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МЕТОДОЛОГИЧЕСКА ПОДГОТОВКА И ПЕДАГОГИЧЕСКО МАЙСТОРСТВО НА УЧИТЕЛЯ И ПРЕПОДАВАТЕЛЯ В РЕПУБЛИКА БЪЛГАРИЯ

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THE METHODOLOGICAL PREPARATION AND PEDAGOGICAL MASTERY OF THE TEACHER AND LECTURER IN THE REPUBLIC OF BULGARIA

Abstract: *The article attempts to consider the necessary prerequisites so that the modern teacher and lecturer to be as effective as possible for the learners. The practice in the Republic of Bulgaria of acquiring pedagogical legal capacity, the requirements for the Bulgarian teacher, the path to acquiring pedagogical capacity, as well as general statements regarding the necessary knowledge and pedagogical mastery of the teacher are considered in the article. The article dares to assert that in order for our society to achieve this great and ambitious goal - effective and adequate training and education in modern realities, it needs specialists with the necessary pedagogical mastery and the necessary substantive and methodological preparation.*

Keywords: *methodological preparation, pedagogical mastery*

INTRODUCTION

Today, when the world seems to be moving faster and faster along the path of its evolution due to technological advances and increased interconnectedness between countries and cultures, we can define the transformations in the education system as dynamic, diverse and non-linear. Globalization and easy access to vast amounts of information at every point of the world and at any time, challenges teachers to always be informed about the latest knowledge and practices in the sciences. Lecturers are no longer people who go out in front of the classroom to deliver another lecture. They should be informed, innovative and should use the achievements of information technology to ensure a continuous and close exchange of information with the learners.

The modern needs of learners place specific demands on teaching. Schools and universities still lack sufficiently diverse teaching methods and interesting new educational technologies. Interactivity is a fact and it is necessary for the teacher to find appropriate forms to improve themselves, in order to implement a quality pedagogical process and build an effective and supportive learning environment.



In order for our society to achieve this great and ambitious goal – effective and adequate training and education in the modern realities, it needs specialists with the necessary pedagogical mastery and the necessary substantive and methodological preparation.

1 WHAT KNOWLEDGE, SKILLS, COMPETENCES AND ATTITUDES SHOULD TEACHERS AND EDUCATORS POSSESS, AND HOW AND IN WHAT WAY SHOULD THEY ACQUIRE THEM?

The question, "What knowledge, skills, competencies, and attitudes should teachers and educators possess, and how and in what manner should they acquire them?" has been the subject of years of scientific debate. This is understandable, since they are people who are entrusted with the transmission of socially significant values, advice and wisdom, public morals, key knowledge and experience from one generation to another.

The European Union defines three broad areas of competence that are required of teachers and educators, namely: working with people; working with knowledge, technology and information, and working in and with society. Thus, there is a consensus in scientific circles that what is required of educators can be reduced to (McDiarmid, Williamson & Clevenger-Bright, 2008):

- knowledge (knowledge of the subject itself, knowledge of pedagogy and pedagogically related sciences, knowledge of psychology, docimology, etc.);
- special pedagogical and managerial knowledge and skills (lesson planning, use of learning technologies, management of individuals and groups, management of the learning environment, monitoring and control of learning);
- presence of a vision for the learning process (basic values and attitudes, beliefs and commitment in the learning process).

The training of future teachers or the acquisition of a pedagogical qualification refers to the policies, procedures, and regulations designed to assist prospective teachers in learning and acquiring the knowledge, skills, attitudes, and behaviours necessary to effectively perform their tasks in the educational process. Upon acquiring a pedagogical qualification in the Republic of Bulgaria, the future teacher acquires in-depth knowledge of pedagogy, psychology, philosophy of education, history of education, sociology, management of education, ethics, general and specific teaching methods, tools and technologies for modern teaching, as well as in doing so, he or she undertakes practicum and pre-degree placement in a real-world setting, which includes observing lessons and teaching lessons under the supervision of a qualified teacher or university mentor.



