

# PEDAGOGICAL SCIENCES

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## CONDITIONS FOR THE IMPLEMENTATION OF THE PROFESSIONAL CULTURE OF A HIGHER SCHOOL TEACHER

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**Abstract.** The article is devoted to the analysis conditions for the implementation of the professional culture of a higher school teacher. The development of modern higher education is impossible without understanding the enormous role of culture and education, personal and creative self-realization of the teacher and student. The changes characteristic of modern society in all spheres of human life and activity, the active development of cultural values objectively require the transformation of higher education into an institution of reproduction and the creation of pedagogical culture. But no matter what changes take place in higher education, they all necessarily concern the university teacher, teacher and scientist as carriers of scientific knowledge, cultural and pedagogical experience of society.

**Key words:** professional culture, communicative culture, professional qualities, pedagogical influence, personality, subjectivation of pedagogical values.

**Introductions.** The socio-cultural, intellectual, moral potential of the teacher is manifested in the general and professional-pedagogical culture. This potential constitutes national wealth and must be demanded in a timely manner and rationally used.

Unfortunately, the available scientific and pedagogical research, advanced pedagogical experience lead only to partial improvements in professional and pedagogical culture, in its fundamental basis it remains unchanged. This is explained, in our opinion, by insufficient awareness and theoretical underdevelopment of the very essence of the professional and pedagogical culture of a university teacher as a factor in the formation of a specialist's personality, underestimation of changes in the content, technology and results of the educational process at a university. The need to improve the professional and pedagogical culture of a teacher of higher education is due to the increasing requirements for the level of general cultural and special training of university graduates; change of general educational paradigms, preparation of future specialists for professional, competent entry into the labor market.

**Aim.** Recognition of professional and pedagogical culture as a complex socio-pedagogical phenomenon leads to an appeal to the analysis of its various aspects. The study of the professional and pedagogical culture of a teacher of higher education in the axiological aspect reveals its content, which is based on pedagogical values. The totality of pedagogical values as norms that regulate the professional and pedagogical activity of a teacher is holistic and acts as a cognitive-acting system that determines the relationship between established views on the problems of vocational education and the professional and pedagogical activity of a teacher of higher education. Pedagogical values are objective, as they are formed historically in the course of the development of society, the education system and are fixed in pedagogical science as a form of social consciousness in the form of ideas, concepts, theories. In the process of preparation and implementation of pedagogical activity, the teacher masters pedagogical values, subject if them. The level of subjectivation of pedagogical values is the degree of realization of the ideal value, the transformation of the potential into the actual. It is an indicator of the personal and professional development of the teacher, his pedagogical culture.

**Materials and methods.** Pedagogical values act as relatively stable guidelines with which teachers relate their lives and pedagogical activities. Weaving universal

values - goodness and beauty, justice and duty, equality and honor - into the palette of pedagogical values and mastering them creates the basis on which the content of pedagogical education is developed.

The subjective perception and appropriation by a teacher of universal cultural and pedagogical values is determined by his personal qualities, the direction of professional activity, professional and pedagogical self-awareness, personal pedagogical system and thus reflects his inner world.

The degree of appropriation of pedagogical values by a person depends on the activity of his pedagogical consciousness, since the establishment of the value of a particular pedagogical idea, pedagogical phenomenon occurs in the process of evaluation.

The evaluation criterion is the generalized image formed on the basis of psychological and pedagogical knowledge, the results of one's own activity and its comparison with the activities of others. Images of individual pedagogical consciousness may or may not coincide with ideas developed and recognized in society or a professional group about the goals, content, subject and object of pedagogical activity, i.e. about everything that ensures pedagogical competence and expediency of the teacher's activity.

The variety of activities of a higher school teacher stimulates the development of his individuality. Each teacher actualizes only that part of professional activity and those pedagogical values that are vital and professionally necessary for him. Individualized professional-pedagogical experience and related experiences, beliefs, professional connections and relationships constitute his professional self.

