

The teacher's role in the future educator's professional development

Modern society shows the great interest in supporting the future teacher's professional development. Future teacher's professional life in the world is recognized as the most stressful, because it is associated with the transition to a new system of social items, a sharp change of the student's status to the teacher's status when you need to build relationships with students, parents, colleagues. The difficulties of young teacher's professional adaptation are largely predetermined by the difference between the knowledge gained in higher educational establishments and at work, the real context of the school, the typical pedagogical becoming.

In psychological and educational literature there is no single approach to the definition of "pedagogical support", it is considered as a special sphere of educational activities aimed at helping to develop and promote future teacher's self-development, solving their individual problems related to the promotion of education, the need for developing successful independent actions; systematic, purposeful teacher's activity, which provides the future teacher's personal potential by helping to overcome difficulties in learning and self-promotion in professional and personal fulfillment; assisting students in overcoming difficulties, based on their subjective experience and solving their problems [1, p. 99-101].

The difficulties of the professional self-knowledge related to the lack of future teacher's professional orientation, their inability to know themselves and to disclose the professional capacity, insufficient attention is paid to students' needs [2, p. 5-8].

Therefore, the purpose of future teacher's professional self-knowledge is:

a) to develop and improve their capacity, to realize the potential to move forward and raise the level of their professional knowledge;

b) to communicate with students, communicate with future professionals to open "new horizons" of the human soul;

c) to create an atmosphere of comfort, friendly relations between students, teachers and students, raising the overall culture and the culture of relationships, have fun, watching the progress of students, by the way expanding their horizons, there is interest in learning, "I think how to help students to understand a particular topic, observing the methods that I use to work with them, to see which ones are the most effective, "to help students to realize their own potential;

d) to stimulate students' interest in learning at workshops [3,p. 22-27].

Teachers have to solve problems that prevent future educator's to disclose their personal and professional potential in training. Pedagogical support of future educator's professional self-knowledge is considered as a set of techniques, methods and forms of the pedagogical influence on the consciousness of the individual that stimulate the most complete disclosure of internal capacity and desire to develop a permanent self-occupation.

Literature:

1. Maralov V.G. Basics of self-knowledge and self-development: tutorial for students of secondary pedagogical establishments / V.G. Maralov– M. : «Academy», 2002. – p. 99–189.
2. Career entry and development profile 2007/8. – London: Teacher training and development agency, 2007. – 14 p.
3. Statutory guidance on induction for newly qualified teachers in England. – London: Crown. – 2008. – 56 p.