
The Teaching Profession Book By Puritabilbao [2021]

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This course will use The Teaching Profession, Fourth Edition, written by Purita P.P. (1933-2013) and based on her own five years of experience as a teacher with children. Readers wishing to learn more about her work experience will find many references in the Educator: Teaching Methods course, but here we will focus on teaching methodology (including lesson development methodology), designing learning activities, organizing and managing the learning process. Methodological foundations of teaching. The development of our concepts has developed under the influence of ideas about the child, which were contained in the works of Dale Carnegie and George Bernard Shaw, as well as on the fundamental works of Marshall McLuhan and W. De Vries. These ideas are gradually and closely related to those of Frank Bell, Clements Rhys-Davies and Walter Tinbergeng. From the point of view of Bell and De Vries, the child is a powerful tool that can be used in the interests of any organization. If conditions are created for the development of the child as a person, even at the cost of changing his personality, then, according to Bell and De Vries, it is possible to achieve a significant increase in the productivity of workers, to achieve an increase in the productivity of the learning process. Despite the fact that Bell's early work on pedagogy was based on the ideas of psychoanalysis, and De Vries' early work was based mainly on the ideals of religious-philosophical socialism, there was never any disagreement between the two schools. The most promising in this respect were the works of Walter Ries in the field of development of children's abilities and the theory of interpersonal play. Bell's work served as the basis for many studies, which subsequently introduced the term "archetype" into scientific use to describe a special type of personality that is constituted under the influence of the environment and circumstances. Integrating Bell's ideas into the context of the theory of intercultural communication, it was shown that, in general, children have the same mental abilities as adults. In other words, we regard the child equally as a mental being and endow him with the same intellectual properties as an adult. As a result of research work in the field of intercultural communications, it began to emerge that, although people in different cultures have different mental functions, they all have a common cultural heritage. This cultural heritage determines both the features of mental functions (in particular, the level of mental development) and the features of their use. In addition, it has been proven that the teaching of the correct language, rules

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