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**“The influence of the teacher o hiss students: pros and cons”**

 The article examines the possibilities of the teacher’s influence on the student’s personality not only during the educational process, but also during personal communication.

 “The shortest expression of the meaning of life is:

 The world is moving, improving:

 The task of a person is to participate in this movement.

 Obeying and assisting him”

 L.N.Tolstoy.

 Currently, the question of the criteria for the quality of pedagogical activity remains controversial. This is due to the fact that pedagogical activity is multifaceted and multi-productive.

Since the pedagogical activity of a modern teachers carried out in dynamic, unexpected, ambiguous conditions, the teacher has problems associated with the contra diction between the need to think and act in a new way and the insufficient formation of certain personal structures.

 The intellectual factor plays an important role in learning. The very process of developing students’ cognitive abilities presupposes the presence of developed intellectual qualities of a teacher. Therefore, it is necessary to consider the intellectual flexibility of the teacher as an integral characteristic of the pedagogical work.

 Long-term studies tested in the laboratory “Psychology of professional development of teacher labor” under the guidance of L.M.Mitina made it possible to identify three integral characteristics of teacher work: pedagogical orientation, pedagogical competence and pedagogical flexibility, which determines the competence of pedagogical flexibility, which determines the competence of pedagogical work.

 The least defined in this model of teacher professional development is pedagogical flexibility, but its importance is determined by the needs of practice, since it is still decided on the basis of empirical experience. Complex in content and dynamic in its course, pedagogical activity requires the teacher to find the optimal solution and be pedagogically flexible.

 Flexibility is the variety and adequacy of the actions shown, both in external forms of activity and in internal (mental) ones. The structure of pedagogical flexibility includes 3 types: intellectual, emotional and behavioral.

 Flexibility and plasticity of behavior is understood as the teacher’s ability to easily abandon inappropriate situations and tasks, methods of behavior, means of activity and to adopt new, original approaches to resolving a problem situation with approaches to resolving a problem situation with unchanged principles and moral foundations of life.

 Emotional flexibility of a teacher is a combination of personal qualities combined into blocks: emotional stability (life satisfaction, lack of inclination to experience anger, lack of inclination to experience fear, partial emotional stability). Positive emotional expressiveness (a tendency to experience joy, spontaneity in the manifestation of their states).

 Intellectual flexibility is the ability to quickly and easily move from one class of phenomena to another, as well as the ability to abandon a compromising hypothesis, idea and find a way to consider as a quality that characterizes the level of not only cognitive, but also holistic personal development as an optimal condition for the professional development of a teacher, his pedagogical flexibility.

 The study of this phenomenon is also in demand by the practice of the school, stating that the teacher is often not ready for large intellectual loads, avoids the situation of making a decision, with difficulty changes his thinking and behavior. With the length of service in school, the teacher’s stereotypical thinking increases, protective pedagogical reactions are consolidated, learning to a decrease in reactions are consolidated, leading to a decrease in criticality, an increase in authoritarianism, an inability to accept a different point of view, rigidity.

 All this impedes mutual understanding between the teacher and the student, reduces the effectiveness of pedagogical activity, does not allow students to become independent, self-fulfilling, competitive.

 The creativity of the teacher and his students are in direct proportion. The influence of the teacher on his students occurs even when the teacher does not specifically organize the learning process. The above study convincingly proves this. Therefore, the ability for self-development plays a huge role for every teacher.

 Understanding that students are constantly, to a greater of lesser extent, experiencing the influence of the teacher’s personality, his expectations, values, intellectual and creative abilities, his character, should lead the teacher to the understanding that, first of all, he must develop and improve himself, and the success of students will be a natural consequence of the professional activity of a successful teacher.