

Materials of Conferences

**THE PRIMARY GRADES TEACHERS
PROFESSIONAL QUALIFICATIONS,
AS THE PSYCHOCOMFORTABLE MEDIUM
CREATION EFFICIENT CONDITION
FOR THE SCHOOLCHILDREN PERSONALITY
DEVELOPMENT**

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The serious deviances and the changes in the children mental and the psychical development are being taken their place in the junior school age under the teaching influence.

At this time, the moral behavior basis is being laid, the moral norms and the code of behavior learning and mastering is being taken their place, the personality social direction and the orientation is begun to be formed. The junior schoolchildren temperament suitability manifestations are quite able to be distinguished by their discrepancy and the instability. In this connection, the temporary mental and the psychical states are quite to be accepted sometimes for the traits of the character.

So, in the school, the interests, especially the cognitive interest to the world around knowledge and the cognition, the keen intention to be known much more, the intellectual desire for the further learning are very noticeably being developed during the first learning years. The feeling and the emotional experience have the great significance by the schoolchild of his successes and the accomplishments in the teaching, which are being defined, in particular, by the teacher's corresponding control and the grade [1].

Exactly, therefore, the elementary forms and the primary grades teacher is necessary to be oriented and to be directed towards the junior schoolchildren psychical, the mental and the physical development regularities for the more comfortable medium creation of the children personality formation. So, the teacher himself professional qualifications are being played here the role of no small significance.

Thus, the competence is being defined, as «the specific ability, which is necessary for the specific action efficient fulfillment, in the specific object activity, and it is being included the highly tailored knowledge, the object skills, the manners of thought special sort, and also the responsibility comprehension for his actions» (G. Raven) [3].

Lukyanova M.E., under the teacher's psycho-educational competence, understands the personality defined and the specified qualities (e.g. the properties) totality with high level of the professional qualifications to the pedagogical activity and to the efficient interaction with the schoolchildren in the educational process. So, she is considering the psycho – educa-

tional orientation and the direction blocks, as the psycho – educational qualifications components [2].

His theoretical and the practical preparedness unity to the pedagogical activity realization is being understood, under the teacher's professional qualifications by Sorokina T.M. So, the competence is being considered, as one from the professionalism stages, having made up the teacher's pedagogical activity basis. Thus, the teacher's professional qualifications are being interpreted, as the personality ability to be solved, as the different pedagogical, well as the various educational tasks types at the diverse level [5].

The pedagogical orientation and the educational direction interpretation by Sorokina T.M., as the teacher's grade school professional qualifications basis education, having consisted in, including it's the most significant characteristic, is «the orientation and the direction towards the child». The teacher's pedagogical orientation and the educational direction towards the child is being pursued its object not only for him the psycho-comfortable conditions creation for the personality further development, but and to be formed and also to be cultivated the learning motivation, the world around knowledge and the cognition, the people, and he himself at the schoolchild. It, moreover, is being assumed the concern on the child, the interest to him, the love, the assistance to his personality the further development, and also his individuality maximum self – actualization.

First of all, such specific pedagogical orientation and the educational direction in the psycho-comfortable conditions creation for the child personality further development at the grade school teacher is being revealed in the following:

a) The humanistic pedagogical and the educational world outlook peculiarities and the specific features, having permitted «the pedagogical and the educational space» system vital and the life activity organization and the direction for the junior schoolchildren to be carried out by such teacher. This system is being included in itself: the teacher and the play group interactions peculiarities and the specific features; the communication organization with the parent group and their own occupational self – perfection.

b) In the occupational integrative knowledge and the skills system, which are being realized through the teacher's flexible pedagogical and the educational thinking. The psychological knowledge, which «is being retained in itself» the main sense load of the grade school teacher's preparation process, his further occupational perfection is the teacher's integrative knowledge system pivot, as it is only quite to be realized at the psychological categories language, that is being happened with the child, in result of the object educational content influence, and also what kinds of the occupational preparation, for all this, the teacher will have to be demonstrated.

c) The personality's specific orientation and the direction «towards the child», having made up the grade school teacher's professional qualifications main content, is also being revealed in his managerial – diagnostically activity. The teacher's professional qualifications this aspect is being included in itself the following occupational activity:

- the analytical ones, having permitted the teacher to make the diagnosis of the junior school-children development peculiarities and the specific features in the learning process by means of the educational content;

- the designing ones, by means of which the teacher – pedagogue is being projected the child development possible variants under the teacher's and the parents' teaching influences impact;

- the predictive ones, having given the teacher his possibility to be created the child development perspective programs (e.g. the developing targets) in the learning process, and also their own self – perfection programs.

Thus, the grade school teacher's «professional qualifications» category is being considered, as the collective notion, having defined the teacher's personality peculiarity and the specific feature, as the educator – teacher and the child psychologist in the psycho-comfortable conditions creation for his personality development. The teacher's conceptual acknowledgement of his pedagogical and the educational possibilities, the play group, the socium's peculiarity and the specific feature its development perspectives (e.g. social phenomena actual characteristics, the parents' group peculiarities and the specific features and etc.). Such conceptual acknowledgement is being defined the teacher's occupational flexibility in the selection (but not the copying!) of the pedagogical and the educational technologies, the methods, having permitted to be realized the main target – that is, the conditions for the junior schoolchild personality positive development to be created [4].

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PROFESSIONAL LABOR SOCIALIZATION OF A PERSON GROWS OUT EFFICIENCY OF INTEGRATION OF EDUCATIONAL STANDARDS

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It is experimentally proved that professional labor socialization of a person grows out efficiency of integration of educational standards.

Socialization of a person is the process of occurrence of an individual in the social environment, its mastering by skills of practical and theoretical activity, transformation of really existing attitudes to qualities of a person [1, 725]. Still Mudrik A.V. writes, that « the essence of socialization is presented as a combination of the adaptation and isolation of a person in the society » [2, 266]. We consider, that in a legal society a person live and work under his plan individually put by him in view of his interests, deposits, abilities and opportunities and in view of traditions and customs of the country where the person receives formation .When this all coincides successful conditions for effective professional-labor socialization of a person in the integrated international educational standards are created.

Socialization assumes active participation of a person in development of culture of human attitudes, in formation of the certain social norms, roles and functions, developing the skills necessary for his successful realization [2,725].

Studying the process of professional labor socialization of a person we measured before and after pedagogical experiment (out-of-class works: collective creative affairs, the psychological trainings focused on professional self-determination of students, discussion of industrial situations, debates) representations by satisfaction by their future trade by N.V.Kuzmina and A.A.Rean's technique. In sample participated: in control group - 15 persons, in experimental group - 15 persons too.