

IN THE PEDAGOGICAL ACTIVITY OF THE TEACHER PSYCHOLOGICAL BARRIERS AND METHODS OF THEIR ELIMINATION

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Annotation. This article analyzes some of the psychological problems faced by the teacher in his pedagogical activity and shows methodological directions for their elimination.

Keywords: psychological resistances, cognitive psychological barriers, regulatory psychological barriers, rationaleation, negation tactics.

INTRODUCTION

A person has a complete sense of life, when he matures, or rather; when he realizes his ideas, uses his talents and abilities, and is not forced to challenge his own affairs and the system of his own values, which have a special subjective content for that person. This is shown to be the psychic robustness of the system's belief in excess inertia. On the other hand, the mobility, volatility of the value system is reflected in the devaluation of adopted laws, making various mistakes.

Information emanating from the external and internal environment of a person is all monitored by a system of values and barriers. In psychology, psychological barriers are understood as internal barriers (reluctance, fear, lack of self-confidence and hakoza) that prevent a person from successfully performing a certain action. Using the sum of psychological resistances for protection, we create different reflections of the external environment. Each person chooses from the sum of external information that can be changed, not including any opponents with his spiritual life. But the preservation of this vision of the world can only be an obstacle to the creative process of thinking. That is why the issue arises that the intruder is a violator of new information, freeing trust from the effects of protection.

From time immemorial, new and unknown phenomena caused fear in people in anxiety, which means that with the appearance of negative sexes, innovations that make the stereotype of individual and concentrated minds look at the way of life, the interests and habits of the humanist, can create in them frustrating impressions. This case is associated with the safety, protection of life needs, finding oneself in life. As conditions leading to frustrasia, Ye. In innovation by Yermolayeva, the following are distinguished:

- innovations that are introduced very quickly;
- innovations with a lot of input(constant);
- multi-volume (systematic) innovations;
- innovations without alternatives.

LITERATURE ANALYSIS AND METHODOLOGY

A.Khan distinguishes between cognitive and regulatory psychological barriers found in educators. He believes that cognitive psychological baryers that come out in front of the novelty may appear, when not having a certain knowledge of something new, the absence of perception leads to passive resistance. Regulatory psychological barriers come face-to-face to a new phenomenon, causing bosses to be insecure in the novelty itself, and actively resisting the introduction of a new discovery.

In the literature devoted to the analysis of psychological barriers, in the system developed by Antonyuk, the logical opposite sides of their assessment are distinguished. Psychological barriers are treated as follows:

1) to have workers' morality in a negative psychic form in the context of innovation brought about by the introduction of innovation;

2) in the sum of action, reflection, insight, thinking, expectation and emotional experiences of workers, conscious and unconscious, hidden or conspicuous, deliberately or suddenly, represented by a negative psychic state.

As parameters of psychological barriers, the following are distinguished:

1. Complete content assignment and specific factors that evoke a negative attitude in other people; the degree of psychological barrier that has a negative state determined by the number of people;

2. Characters and forms of negative attitude of workers: inactive, active ending forms.

V. I. The data of the Antonyuk study show: psychological barriers turn out to be the development of socio-psychological organizations, its dimensions change in space and at different stages of its renewal, in different organizations, in different categories of workers.

Such a Transform of psychological resistance requires the development and research of ways to manage it in different ways in each specific case (the study of the determinant of objective and subjective barriers) at different stages of innovation.

M.V.Kroz believes that the ijgamo teaching of his appearance is, more precisely, the negative pole of this urn. Such a direction will help to expand the boundaries of the problem and establish attention at both negative and positive poles in psychological barriers.

DISCUSSION

A common feature of all types of protection is the inability to understand them, so only external manifestations of the work of protective mechanisms can be observed. The usual behavior is weakened: fear, lack of self-confidence, anxiety may appear. Hearing unpleasant information, a person can react to it in different ways. Quickly diminishing his importance (which he did not want) to reduce the level of his desires, knowing that there was no opportunity to fulfill it, attempts to ignore his failure to the Omis. The closely studied manifestations of psychological ximoya have acquired special names; negation, attenuation, rationaleation, ejection, projection indentaphication, alienation, displacement, cattarsis, etc.

The teacher begins to understand their value when he says that he will lose pedagogical news. From the previous relationship, a lot is broken and built from the head, a new system of values is installed systems of solutions change.

Pedagogical courage will be one of the most important moments in the adoption of a solution about the change in one's behavior. At this time, strength, means, the attitude of achievement in an unknown relationship are created from a mixture of interests with fear and renewal.

It consists in the fact that the search courage chooses the right path to its interest in updating the meaning. The inclusion courage comes from the comparison of the desired and harmful results of such a transfer when switching the update to the introduction of news.

Identification looks at one of the mechanisms of assimilation of pedagogical behavior. Identification is the unconscious comparison of oneself with another person and the transfer of the qualities of one's own liking to him. It turns out that with the expansion of the boundaries of his individuality, he raises himself to another person: if a person himself introduces another into me, he brings his thoughts, feelings or actions. By placing his "I" Center in common space, placing himself in the place of a "sample", he can perceive affection, emmosie, another as himself

and get to know him better, but his understanding of his experiences means the "addition" of individuality through common feelings and feelings, identification is worked not only in comparison with one, but in the course of a psychological So, teachers, followers of this or that pedagogical current ("Zankoves", etc.) introduce into their inner world the values, installations of people respected by them. The introduction to the pedagogical stream forms a feeling of appreciation of self-esteem, increases self-esteem, because the teacher feels that he is looking at a loud, excellent phenomenon. It helps the teacher to solve the defenselessness by being strong. Identification will be a means of self-education, and its basis consists in emotionality, as other people perceive emotional commonality with their feelings and condition.

