



## PROFESSIONAL READINESS OF A TEACHER FOR TEACHING RHETORIC TO PRIMARY SCHOOL STUDENTS

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### ABOUT ARTICLE

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**Abstract:** The rhetorical culture and the breadth of the spiritual world of the future teacher are important. The pedagogical activity of a teacher is continuous, serious attention should be paid to the systematic formation of a pedagogical rhetorical culture. The article reflects the special requirements of the future teacher for pedagogical rhetorical culture, ethics and manners, cordiality, secular etiquette.

### INTRODUCTION

The concept of professional readiness for teaching rhetoric is subject to special consideration in this part of the work.

As a result of the analysis of theoretical sources on the problem of studying professional readiness for various types of activities, including pedagogical, we found that preparation for a profession is considered as a process of forming readiness for it. This point of view allows us to talk about the readiness of the future primary school teacher to teach rhetoric as such a professional quality, the formation of which is the goal and result of the process of interest to us.

In accordance with this trend and the studies of particular types of readiness for pedagogical activity, we consider the readiness to teach children rhetoric as a particular manifestation of the general readiness for the work of a teacher.

### THE MAIN RESULT AND FINDINGS

Thus, the readiness of a teacher to teach rhetoric is one of the aspects of his readiness for professional and pedagogical activity.

In order to determine the content of the aspect of readiness that interests us, we compared the existing points of view on the essence of the concept of readiness for professional and pedagogical activity, both general and its various types. To do this, we first of all turned to the definition of the concept of "professional readiness". Some studies emphasize that this is the ability to carry out professional activities of one kind or another in certain conditions. It follows that the professional readiness of a future primary school teacher to teach rhetoric to younger students can be defined as the

ability to carry out pedagogical activities to transfer to younger students a specially selected and didactically processed experience of speech skills, limited by the scope of the corresponding curriculum. We have always been interested in the more specific composition of each readiness component to solve the following research tasks:

- 1) diagnostics of the professional readiness of primary school teachers to teach rhetoric to younger students;
- 2) goal-setting of the process of its formation,
- 3) determination of the productivity of this process.

From the point of view of solving these problems, the structure of the professional readiness of a teacher described by V.A. Slastenin as a quality of his personality, including psychological, psychophysiological and physical readiness, as well as scientific, theoretical and practical training, is most suitable for us.

Psychological readiness, according to V.A. Slastyonin, is a formed (with varying degrees) focus on the subject of activity, an attitude to work at school; psychophysiological readiness implies, according to the scientist, the presence of appropriate prerequisites for mastering pedagogical activity; physical readiness is the correspondence of the state of health and physical development to the requirements of pedagogical activity and professional performance [1].

A detailed analysis of the specific content of each of the components of the initial for our study version of the structure of general readiness for pedagogical work and its individual types also shows that the content of scientific, theoretical and practical readiness is understood by scientists unambiguously: the first is the presence of the necessary amount of knowledge for competent pedagogical activity; the second is a complex of professional skills and abilities formed at the required level.

This conclusion allows us to present with a certain reliability the content of the corresponding components of the teacher's readiness to teach rhetoric to younger students. In our opinion, the scientific and theoretical readiness of a rhetoric teacher in primary school includes the professional knowledge necessary for competent work with younger students: special knowledge in the field of rhetoric and knowledge on the methodology of teaching this subject in primary school.

The practical readiness of a rhetoric teacher includes professional skills corresponding to the named areas of knowledge, i.e. special skills and abilities from the field of rhetoric and methods of teaching this subject.

The greatest difficulty for analysis is the content of the concept of "psychological readiness". As a component of a teacher's professional readiness, it is considered in research both at the functional level - a temporary state (inspiration, inspiration, satisfaction, concentration, etc.), and at the personal level - stable characteristics (views, inner beliefs, interests, needs) [2].

Understanding readiness as a temporary state, most scientists present it as "the concentration or instantaneous mobilization of the forces of the individual, directed at the right moment to carry out certain actions", "the state to act in a certain way in a certain direction." This level of psychological readiness was defined by M.M. Dyachenko and A.A. Kandybovich as a short-term readiness for activity [1].

Thus, abstracting from the general professional and pedagogical readiness, we represent the readiness of a teacher to teach rhetoric as an integration of the properties of his personality in a complex synthesis of focus on teaching rhetoric, physical prerequisites for mastering a high level of oral speech technique, as well as knowledge and skills in the field of rhetoric and her teaching methods.

Having set ourselves the task of structuring the main components of the teacher's readiness for teaching rhetoric that we have identified, we turned to the definition of readiness for pedagogical activity given by N.E. » []. Based on this definition, we single out two main blocks in the structural model of readiness for teaching rhetoric: suitability and learning. Professional suitability for work as a teacher is defined as a probabilistic characteristic of a person, reflecting not only the possibilities, but also the aspirations of a person to achieve high results in pedagogical activity with appropriate professional training.

Based on the composition of professional readiness for teaching rhetoric that we have determined, we single out the following generalized indicators of the presence of this quality:

- interest in teaching rhetoric;
- absence of anomalies in the structure and functioning of the speech apparatus;
- availability of special knowledge and skills in the field of rhetoric;
- availability of methodological knowledge and skills in the field of teaching children rhetoric.

### CONCLUSION

In general, the results of studying the object of our study - the readiness of the future primary school teacher to teach rhetoric to younger students - allow us to draw the following conclusions:

1. The readiness of the future primary school teacher to teach rhetoric to younger students is a subsystem of the general professional and pedagogical readiness along with readiness for teaching children the Russian language, mathematics, etc.
2. The necessary and sufficient components of this subsystem are: suitability for teaching rhetoric, characterized by a certain focus, the hallmarks of which are an interest in teaching children rhetoric and the absence of anomalies in the structure and functioning of the teacher's speech apparatus; training, including special and methodological knowledge and skills.
3. The system-structural approach applied by us at this stage of the analysis of the object of study did not lead us to concretizing the indicators of such a component of readiness of interest to us as learning, necessary to determine the tasks, content and methods of forming this quality of the teacher's personality in the process under study. In this regard, we considered it necessary to supplement the theoretical analysis of our object of study using the professiographic approach characteristic of such studies, i.e. draw up a professiogram of a rhetoric teacher for elementary school.

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