

Implementation of the Technology of Pedagogical Activity of the Future Computer Science Teacher Using Creative Abilities

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Abstract : *This article discusses the personal and creative aspect of pedagogical culture. The ability of a future computer science teacher to implement the technology of pedagogical activity using creative skills and abilities is analyzed.*

Keywords: *teaching informatics, self-searching activity, professional competence, analysis.*

The personal and creative side of pedagogical culture depends on the ability of the teacher to implement the technology of pedagogical activity using creative skills and abilities. In this case, the teacher makes a personal contribution to the pedagogical process, enriching it with new techniques, techniques and techniques that allow changing the teaching and learning processes. The teacher can find solutions to the most difficult questions and situations, and his solutions are unique and original. In this aspect, such personal qualities as initiative, developed imagination, independence and responsibility, creativity and independence of judgment are important. This component is manifested in the realization of pedagogical interests, skills and abilities, abilities and talents. In the process of creative mental actions, a synthesis of the mental spheres of the teacher's personality takes place: cognitive, emotional, volitional and motivational. The process of self-knowledge, self-awareness and self-affirmation is carried out.

It is important to note that there are also psychological aspects of a teacher's professional competence. The psychology of pedagogical activity is understood as "a branch of psychological knowledge that studies the psychological patterns of pedagogical activity" and how the teacher accepts, changes and embodies the goals set for him by society and the system of pedagogical activity [4].

According to the conclusions of Sh. S. Sharipova, a teacher must have high knowledge not only in the field of pedagogy, but also in the field of psychology. It is in this issue that the educational process and the psyche of the teacher are studied within the framework of the educational process [5].

According to E. A. Klimov, the educational process; and student-teacher interaction. To successfully establish communication and relationships with the parents of students and students, the teacher must have socio-psychological knowledge that considers the phenomenon of communicative interaction, studies both individual and group communication, the formation and development of groups [1]. Also, knowledge in this area helps the teacher not only to improve their relationship, but also to manage the process of children's communication in the classroom (group communication): it helps to establish relationships between classmates, resolve conflicts, team building and develop a positive, friendly attitude towards each other.

According to E. A. Klimov, knowledge in the field of developmental psychology is also important in the information provided by the teacher. It is known that developmental psychology studies the whole life of a person, especially the transition from one stage of mental development to another. It is especially important for the teacher to know the sections of developmental psychology, such as child, adolescent and adolescent psychology. He must know how crisis periods manifest

themselves in a child and how to interact with him correctly during this period, he must find an approach and motivate students in the learning process [1].

According to G. A. Vinogradova, in order to successfully fulfill their duties and cope with the tasks of training and education, the teacher must have certain pedagogical skills, which are understood as the psychological characteristics of the individual. He attributed didactic, expressive, perceptual, organizational and authoritarian abilities to such pedagogical skills. During the lesson, the teacher should contribute to the implementation of a positive psychological climate in the classroom and favorable conditions for student interaction. If he can motivate students in his subject, get them to attend classes and do work, then such a teacher will be popular among students, will enjoy respect and authority in the class (group) or school (university), and not a teacher who sets strict rules on. In this lesson, children overstrain and limit themselves [2].

E. B. Kirichenko uses a systematic approach in the study of pedagogical activity. The system implies interconnected elements that contribute to the formation of unity and integrity. We are talking about the purpose, content, means of pedagogical communication between students and teachers. In the psychological structure, he singled out several components that ensure the integrity of the pedagogical system and its development: the gnostic or cognitive component. It includes the cognitive activity of the teacher, the level of development of cognitive activity. The involvement of students in the educational process depends on the intention of the teacher [3].

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