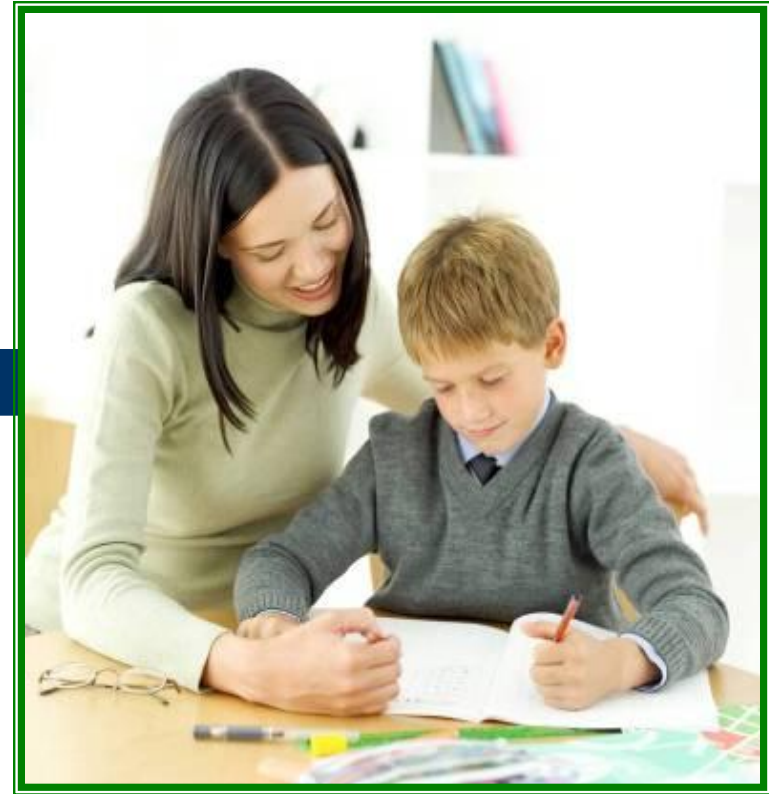



«Contemporary model of the upbringing system of the class»

The essence of the main components of
the school's upbringing system,
structure, characteristics and their
interaction

***The individual is weak,
as abandoned Robinson,
only in community with others
he can do much.***



(Arthur Schopenhauer)

- 
- The modern school carries out its activities in difficult socio-economic conditions, in a society with a crisis of moral consciousness.
 - In these conditions, the school is called upon to remain a second home for children, a second family in which not only provide knowledge, but also create conditions for the formation, development and realization of the individual

- The main ideas of the concept of the upbringing system of the school are the ideas of humanism, humane pedagogy and pedagogy of cooperation, general care, the formation of a single educational space.
- (Abay, Y.Altynsarin, M. Zhumabayev, M.Dualatov, K.D.Ushinski, V.A. Sukhomlinski and etc)

The Purpose of the Upbringing System

The main goal of the upbringing system of the school is to orient the child toward eternal universal values, picturing in the mind of each student the national culture, national traditions and requirements of a modern society.

“Upbringing - in the broad sense is constantly spiritual growth, multidisciplinary process in personality development.” V.A. Sukhomlinsky.

"In the broad sense of the word, it means to **feed the souls of the owner** and to help the right person to grow. And now, when it comes to humanity, to feed and breed a person until becoming a mature » M. Zhumabayev.

New roles of the class teacher

Controller- *successful mastery of the educational process*

Informer- *expert*

Mentor- *Moral Education*

Culture carrier - *help in mastering cultural values*

Social Educator- *assistance in the decision of social problems*

Senior Comrade – *Organization of collective life in the classroom, education of leadership qualities*

Psychotherapist- *Creating a friendly atmosphere, helping to solve problems*

Valeolog – *Nurturing the needs for a healthy lifestyle*

Organizer of leisure- *education culture of free time behavior*

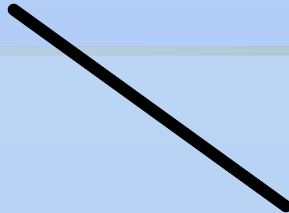
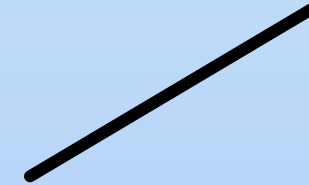
Facilitator – *Creation of conditions for self-determination and self-realization*