In the Republic of Bulgaria, the professional qualification "teacher" is acquired by studying in higher schools, established under the conditions and in accordance with the Law on Higher Education in Bulgaria, which received program accreditation in a professional direction from the Pedagogical Sciences field of higher education or in a professional direction, corresponding to a subject of school preparation (Council of Ministers of the Republic of Bulgaria, 2016). The mandatory academic disciplines for acquiring the professional qualification "teacher" are (Council of Ministers of the Republic of Bulgaria, 2021):

1. Pedagogy.
2. Main specialized scientific subject.
3. Competency approach and innovations in education.
4. Psychology.
5. Teaching methodology for the relevant scientific subject.
6. Inclusive education.
7. Information and communication technologies in learning and working in a digital environment.

The practical training for acquiring the professional qualification of teacher takes place in the system of preschool and school education and is carried out in the following forms of training: observing lessons, current pedagogical practice and internship practice.

The first part – observing lessons includes observation and analysis of pedagogical situations, lessons and other organizational forms in the system of preschool and school education, carried out under the direct supervision of a teacher from a higher school. The intern participates in observing the conduct of a lesson, first as a witness and subsequently as a participant in the internship practice. In relation to the content of the lesson, it is observed:

- the appropriateness of the learning content;
- the types of lesson objectives and tasks;
- correspondence between the types of lesson objectives, tasks and the topic of the lesson;
- the internal logic between the individual methodological units;
- the consistency of exposition;
- the learning content resources usage in educational terms;
- the selection of the sources of knowledge, their diversity and adequate use.

In the technical aspect, answers to the following questions are sought:

1. Are the methods used in the lesson varied and appropriate?
2. Are methodological approaches to work appropriate?
3. Does the teacher have the skills to present problematic situations and to solve spontaneously arising ones?
4. Is there interaction and synchrony between the teacher and the students?



5. What is the level of communication during the lesson?
6. Is the management of the educational process effective?
7. What is the activity and willingness of the students to participate in the lesson?

The current pedagogical practice includes visiting, observing and conducting pedagogical situations, lessons and other organizational forms in the system of preschool and school education together with a teacher-mentor, under the guidance of a teacher from the higher school, while the internship practice includes the independent participation of learners in the educational process by conducting pedagogical situations or lessons, as well as in other organizational forms in the system of preschool and school education, conducted under the guidance of a mentor.

Training in the Republic of Bulgaria to acquire the teacher's professional qualification ends with passing a state practical-applied exam. The examination consists of conducting a pedagogical situation or lesson developed by the trainee teacher and defended before an examination committee.

Ordinance No. 12 from 2016 on the status and professional development of pedagogical specialists determines the state educational standard in our country, according to which the position "teacher" includes the following functions (Ministry of Education of the Republic of Bulgaria, 2016):

1. planning of the educational process and/or self-training activities, organizing the recreation, physical activity and interest-based activities, taking into account the age, individual capabilities, peculiarities and special educational needs of the student;
2. organizing and conducting the educational process, self-training, recreation, physical activity and interest-based activities, using the effective training methods, information and communication technologies, creating and maintenance of a stimulating and supportive educational environment;
3. assessing the progress of children or students and the degree of mastery of the intended competences, promoting achievements or providing the necessary support;
4. cooperating and participating in teams to support the personal development of children and students;
5. controlling, encouraging and reporting the participation of students in the educational process, etc.



2 METHODOLOGICAL PREPARATION OF THE TEACHER AND MASTERFUL PEDAGOGICAL WORK

Why should I be a teacher? The answers can be different: to monitor the development of young people and have an impact on this development, to increase the motivation and satisfaction of young people in the learning process; to accept the challenge of organizing and implementing interesting and exciting activities for young people; to pass on my knowledge to future generations; to help building a value system and moral orientation in the young generation; to support the professional realization of young people; to support and encourage the realization of the concept of lifelong learning, both for oneself and for others.

