

PROVIDING FACILITATION OF FLOWS OF EMOTIONAL INFORMATION IN PEDAGOGICAL ACTIVITIES OF A HIGHER SCHOOL TEACHER

Olga Sergeevna Veritova, post-graduate student of the Department of Education and Management of Educational Institutions of Classic Private University (Zaporizhia); e-mail: zlatanova1203@gmail.com

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The article presents the system of purposeful training of teachers of higher education institutions for the development of their emotional intelligence in the process of studying professionally oriented disciplines. The content, forms and methods of professional training of a teacher of a higher education institution in the conditions of an emotionally colored contextual educational environment, the command and application of which will provide for facilitation of flows of emotional information in the process of development of emotional intelligence are highlighted.

The content of training of teachers of special disciplines included familiarizing themselves with the concepts of “intelligence” and “emotional intelligence”, the study of models of emotional intelligence, the content and sequence of the organization of project activities of students, during which all mechanisms of functioning of emotional intelligence can be involved.

According to the concept of research, the system-activity approach was used in the process of preparing teachers for organization and conducting professional training of future teachers of higher education institutions associated with the development of their emotional intelligence. Its application provided for such a way of organizing the educational and cognitive activity of future teachers of higher education institutions, in which they were not passive “receivers” of information, but actively participated themselves in the training process. It was shown that the system-activity approach generated many different ways of organizing the training process. In addition to motivation, it is imperative that a graduate student take an active part in the training process. In this connection, the emphasis was placed on the change of the activities of teachers of special disciplines: from the translators of knowledge to the organizers of the joint activities of graduate students, facilitators, consultants, with the aim of forming pedagogical abilities at future pedagogues of higher education institutions and designing future professional activities of students. The teacher as a facilitator forms and develops graduate students’ motivation and reflection. Special qualities of a teacher-facilitator, such as attractiveness, tolerance and assertiveness, allow creating the necessary conditions for professional self-development, self-improvement and self-realization of future teachers of higher education institutions.

An effective form of effective preparation of teachers of professionally oriented disciplines for the development of the emotional intelligence of future teachers of higher education institutions is the organization of a training course “The Role of Emotions in the Teacher’s Activity”. Regarding the emotionally colored contextual environment, the forms and methods of professional training of a teacher of a higher education institution were considered. Particular attention was paid to the academic activity of a teacher, the organization of quasi-professional activities of students and their educational and professional activities. The implementation of the forms of quasi-professional and educational-professional activities is proposed to be solved within the framework of the study of professionally oriented disciplines by modeling the holistic substantive and social content of the activity of a teacher of a higher education institution during which the acquisition of experience in the application of theoretical knowledge is implemented in the course of solving simulated educational and pedagogical situations.

The main directions of the continuation of the study are seen in experimental testing of the developed methodological approach for the facilitation of the flow of emotional information in the process of developing the emotional intelligence of future teachers of higher education institutions.

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