

Professional Development Of The Teacher: History And Modern Approaches

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Annotation

Education is considered as a complex multi-process, including enlightenment, upbringing and training. Modern pedagogical activity faces two major problems: the expansion of the scope of this activity and the transition from subject-object relations to subject-subject.

Keywords: Education, Enlightenment, Education, Training, Multi-Process, Pedagogical Activity

Key words

In ancient Greece, a slave who accompanied a child to school and waited outside the school for the end of classes to take the child home was called a teacher, but the true history of pedagogy apparently began in the Age of Enlightenment (18th century), primarily thanks to the works of J.-J. Rousseau [J.-J. Rousseau: Pro et Contra [Ideas of Jean-Jacques Rousseau in the perception and evaluation of Russian thinkers and researchers (1752—1917). Anthology] / Compilers: A. A. Zlatopolskaya et al. — St. Petersburg, : PUBLISHING HOUSE RHGA, 2005. — 798 p. ; J.J. Rousseau - Emile, or On the education of <http://www.marxists.org/archive/rousseau/works/1762/emile.htm>] It was at this time that the idea of universal and egalitarian education arose, national networks of public schools were formed, which in turn required a whole army of professional school teachers

As a science, pedagogy was formed under the influence of such an authority as I.G. Pestalozzi (1746-1827).

Two main pedagogical ideas of Pestalozzi [Pinkevich A. P. "Pestalozzi", 1933. - 128 p. (series "Life of remarkable people")] have not lost their relevance to this day:

- the development of the child is a natural-artificial process, and, therefore, the child is primarily a subject of development, actively participating in this process due to his curiosity, interest and awareness of his own independence
- education and development of the child - a complex, complex process, including physical, moral, spiritual, emotional and intellectual development.

In many ways, the teaching of K.D. Ushinsky [K.D. Ushinsky: on the upbringing of children - the ABC of Education (azbyka.ru)], concerning the pedagogy of education, is based on the humanis-

tic ideas of Pestalozzi, which the Russian teacher has repeatedly pointed out in his works. Thanks to Ushinsky, a clear tilt towards education was made in domestic pedagogy.

A breakthrough in pedagogy and educational psychology was made by L. With. Vygotsky [L.S. Vygotsky – The Problem of Cultural Development of the Child. M., Smysl, EKSMO, 2005, 1136 p.] whose works have only recently begun to be fully mastered in foreign pedagogy and psychology. Being a pro-leader of activity pedagogy, L.S. Vygotsky laid the foundations of the national pedagogy of education as an introduction to activity. He owns the idea and concept of the zone of proximal development as a pedagogical problem.

The teaching of L.S. Vygotsky gave rise to a bright galaxy of domestic teachers and psychologists: D.B. Elkonina, V.V. Davydov, P.Ya. Halperin and many others.

In the same row stands G.P. Shchedrovitsky [G.P. Shchedrovitsky et al. – Pedagogy and logic. M., Kastal, 1993], one of the creators of the system research approach and the head of the Moscow Methodological Circle (MMK), in the wake of whose developments the authors of this article are also located.

According to the methodological scheme of thought activity (the layer of thinking - the layer of thought activity - the layer of thought action), education as a polyprocess can be represented as follows:

Education as a polyprocess in the scheme of thought activity

sloi māsētelūnosti	leading educational process	the main content of education	Main Subjects Education	including for beyond institutional education
thought	enlightenment	Worldview logic and ontology ethical paradigm knowledge	teacher and student	Teacher and Student
thought-communication	upbringing	cultural norms and frameworks	educator and pupil	authority and adept
thought action	teaching	skills, abilities and competencies	nrebounder and learner\ student	mentor and trainee

In the national tradition, laid down by Ushinsky, the teacher is associated and synonymous with the educator. However, this is not a universal rule: in the United States and Israel, for example, professional teachers are only a third of school teachers, two-thirds are represented by other professionals, teachers who do not have pedagogical competencies (for example, didactics and child psychology), but are able to demonstrate samples of a particular activity.

As the individual advances in the polyprocess of education, the role of education should certainly fall, but in the first stages of the formation of a person as a socio-cultural phenomenon, the process of education is leading and basic. This stage, as a rule, is limited to preschool education and primary school. This is followed for the most part by self-education and self-restraint of one's "naturalness": instincts, aggression, thirst and desires.

The process of enlightenment is truly and at all times an LLE, continuous throughout life. The most changeable and subject to change, introductions and interventions is the worldview (scientific, religious, mystical, communist, National Socialist, etc.), which is clearly seen in the history of the 20th century in Germany and in our country.

It should also be noted that the subject pair "Teacher-Student" (the entire process of education in this scheme is built as a subject-subject relationship) has a number of features:

- if the teacher and the teacher / educator are professionals (the original meaning of the word "professional" is "declaring himself"), then the Teacher is not even a self-name, but a recognition of the Student
- The teacher almost always has a very limited circle of Disciples and a huge train of disciples (the Buddha had 60 apostles, and

the number of Buddhists in the modern world is 500-600 million people; Confucius recognized that Laozi is only an old man and only once, but considers him his Wuchitel, and there are 300 million Taoists and 180 million Confucians in the world today; Christ had only 12 Disciples/Apostles, but the modern number of Christians is 2.5 billion people; Muhammad had 6 Disciples-companions, but today there are 1.8 billion Mohammedans in the world; G.P. Shchedrovitsky had several dozen associates, but only 3-4 Students, but about 3 million people passed through organizational and activity games (ODI) in the 80-90s of the 20th century, and so on)

Modern ideas about LLE, however, are concentrated primarily on the field and the learning process, since it is in our time that the professions themselves are changing very dynamically, and a person is forced to change professions quite often, sometimes dramatically.

The modern Russian professional teacher faces a dilemma:

- remain a teacher-educator and thus limit yourself in the future to a preschool educator and primary school teacher, ceding the "subject" space to teachers as promoters in professional activities (and then - goodbye to education as a single and complex polyprocess)
- or expand the scope of their professional competencies to education as a polyprocess.

Even more painful and difficult is the inevitable transition from subject-object to subject-subject relations, the rejection of authority and the secondary position of the teacher, the recognition of the possibility of the student's rightness and his own wrongness.

This crisis situation is aggravated by the robotization of many activities (including pedagogical), informatization and digitalization of the living, professional and educational space.

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