The review of various psychological defenses shows: one calms a person, changes the system of values and introduces an update to this system: others help to deny its update and maintain their own internal "I". But the assimilation of pedagogical updates depends on the social community, pedagogical society, which creates its social protection. Socio-protection is the folk methods that society has, they are born in opposition and from misunderstanding.

Antipedagogic barrier is a concept traditionally used in sociology, psychological literature. The psychological, internal personality barrier arises from the individual hossas of the teacher and the socio - psychological signs of the community to which he enters.

From the outside, this bar is in defensive thoughts that reflect the total stereotypes of the body in a society that is suitable for certain innovations - Prigogine says "yes but..." distinguishes several pedagogical stereotypes that are wounded in appearance. Many of them are used in cases of pedagogical renewal. Let's list a few:

1. We have this case. An example of similar signs is given with the proposed update. In this case, it is necessary to consider the content of opposite differences and the delusion of similarity. Opportunity to complete the work depending on the art of two parties debate

there is, because differentiation can counterbalance contradiction arguments like evidence,

2. "This thing doesn't come out in us." The following enumerates objective conditions, properties that make the update impossible, not all of which are recognizable to the apponent: if it is "his", There are many explanations of the external order, and if inside, attention is paid to the spatial Hossa ("we do not have a material basis").

3. "This thing does not solve our main problems" - the biased opinion of radical solutions. At this time, innovation will have less validating and non-active conductor Hoss of real development. If the head and the second level - interpretation is considered, the possibility of withdrawal is always guaranteed.

4. "This one requires processing". In the update, its real shortcomings, deviations, unworkable elements protrude, because any project is in love with the consideration of the work plan. But then the update will be "not ready", "not thought out until the end" and will have a much-needed Hossa to use if.

5. "Not all can be the same here" - to cut out some detail to make the residence, so the renovation will be "innocent "in its pedagogical potential," taught", or for this reason will become meaningless, or there will be no noticeable impressions.

6. There are other opinions. Other authors understand a realistic alternative to the following update released by schools. Then the apponent is put in a competitive relationship with parallel innovators. This situation transfers the problem of problem solving to the sphere of interaction between them. Characterizes the origin of the behavior at the stage of mastering the vital antipedagogical consciousness and renewal of renewal. There is a well-developed set of methods to stop it if the started pedagogical process goes to the update. Among them, the most common are the following:

- "method of concretized documents" - updating, preventing its content from spreading widely in volume;
- "fractional input method" - inclusion of a single element;
- "constant experience method" - artificial capture in experienced stuasiya;
- "report input method" - real input modification;
- "parallel input method" - the occurrence of the update along with the old one. Many of the elements do not exchange for new ones, but continue to move to their associated update.

There are special internal reasons for resistance to renewal associated with the psychological barrier. As they show that he is not a factor among them, one can say the fear of personal lack of ownership, of worrying about his own assessment, about. One of the reasons for not mastering innovations is an underdeveloped enough motivations so that teachers have a way to avoid bad luck.

Often in the expression of the psychological barrier, the concept of "syentration" is used, the concept of which indicates the substantive stages of the interests of participants in the pedagogical process. The participant is diagnosed with personality syentration. The interests of teacher syentralizasia: parental interests: the interests of colleagues; educational-science interests; students ' interests; teacher's syentration this is also its direction, and people's concern for interests is a special psychological appeal, towards them the teacher's attention. For a new teacher, his own attention is drawn to one place, both his own experiences, attention to his own behavior, hos. The young teacher strives for renewal, when he believes in helping himself. Small leading teacher's interests, experiences move to working methods. The experience is more centered on the interest of students for a creative teacher. Updates that help the reader understand, establish communication with him, help his development, are of interest to the teacher. In the following case, the centralization of the teacher is aimed not only at transferring a certain meaning to students, but also at the growth of unification, creative search and personality.

CONCLUSION

Creative thinking in students led to the formation of knowledge and methods of didactic search for development methods and content. Such a research orientation brings to itself a pedagogical approach to the educational process, in which the purpose of Education provides an opportunity for young teachers to master new experience, armament of professional - research activities, role-playing and imitation modeling.

We apply in concrete forms, which are associated with the assimilation of content information by children. Among the examples of educational models, we distinguish between debating and didactic games of the organization of positive search on the basis of a system solution of problems.

Among the listed models, we give a special place to didactic and role-playing training games.

Didactic games methodikasinnig the main ones are installed in their system, where 4 stages can be distinguished. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Orientation-the imagination, likeness of the subject to be set, and its rules haracteristic, the exposition of the game's reasoning, its staging when playing, the production of details of the content of the game are of great importance. The scene is the organizational and plot scheme of the game, the general plan, that.

The scene usually includes such knowledge: the image of a difficult situation, game attributes: the production of repertoire of Game participants of game actions; the creation of methodological indicators for Game participants.

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