The methodological preparation of the teacher and lecturer is directly related to covering the knowledge (theoretical and factual), skills (cognitive and practical) and competences (independence and responsibility, ability to learn, communicative and social competences, professional competences) required for the educational qualification degree. In this regard, it is necessary for each educator to:

- possesses in-depth factual and theoretical knowledge in a broad context and in the scientific areas in which he or she teaches;
- knows ways of processing and using complex scientific information;
- makes oral and written scientific and practical presentations;
- possesses a wide range of cognitive and practical skills for solving complex tasks;
- demonstrates creative thinking;
- critically interprets and evaluates from different points of view scientific and practical-applied results when solving tasks and problems;
- transfers knowledge and skills between different fields of science;
- organizes the entire learning process;
- supervises and assists learners by explaining or demonstrating the correct performance of an activity;
- shows initiative and the ability to set goals, plan and justify actions and take responsibility for them;
- shows responsibility;
- develops criteria for evaluating the learners' results, prepares a motivated evaluation, etc.

In every pedagogical process, a pedagogical technique is always embedded, through which the educator, teacher or professor influences the students and tries to convey ideas, thoughts and feelings to them. Pedagogical technique is "an external manifestation, a form of pedagogical skill" (Petkova, Velikova, 2014).



Pedagogical technique is an integral part of the teacher's skills and is a set of skills that allow the teacher to express himself or herself creatively, to achieve optimal results in work, to convey thoughts and mentality to the learners. In order to fulfil this mission, the educator must possess a certain set of special skills and abilities, beyond the knowledge and skills in the relevant scientific field, the main of which are:

- the ability to control oneself - mood, voice, facial expressions, movements ability;
- to motivate and mobilize learners for educational, cognitive and other types of educational activities;
- the ability to conduct a dialogue, observe, draw conclusions from the observed, etc.

But what does distinguish master pedagogical work?

Masterful is this pedagogical work that activates the creative activity of the person and helps the learner rise from an object of activity to a subject of his or her own activity. Without pretending to be comprehensive, I believe that pedagogical mastery includes the educator:

- to be a specialist in a given scientific field, a psychologist and a bearer of new socially significant information;
- to possess pedagogical erudition, skills for mastering concepts, skills for analysis, diagnosis and evaluation, skills for building social relationships, flexibility, adequacy, rhetorical skills;
- to teach and educate, turning socially significant knowledge into an element of individual consciousness;
- to influence the learner's personality through direct contact and show care;
- to demonstrate mastery of his or her own body, emotions, mood and to possess a high degree of discipline, control, responsibility and organization;
- to demonstrate harmony and balance;
- to have appropriate communication skills;
- to be creative and constructive in nature;
- to motivate and activate the learners.

And last but not least, enthusiastic teachers and lecturers, distinguished by a special form of spirit and pedagogical mastery, are those who constantly improve their daily teaching and creating a positive learning experience for their learners.

While traditionally the teacher has been considered the active party in the learning process, new educational strategies place him or her in the role of designer of the lecture course, leader of discussions and coach, placing more emphasis on the active role of the learner to discover on his own or with the help of the teacher the essence of the training course. The interactive approach to teaching is aimed at creative thinking and encourages the active participation of learners in the learning process.



CONCLUSION

Education is an indisputable driver of society. It creates the image of man and humanity through the acquired knowledge, skills, qualification. As an activity directly related to and carried out for the benefit of man, education has a certain purpose - an impact that takes place between the younger and older generations, and which is related to a change in the thinking of both parties.

Pedagogy is a science that has proven for years the need for adequate upbringing, training and education, i.e. making the necessary impact on the individual and, on this basis, forming a human resource with the necessary constantly changing and developing knowledge, experience, skills and abilities. With the evolution of humanity, the demands on people who are directly involved in the teaching process are increasing. They are expected to be a conduit of knowledge, to educate, to manage the classroom, to mediate conflicts, to maintain discipline, and more than ever they need new tools to stimulate and inspire the learners.

At the same time, the purpose of implementing different forms of interactive learning is to add variety to the prevailing way of teaching. In an interactive format, the promotion of free thinking and the free demonstration of a position and opinion generates significantly more interest than the reduction of theoretical knowledge by the teacher. At the same time, we must not forget that different teaching methods have different effectiveness for different learners. Some learners thrive in a traditional lecture-style classroom, while others need more hands-on and interactive learning opportunities, which is why I share the view that educators must choose and determine the best approach for their learners.

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