

Formation of Psychological Self-Analysis Skills for Pedagogical Work in Trainees

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The article presents the analysis of forming psychological self-analysis skills for pedagogical work in trainees. It offers a new system of tasks on psychology for students' teaching practice, which reflects peculiarities of trainees' work. The tasks are linked with such topics as “My psychological state during the lesson” and “My relations with the class”. The article discusses analysis of tasks mentioned above for students majoring in “Physics (teaching)”, “Russian Language and Literature”, “Foreign Language (English, German, French)”, and “Physical Education”. The study singles out general and major-related specific situations, which influence teachers' psychological state and their chosen methods of active interaction with students in the class. It is argued that there is an interconnection between report form and chosen major, which proves that there are certain differences in written speech development in students that are representing various samples. The study offers potential directions of work with students (future teachers), that will help to develop their psychological self-analysis skills for pedagogical work.

Key words: psychological self-analysis, pedagogical work, teaching practice, trainee.