Professional consciousness is aimed at analyzing different aspects of the I of the teacher's personality, his professional activities and is called upon to determine the boundaries and prospects of personal meaning, i.e. internally motivated meaning for the subject of this or that action, deed.

Scientists have proposed the following classification of highly professional pedagogical values:

- values that reveal the professional status of a teacher;

- values showing the degree of involvement of the individual in the teaching profession;
- values reflecting the goals of pedagogical activity.

Pedagogical values in this case are grouped based on the satisfaction of the teacher with pedagogical work and his ability; self-realization in it, which, in our opinion, does not reflect the diversity of the teacher's professional activities.

Taking into account the fact that pedagogical values, being a condition and result of the corresponding activity, have different levels of existence, we divide them into the following groups: social-pedagogical, professional-group and individual-personal.

Socio-pedagogical values function on the scale of the whole society and are concentrated in the public consciousness in the form of morality, religion, philosophy. These are ideas, ideas, norms and rules that regulate educational activities and communication within the framework of the whole society.

Professional group values are a set of ideas, concepts, norms that regulate the professional and pedagogical activities of certain groups of specialists (teachers of schools, colleges, lyceums, university professors). This set is integral in nature and acts as a cognitive-activity system with relative stability and repeatability [1, 2, 7].

Individual-personal values are a system of a person's value orientation, a complex socio-psychological formation that reflects its target and motivational orientation.

The criterion for the development of the personality of a teacher as a professional, an indicator of his pedagogical culture, is the formation of values - goals determined by motives that specify the needs that occupy a dominant position in the hierarchy of needs of this activity and constitute the "core" of the teacher's personality as a master professional [3, 4].

These needs include the needs of self-development, self-realization and the development of others. In the teacher's mind, the concepts of "personality of the future specialist" and "professional" acquire a teleological character, and the

corresponding concepts are associated with axiological functions that determine the state of all other axiological functions [5, 6].

The basis for the construction of individual-personal concepts of the goals of professional and pedagogical activity is a scientifically based qualitatively descriptive model of the activity of a professional specialist, developed on the basis of state professional and educational standards.

**Results and discussion.** The study made it possible to imagine how teachers assess the importance of psychological and pedagogical knowledge, that almost 80% of teachers of all departments highly appreciate the importance of psychological and pedagogical knowledge for building their activities. However, the fact that only 14.4% of teachers of special and general technical disciplines and 19.5% of social and humanitarian disciplines are in need of serious psychological and pedagogical training is alarming.

The process of solving a pedagogical problem, therefore, consists of successive actions: pedagogical analysis of the problem, designing and predicting the solution system, evaluating its functioning, organizing and correcting the solution. In turn, each stage is a set of particular tasks that have their own internal specifics and solution logic.

**Conclusions.** The professional and pedagogical culture of a teacher of higher education as a socio-pedagogical phenomenon is considered as a measure and a way of creative self-realization of an individual in various types of pedagogical activity and communication aimed at mastering and creating pedagogical values, technologies and abilities of an individual.

Such an understanding of professional and pedagogical culture allows us to enter it into two categorical series:

- 1) professional culture, pedagogical culture (as a specific concept),
- 2) the culture of pedagogical activity, the culture of pedagogical communication, the culture of the personality of the teacher (as a generic concept).

When studying the essence of professional and pedagogical culture, the main groups of contradictions were identified and analyzed:

- socio-pedagogical - between socio-cultural processes, the conditions of the surrounding social reality and the functioning of professional - pedagogical culture;
- general pedagogical - between the variety of values of pedagogical culture and the degree of their development, involvement in the activities of the teacher;
- personal and creative - between the social form of existence of professional pedagogical culture and the individually creative form of its appropriation and development, overcoming pedagogicality, stereotyping in the assessments and actions of students and their own activities.

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