TUTOR - mentor, educator, counselor,
assistant

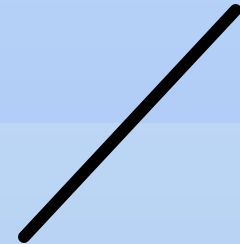
FUNCTIONS

conducts
individual
work on the formation of
cognitive interests

accompanies
process
forming
personality



coordinates
search for information
students
for self-education



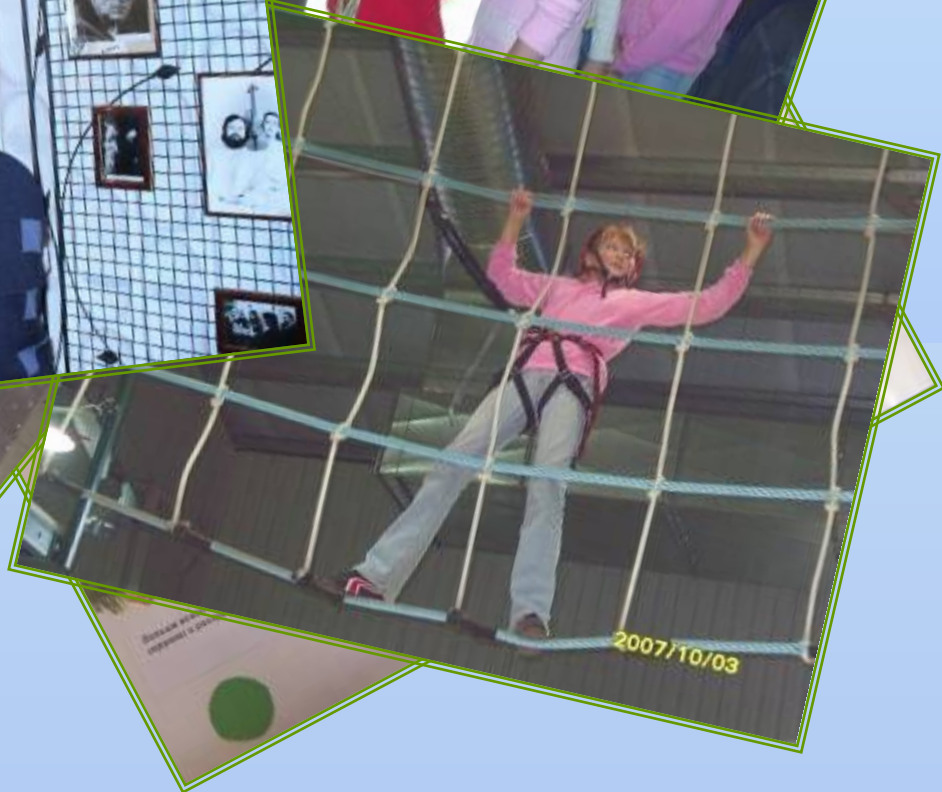
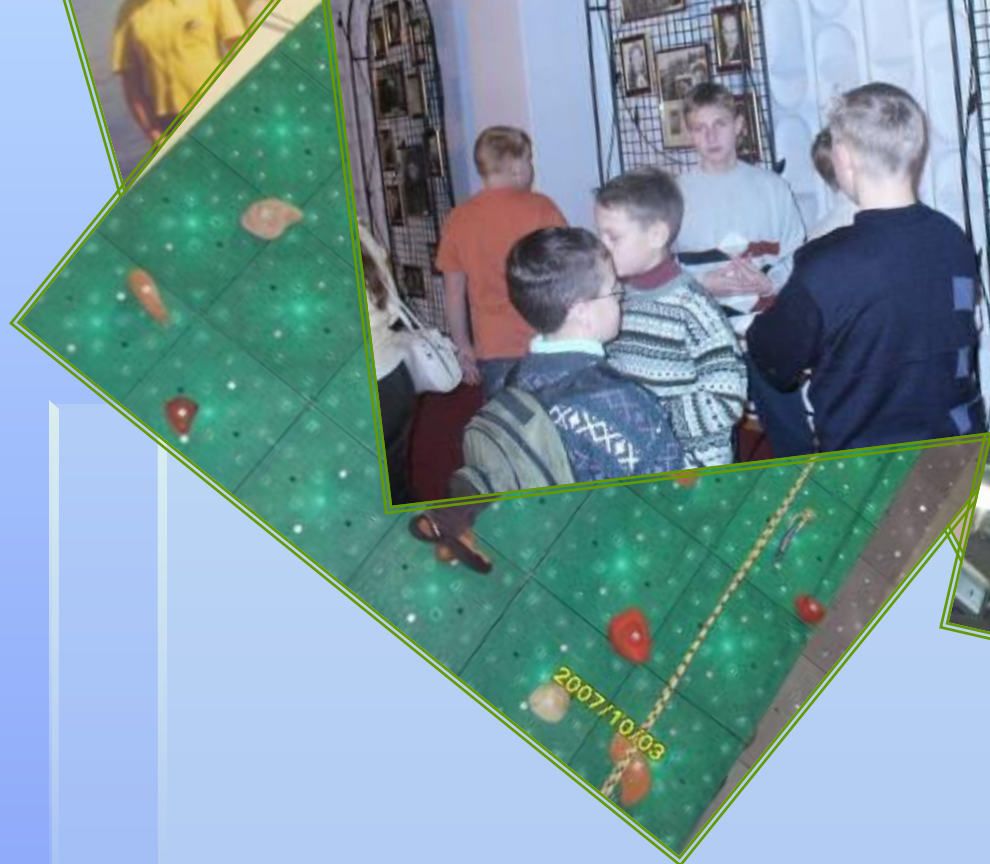
**Organization
al-
coordinating**

