

*Materials of Conferences***PERSONALITY OF A NEW TYPE
OF TEACHER EDUCATION IN MODERN**

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Presents pedagogical competencies of the teacher at this stage of education. Author based on the requirements of modern concepts of education, defining active approach in training and education. Based on the structure of pedagogical activity, principles of developmental and personality-Oriented training, theoretical and pedagogical foundations of working with children in today identified the basic requirements for professional qualifications of the teacher. Characteristics of the teacher is given from the standpoint of the psychological structure of the individual and the structure of educational activities. Psychological structure of the individual defines the general requirements to the teacher, his psycho-pedagogical orientation, expressed in love for the child, the relationship to him as a person.

Any educational system begins with the purpose of education certain type of person that meets the era. They determine how learning, serving as the primary means to implement them. It fixed the unity of content knowledge needed personality, and the method of presenting them. Lack of understanding of the symbiotic relationship between the content and teaching methods, attempts to define new knowledge without changing the form of education, or to introduce new methods without altering the content leads to deformation of the educational system, the loss of their targets. That way of learning determines the nature of professional educator, methods of preparation, sets new requirements for the teaching profession, the type of personality of the teacher. This determines the relationship between the nature of the teacher and the teaching of his personality traits.

In the concept of pre-primary education and primary education are clearly defined goals and objectives to prepare children for school and primary level of education in the general education program: the general, intellectual, and physical development of children, to ensure their readiness for learning, skills and abilities in the initial link of the school and into basic and higher. The training at all levels of education in secondary schools by the level of formation of the leading types of activities at each stage of personal development. For us, this game, and after it, and training activities. That is why the basis for updating the content of pre-primary education and primary education is the idea of the activ-

ity on the principles of developmental education, student-centered learning.

The new content of primary education and preschool education, the method of its implementation requires a new type of teacher who owns a fundamentally new educational technology, able to work in sub-standard conditions. Its main task is not to transfer knowledge to students, and the organization's own activities of students to master the methods of analysis and generalization of educational material. In addition, in the current conditions, a teacher, who owns the basics of scientific-pedagogical and methodological knowledge, capable of diagnosis and measurement of individual psychological and mental abilities of children, level of formation of the components play and learning activities, methods, and methods of organizing and developing student-centered learning.

Institutionalize educational institutions such as schools and kindergartens, active approach in training and education, has set before us the problem of professional competence of teachers in the new organization of educational activities.

Based on the structure of pedagogical activity, principles of developmental and personality-Oriented training, theoretical and pedagogical foundations of working with children in the present conditions, we determined the basic requirements for professional qualifications of the teacher.

A necessary condition is that the initial severity of the teacher personal principle. Personal principle is expressed in the presence of a broad, sustained interest in the world, the rejection of all forms of manipulation in relation to themselves and to others, require conscious organization behavior and the presence of the ideal. In addition, a new type of teacher should have a choice of perspective and immediate objectives, search activity, a creative approach to life. Creative approach to life forms, such as the quality of the teacher determination, integrity, courage. All this forms the basis of the nature of the teacher of a new type.

Psychological structure of the individual defines the general requirements to the teacher, his psycho-pedagogical orientation, expressed in love for the child, the relationship to him as a person.

The main characteristics of such a teacher qualifications are: the ability of the subject building in the form of educational tasks, carrying the conceptual content, knowledge of psycho-pedagogical patterns and mechanisms of an educational activity as a form of development of the child, possession of pedagogical methods to solve educational problems in the situation of a joint community activities .

In this regard, the most important professional qualities should include, such as: the ability and

need for reflection own academic work, empathy, a sense of humor (the ability to resolve conflicts nonviolently). The activities of the teacher should be built in the mode of self-development. In addition, the teacher must be of such a general teaching abilities, as a reflection, intuition, will. A new type of teacher – the owner of a number of special pedagogical tools: psychological knowledge about personality, mental processes and their relation to the type of personality, methods and forms of communication, knowledge and skills, providing management of the educational process, possession of theoretical knowledge of the subject areas. All this allows the teacher to easily build their teaching.

We have considered the model of the teacher of a new type. We must now turn to the characteristics of the organization of teaching in a new environment, what defined the vision of pre-primary education and primary education. With the activity approach in education and upbringing, we consider teaching career as a special form of management, in which addresses two related problems: ensuring development of the child, the constant self-change teacher's personality.

The main components of pedagogical activity:

1. Designing a self-developing educational system «teacher – a child», consisting of the selection and design of pedagogical tools: identification of subject content knowledge and its representation in the form of a hierarchy of educational and cognitive tasks, planning instructional decisions and cognitive tasks in accordance with the structure of play and learning activities, the development of methods ensure the educational process in the various forms of cooperation, and the description methods of control for play and learning activities for children and their evaluation.

2. Direct management of the development of children in the group (group / class), which requires constant change of positions of the teacher:

– holding gaming content and learning activities, fixed in the form of entertainment and educational objectives;

– providing organization of the instructional decisions and cognitive tasks in accordance with the laws of the deployment of psychological play and learning activities in its various forms: the presence of motivation, a complete analysis of the conditions, the adequacy of the model for the substantial relationship to the subject, the relevant inspection and evaluation of operations in solving particular problems found by the method solutions;

– implementation of subject content in the form of play and learning activities where the teacher selects and applies a specific instructional techniques to facilitate the implementation of various forms of play and learning activities, methods of fixing the results, reflection;

– self-organization of the teacher on the formation of play and learning activities, in which it carries out its activities and reflection based on it

decides on the choice of a particular position (pedagogical, psychological, methodological) in specific circumstances;

– establish not only the subject-subject and inter-personal relations. The implementation of this position requires the teacher to go beyond the game and training, to stop it, use other means of communication: the identification, empathy, etc.

3. Analysis of the results of the formation of educational activities and systems of knowledge, skills, comparing them with the program and its correction, during which fixed the error in the activity being investigated their cause (meaningful and substantive, psychological, methodological), summarizes new and unexpected experience, finds Children and their own insights, will inevitably arise during the creative process.

Thus, a new perspective on teaching activities and their own professional and personal qualities that require the formulation of new educational tasks. Only in this case, educational activities can have all the qualities of a self-developing system.

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MENTAL DEVELOPMENT AS A RESULT OF EDUCATIONAL ACTIVITIES

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Logicof analysis requires clarification in this regard and the general options of *pedagogical interpretation* of the concept «**mental development**». Integrity as a methodological principle of the present research makes it necessary to consider the category of «mental development» in the context of the category of «general development of the child».

Fund of scientific knowledge allows us to regard the phenomenon of mental development rather *multilaterally*.

Firstly, from the standpoint of the essence of mental development of younger pupils. Lead-