THE TEACHER AS SUBJECT OF THE PEDAGOGICAL PROCESS

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Abstract

The article examines the multifaceted role of the teacher as the primary subject of the pedagogical process. Emphasizing the teacher's functions beyond the mere transmission of knowledge, the study highlights their active involvement in organizing, managing, and facilitating the educational environment. The teacher's professional responsibilities are analyzed through didactic, educational, organizational, and communicative perspectives, reflecting the complexity of modern teaching practices. Special attention is given to the influence of the teacher's personality on students' motivation, emotional well-being, and academic achievements. The article underscores the importance of continuous professional development, reflective practice, and the acquisition of socio-psychological competencies. In conclusion, the study reaffirms the teacher's central role in ensuring the effectiveness of the pedagogical process and fostering the holistic development of learners.

Keywords: teacher, pedagogical process, educational environment, professional competencies, teacher's personality, reflective practice, student development.

In pedagogical science, the teacher is recognized as the primary subject of the educational process. This role extends far beyond the simple transmission of knowledge. The teacher is an active participant who organizes, directs, and shapes the learning environment, ensuring the comprehensive development of students' cognitive, emotional, and social competencies.

The teacher's position in the pedagogical process is manifested in two main aspects. Firstly, the teacher manages the organizational and content-related elements of the educational process. Secondly, they engage in pedagogical communication, fostering interpersonal relationships that are vital for effective learning. In modern educational concepts, the teacher is viewed more as a facilitator and motivator, guiding students toward independent learning and creative thinking.

The dynamic nature of contemporary education requires the teacher to adapt to diverse learning needs, create inclusive environments, and integrate innovative teaching strategies. Thus, the teacher serves as a crucial mediator between the learner and the broader educational and social context.

The professional activities of a teacher encompass a wide range of tasks that are essential for the success of the pedagogical process. Among these, didactic functions

involve imparting knowledge and developing practical skills in students. The teacher also fulfills an educational role, fostering moral values, civic responsibility, and social awareness among learners.

Organizational and managerial responsibilities are equally significant. The teacher plans and conducts lessons, creates a positive learning environment, and monitors student progress. Furthermore, modern teachers are expected to implement innovative pedagogical technologies, continuously improving their teaching methods to meet the evolving demands of education.

In addition to subject-specific knowledge, teachers must possess competencies in information and communication technologies (ICT), applying differentiated and individualized approaches to cater to the diverse abilities and interests of students. Social and psychological skills, such as effective communication, empathy, and conflict resolution, are indispensable in building trustful and supportive relationships with learners.

Professional development is a continuous process for teachers. They must engage in reflective practice, assessing the effectiveness of their pedagogical strategies and seeking opportunities for self-improvement. This proactive attitude ensures that teachers remain competent and responsive to the changing educational landscape. The personality of the teacher is a decisive factor in the success of the educational process. Qualities such as professionalism, fairness, empathy, and pedagogical culture have a profound impact on students' motivation, engagement, and overall academic achievement.

Research in pedagogical psychology emphasizes that the emotional climate established by the teacher significantly influences the psychological well-being of students. Positive teacher-student relationships, characterized by trust and mutual respect, enhance students' willingness to learn and their ability to overcome academic challenges.

Moreover, the teacher's ability to recognize and address individual differences among students plays a vital role in promoting inclusive education. By demonstrating emotional intelligence and social sensitivity, teachers can create a learning environment where every student feels valued and supported. The teacher's communication skills, patience, and encouragement contribute to the formation of students' self-confidence and critical thinking abilities. Through their personal example, teachers instill values of lifelong learning, perseverance, and social responsibility, shaping the holistic development of future citizens.

In conclusion, the teacher, as the subject of the pedagogical process, performs a multifaceted role that encompasses instructional, educational, managerial, and communicative functions. Their active involvement is essential for the effective

organization of the learning process and the comprehensive development of students' personalities.

The success of educational outcomes depends not only on curriculum design and learning materials but largely on the teacher's professional competence, personal qualities, and dedication to their mission. A teacher is not merely a transmitter of knowledge but a key figure who inspires, guides, and supports students throughout their educational journey. Recognizing the teacher as a central subject of the pedagogical process underscores the importance of investing in their continuous professional growth and creating favorable conditions for their effective functioning within the educational system.

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