**Communicati
ve**

**Function
s of
Class
Teacher**

**Analytical-
predictive**

Monitoring



Main functions of the school's educational system:

Facilitator;

Regulator;

Developer;

The **facilitator function** is integration/unification of the unmatched educational implications of a spontaneous, spontaneous nature into a single unit

The **regulatory function** is focused on the regulation of pedagogical processes and their management

The **developmental function** will provide a system-wide developmental, updating and upgrading system on the other hand to optimize its functionality that means the system dynamics that improves performance

•The main components and elements of the upbringing system of the class

Components of upbringing system	Component parts (component elements)
I. Individual-group component.	<ol style="list-style-type: none"> 1. Classroom teacher. 2. Students of class. 3. Parents. 4. Teachers and other adults involved in the upbringing process.
II. The value-orientation component	<ol style="list-style-type: none"> 1. Goals and objectives of upbringing. 2. Perspectives for the life of the class community. 3. The principles of building an upbringing system and the life of the class.
III. Functional-activity component.	<ol style="list-style-type: none"> 1. System-forming type of activity, forms and methods of organizing joint activities and communication. 2. The main functions of the upbringing system. 3. Pedagogical support and self-management of the life of the class community.
IV. Temporary component	<ol style="list-style-type: none"> 1. Emotional-psychological, spiritual-moral and subject-material environment. 2. Communication and relations of the class community with other communities of children and adults. 3. Place and role of the class in the upbringing space of the educational institution. 4. Stages of formation and development of the educational system.
V. Diagnostic-analytical component.	<ol style="list-style-type: none"> 1. Criteria for the effectiveness of the upbringing system. 2. Methods and forms of studying the effectiveness of the upbringing system. 3. Forms and methods of analysis, evaluation and interpretation of the results..

- The first component: - it is **INDIVIDUAL-GROUP**, representing a community (community) of children and adults involved in the creation, management and development of an upbringing system of the class.

The second component of the educational system of the class is

VALUABLE-ORIENTATIONAL, which is a collection of the following elements:

- goals and objectives of upbringing;
- perspectives of the life of the class community;
- principles of building an upbringing system and life

In the theory and practice of upbringing, there are three main goals!

- *Ideal goal* is a certain ideal, to which the society, the school, the teacher aspires;
- *Target goal* is a predictable result, often expressed in the desired image of the graduate (student) and who planned to reach within a certain period of time;
- *Procedural goal* is the projected state of the upbringing process, optimal for the formation of the desired qualities of a graduate (student).

The third component, the educational system of the FUNCTIONAL-ACTIVITY class, which consists of such elements as: system-forming type of activity, forms and methods

the main functions of the educational system;
pedagogical support and self-management of the life of the class community.

This component plays the role of the main system factor ensuring the order and integrity of the upbringing system, functioning and development of its basic elements and relations.

The fourth component of the educational system of the class is SPACE-TEMPORARY.


It consists of such elements as:

emotional-psychological, spiritual-moral and subject-material environment;

communication and relations of the class community with other communities of children and adults;

place and role of the class in the educational space of the educational institution;

stages of the formation and development of the educational system.

A decorative graphic on the left side of the slide, consisting of a light green vertical bar and a dark blue horizontal bar with rounded ends.

Each educational system has an environment - its living space in which joint activities and communication of members of the class community are carried out, interpersonal and business relations develop, individual and group values orientations are formed

The fifth component of the educational system of the class is **DIAGNOSTIC-ANALYTICAL**, which includes the following elements:

criteria for the effectiveness of the educational system;

methods and methods of studying the effectiveness of the educational system;

forms and methods of analysis, evaluation and interpretation of the results obtained.

Seminar topics

1. Describe the classroom teacher's core activity.
 2. What are the components of the educational system of the classroom teacher?
-
3. Identify the topic of the pedagogical consortium and develop a plan.
 4. Name the main tasks and objectives of training work.
 5. What are the requirements for curriculum (training work) development?
 6. Classroom teacher in contemporary society
 7. Modern classroom teacher that improve the impact of instruction and learning
 8. The role of teachers in the 21st century
 9. 10 skills that modern teacher needs