

Theoretical Teacher, or "Tell me how it's done?"

Studying in pedagogical University on the teacher of history and social studies, I thought I would get first whole, system, practice-theoretical *pedagogical* education on your profile, which will be a good base for future work in the field of education. As it is not so.

Want to share your opinion on the pedagogical training of school teachers in my history Department. This article certainly does not pretend to objectivity, but is a private example, which is not excluded, it is found in some form in other pedagogical universities of our country. One of the teachers, administration or students of pedagogical universities I this text don't want to hurt. Conditions, which are explained below — a product of the modern education system as a whole, not individuals.

The trouble is that the teacher should be both an actor, policeman, scholar, jailer, parent, inspector, referee, friend, psychiatrist, accountant, Director and educator, and judge to the jury, the mastermind and compiler of reports, and Grand master class magazine.

Paul Barringer
the hero of the novel by Bel Kaufman, "Up the stairs, leading down"

It's not taught at University? The fact of the matter is that there is.

Kaleidoscope theory

Let's start with theories, first, from a historical unit of study. Theoretical education in University given by the student in large volume. The Cup of knowledge is filled to the brim, even with brute force. But what is this theory? A kaleidoscopic sea of [homework economy](#) facts, in which the learner is immersed. Lacks of consistency, of orderliness, hierarchy in the construction of knowledge. The lectures are skipped, some important blocks on the seminars understand separate topics that sometimes students have not yet had time to study the lectures. So they swim on their small boats in the ocean science, helplessly trying to hit the beach and build a big, powerful, strong Harmony of the seas.

The revolt of the Sikhs "History of the Russian state" N. M. Karamzin, "military settlements" by A. A. Arakcheev, the reign of Pharaoh Thutmose III, Great Geographical Discoveries, the first Russian revolution, particularly external criticism of sources, historiographical concept flashed in the mind of the student as a slideshow, leaving only the superficial, shallow trail. In the end, jigsaw puzzles of knowledge are not suited to one another. Yes, most of the time, the student must self study: read books, go to museums and exhibitions, attend various lectures in the cultural and educational institutions, to get information from the Internet, analyzing and critically evaluating it. But the task of the University is, first, to provide a solid theoretical and practical basis for the future expert, and secondly to help the student to master the knowledge and skills necessary to work.

Francesco Bergamini in the country.

Source: LiveInternet

Non-core particles

If the historical unit of the educational program more or less all right — at least hours of these items is enough with common, non-core subjects, such as philosophy, logic, cultural studies, mathematical foundations of information processing, anthropology, science and others, the situation is very bad. Time to study them is given is negligible and, therefore, cannot even master the basic theories and concepts of direct relevance to future activities.

Special attention should be paid to psychological and methodical-pedagogical unit of the educational program of future teachers. On such subjects as pedagogy, General, developmental and social psychology, methods of teaching history in primary and secondary schools, will be given two to three terms. Like a lot, but this time is not enough to ensure that students received a quality theoretical basis in this field of knowledge. In addition, studied in the early University courses, the material can be forgotten by students, unless you apply it in practice.

Thomas Brooks "der Neue Schler"

Source: Wikimedia Commons

Impractical practice

Speaking of teaching practice. More precisely, about its absence. A Rhetorical question: "if a certified teacher, having experience in addition to theoretical education, two to three month teaching practice out of all five years of training, to go to work in the school?" Of course not.

For two or three months you can remember the way to school, to meet with colleagues, to finally read the books on your profile, but not to learn how to work with children!

But the archaeological, Museum and archival practice at the University more than enough. But we — future teachers?

Of course, all the students think about the work the school is having disturbing thoughts, and excitement overcomes even the most intelligent and brave. Nachinaya pedagogical practice in the University from the first year, students grew accustomed to the children, the characteristics of modern schools and the educational system, the principles of team-work — and would feel much more confident. It is therefore necessary to introduce teaching practice gradually, starting with the first course: first, students should go to school as observers, then assistants to become teachers and then have to try themselves in the position of a true teacher.

There is another problem — and, in my opinion, it must be solved as soon as possible. Pedagogical University prepares students *to work in real life in this school*. We give theoretical knowledge, teach theoretical skills, but not telling what to do *almost* in a real life situation.

What to do if a student in the classroom swearing swearing? How to calm the class if he raged? How to resolve the conflict between the two boys ready to fight? How to explain the girl from the seventh grade, fell in love with a teacher that a personal relationship between them impossible? As teachers gain authority in the classroom? Finally, to educate a Person with a capital letter and observe the distance that should be between teacher and student? For these and many other questions in the University no responses.

It is clear that a definite answer to these questions does not exist, it all depends on the situation. But you have to at least try aims to immerse students in the atmosphere of their future work in real life, once they have chosen a profession of a teacher.

So for me looks the picture of modern pedagogical education. Not to say that it is bad — it is just too speculative. It is necessary to add more practice, more preparation for a real profession. To do this:

- to increase the number and quality of psycho-methodical-pedagogical block of disciplines for the future teachers;
- to introduce students to the profession gradually, from the first year, gradually providing teaching practice, from smaller to larger;
- to organize regular meetings of students with specialists working in the modern school: teachers, methodologists, principals, Directors for the transfer of relevant knowledge and experience.

With regard to core subjects that will be taught by teachers, systematization of material and prioritization, otherwise, the puzzles will remain in separate parts, of which it will be impossible to collect the whole picture. The same is true for psychological and methodical-pedagogical unit.

And generally, in any human activity there are problems and achievements. The world has changed lately at breakneck speed, and should learn to walk with him in the leg — then any difficulties can be converted into a stimulus to growth and development.

Used in the design work of Philippe Mercier school for girls.