to those sciences or areas of culture, the foundations of which are set out in the corresponding academic subjects. The methods are based on the basic principles of didactics, just as; conversely, didactics refers to the data of particular methods and experience and generalizes them. One cannot imagine the relationship between general and particular disciplines only as a specification in a particular discipline of the provisions of a more general discipline. In fact, the content of each of the methods is not limited to specifying general didactic principles.

First of all, teachers and educators need knowledge of child psychology. After all, the mental functions of any person (child or adult) have innate individual characteristics, and by kindergarten, and even more so by elementary school, they already have a certain, individual level of development. Children have different memory, perception, emotions, temperament, they have different “life experiences”, unequal knowledge and skills, some of them are closed, others are sociable, etc.

A teacher and educator need a minimum of knowledge on physiology and children's hygiene, because caring for the health of children is not only a task of medicine, but also of pedagogy. After all, only in kindergarten and school is it possible to supplement the child's knowledge acquired in the family about personal



hygiene, occupational hygiene and play. The teacher and educator regulate physical activity on the child's body, prevent mental overload and fatigue. Introducing children to the principles of a healthy lifestyle is one of the significant tasks of education [5].

Skills are a figurative tool with the help of which teachers and educators determine the level and quality of children's knowledge. The child must retell a fairy tale, short story and fable close to the text or in his own words, repeat after the teacher or educator this or that practical action (make an application from colored paper, repeat writing letters and numbers). It reproduces knowledge and actions. And for this, the child must be able to correctly construct individual phrases, construct a coherent story, be able to use scissors, glue, a pen, etc. [6].

It is much more difficult to work with educational goals, since the results of the educational process cannot be identified as quickly as in training. A child may know, for example, moral norms, rules of conduct, communication, and be able to use them (knows what is good and what is bad, correctly evaluates his own actions and the actions of his comrades, etc.). But he does everything right only in the presence of adults: parents, educators, teachers [7]. Alone or next to a peer, a child may behave differently, violating all norms and rules. Unlike education, education lacks knowledge and skills.

They should become children's inner beliefs, their habits, worldview, personal qualities, and value guidelines. In addition, if systematic knowledge and skills can only be provided by school, kindergarten, and to some extent the family, then the upbringing of children is greatly influenced by the child's entire environment: television, radio, peer groups, the street. Moreover, this influence is often uncontrollable and spontaneous. The task of an educational institution: kindergarten, school, etc. is precisely to resist unwanted educational influences [4].

Training and education are two parallel existing, interconnected processes in pedagogical activity. In practice they cannot be separated. Indeed, the teacher is teaching a natural history lesson. He took the children on an excursion to the forest to get acquainted with the trees, the students learn the names of the trees, learn to recognize them by the shape of the leaves, the color of the bark, etc. At the same time, the teacher draws attention to the beauty of nature, to the diversity of life in the forest. Thus, he teaches children and educates them. It is no coincidence that the concepts of "nurturing teaching" and "nurturing education" appeared in pedagogy. The first relates directly to teaching in the classroom, because it is known that the content of each academic subject, methods and organizational forms used by the



teacher educate children. The second concept is broader. It refers to the educational process as a whole; it educates the entire system of pedagogical activity, the entire pedagogical process of a children's educational institution.

The teacher's activities should always be aimed at instilling in students a positive attitude towards learning. This reveals the internal processes that contribute to successful learning. Activity and independence of learning significantly contribute to the formation of students' motives to study with interest, persistence, and creativity. Constant enrichment of learning motivation, in turn, has a positive impact on the quality and results of educational activities. Observations of children entering school, as well as special studies devoted to the problems of learning motivation, indicate that the overwhelming majority of children want to learn [8].

They are attracted to novelty; Their desire to go to school is connected with the desire not to be in the position of a child, but to "do serious business", "to study like everyone else, like the older guys." However, not all schoolchildren retain this desire to learn throughout all years of study. Sometimes, for a number of reasons (accumulation of negative experience, lack of success, poor relationships between team members, illness, etc.), students lose interest in school and learning.

An analysis of teaching experience shows that teachers also have secrets that accumulate through experience. The more experienced the teacher, the more secrets of the finds he knows. Does this mean that skill grows from experience? To a certain extent of course because outside of practical activity there is no teacher himself. Here it is appropriate to clarify that if you try to derive a formula for pedagogical mastery, then its first component will be knowledge, and then comes experience. But as an analysis of teaching practice shows, not every experienced teacher is a master, and the secrets themselves are the result not of activity in general, but primarily of creativity.

And if this is so, then another component appears in our formula - creativity. Indeed, a creative teacher never uses a template and does not mechanically convey material presented only in a textbook. He teaches with enthusiasm, awakens and constantly maintains children's active interest in knowledge. Although there are also teachers who carefully come to school, give lessons, but do not delve into the lives and problems of their students, believing that the main thing is strict demands on students [9].

Conclusions The richer the system of relationships between a teacher and educator towards various aspects of life, the easier it is for him to find contacts with children, his colleagues and parents. The most important of the relationships are



moral: humanity, democracy, respect for people, love for children, kindness and self-criticism. The formation of relationships is closely related to the communication of the teacher and educator with an individual child, a team of children and teachers. Relationships and communication skills underlie the adaptation of a novice teacher and educator to teaching. They are also, along with knowledge, professional skills and the general culture of the teacher, the main condition for acquiring pedagogical skills. The main driver of the creative search of teachers and educators is love for children. Respect for the child, combined with exactingness, provides a creative teacher or educator with not only high quality teaching and upbringing, but also his creative growth.

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