

## THE PROBLEM OF FORMING A CULTURE OF THE FORMATION OF PROFESSIONAL COMPETENCE OF A TEACHER

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### ABSTRACT

This article highlights social science, the level of teacher training in globalization, its professional and personal qualities, values, attitudes and interests, professional development of one's thinking, emotional development, skills and competence, methodological aspects of teacher culture.

**Keywords:** integration process, “cultural person” teacher, abilities, thinking, competence, teacher culture.

### INTRODUCTION

The processes of globalization of the cultural and educational space taking place in the world, of which integrative processes are a part, carry a great potential for the development of humanitarian education in our country. The prospects for its renewal make it urgent to prepare a professional who is capable of organizing his own activities in various sociocultural situations, ready to find ways to solve problems arising regardless of particular circumstances, to develop a special strategy for professional thinking, behavior and activity. Requirements for the level of training of the teacher, his professional and personal qualities, values, attitudes and interests, professional orientation of thinking, emotional-volitional qualities, abilities and competencies are steadily increasing. Orientation to non-functionalism in the preparation and thinking of a specialist is a thing of the past. A teacher - an employee of a secondary and higher vocational school, needs a holistic orientation in the human world, which implies the development of his own value-semantic sphere, openness to the world and the impact of culture. Hence, the main condition for the implementation of these requirements, which determine the guidelines for secondary and higher education, is the transition to a new educational paradigm, the dominant factor of which is culture, the upbringing of “a person of culture”.

**Material and methods.** The culture of the teacher can be considered as a specific way of realizing the individual qualities of a person. Variability, resourcefulness, the ability to generate ideas, courage, initiative, unconventional ideas - this is not a complete list of human features that allow him to effectively carry out and creative activities.

In a modern technocratic society, the development of which is characterized by extraordinary mobility, variability, the project type of culture begins to dominate, becoming one of the central mechanisms of future creation, revealing the universal and synthetic nature of project activity, in which a combination of technocratic and humane, research and prognostic, informational educational and socio-transformative principles, and this leads to the fact that each teacher needs to master the activity in its various versions. The focus is not only on the pedagogical process, but also on the pedagogical system as a whole, especially its

methodological component, is one of the important components of the teacher's professional and pedagogical activity.

Results and discussion. In modern scientific literature, researchers identify various methodological approaches to the analysis of the problem of the formation of the culture of teachers. As leaders, one can distinguish: the ideas of the integrity and systematic nature of the pedagogical process, as well as the activity- parametric and task approach to pedagogical activity. We give a brief description of these approaches in the context of the research problem.

As noted by modern research teachers [2; 7; 8], if as a result of paradigmatic self-determination we understand the essence of the educational process as a process of "personality formation in the sense of its formation, creation, self-realization", then the formation of a project culture, along with traditional training, plays the most significant role in this. The definition of culture formulated by us in relation to the definition of personality given by K. K. Platonov fully confirms the conclusion made.

According to K. K. Platonov [5], "a person is an actively mastering and purposefully transforming nature, society and himself a person who has a unique, dynamic ratio of spatio-temporal orientations, need-volitional experiences, meaningful orientations, levels of development and forms implementation of activities that ensure freedom of self-determination in actions and a measure of responsibility for their consequences to nature, society and their conscience." The signs contained in this definition perfectly convey the essence of what is happening in the real process of joint work with students.

The process of creating a culture can be considered from different points of view. It can be characterized as an action consisting of elements: the objective side, i.e. method (method) of the action; subjective side, i.e. the relationship of the subject to the action and its result, and the subject himself performing the action. A dynamic approach is productive for us, which will allow us to study the behavior and activities of the teacher in development.

An analysis of the experience of educators and practitioners has led to the conclusion that the process of forming a project culture is a complex, contradictory and at the same time regular process of self-movement of a person, in which the stages of nucleation, formation, and perfection go through (the absence of the latter can lead to process damping). The driving force of the process of formation of project culture is the motivation of the subjects of the educational process, manifested in their desire for personal reflective professionalism, self-realization.

One of the central questions in the study of the process of formation of a project culture is the question of personality mechanisms that ensure ascent to a project culture. Based on the analysis of the works of A. V. Kiryakova [2], P. Titer [6] and others, an assumption was made about the need to integrate research mechanisms - evaluation - self-determination - goal-setting - action.

The main determinants that define the specific tasks of creating a project culture are:

- 1) movement towards independence and individuality; in its most general form, this vector defines the discontinuity of continuous development in the general process as a sequence of its stages and steps;
- 2) the project and program for organizing the educational process as a special

(leading) form of development activity;

3) intermediate results of the general course of development as normatively ed individual abilities that provide reflection;

4) socio-pedagogical of the educational environment in which the relevant processes are implemented [3].

Turning to the mechanisms of the formation of a project culture, we note that, in the opinion of V. I. Chemobytov [8], they include not just all areas of pedagogical activity: research, educational, educational, managerial, but their complex relationship.

The research area requires the development of the theoretical foundations of the phenomenon of project culture, the identification of personality traits that have mastered the culture, principles, patterns, conditions for the formation of a new type of culture, the development of diagnostic procedures. The area is aimed at creating a pedagogical system of the educational organization, focused on the formation of the culture of the subjects of the educational process and a description of the technology of its functioning. Educational - focuses on specially organized, focused and controlled interaction of the administration, the team of educators and pupils with the aim of forming a project culture and social maturity as generalized results of personality development for all participants in the educational process. Educational - focused on the inclusion of projective education technologies directly in the learning process, both in basic and in additional educational programs. Management - requires the adoption of organizational and pedagogical decisions on the introduction of projective education in the life of an educational organization.

The formation of the project culture of the teacher is impossible without the value-semantic self-determination of the subjects of the pedagogical process in the humanistic paradigm, since it is in its context that what constitutes the value basis for self-determination of any subject of the pedagogical process [4]. And if, as a result of paradigmatic self-determination in the context of the humanitarian paradigm, we understand the essence of the educational process as a process of “personality formation in the sense of its formation, creation, self-realization”, then the formation of a project culture, along with traditional training, plays the most significant role in this [7,8,8,9,10,11].

It should be noted that the process of the formation of a project culture, if we really want it to make profound, essential changes in the personality, is impossible without self-determination of subjects in the humanistic paradigm, their understanding of the concept of “personality”, creation of conditions for mastering the project culture. Without such awareness, without reflection, aimed at developing the need for mastering the project culture in oneself, it hardly makes sense to start interacting with students to develop real projects. In this regard, of particular importance is the problem of realizing the creative potential of the subjects of the educational process.

One of the productive ways to solve this problem is to build the content of activities for the formation of the experience of creative activity as a component of the culture based on the implementation of the activity-parametric approach. From the point of view of E.V. Berezhnova [1], the experience of creative activity includes the following substantial components:

1. ing and ing activities, involving: the ability to the content of future activities; ability to a system and sequence of own actions; the ability to a system and the sequence of actions of other participants in the process.

2. Awareness, formulation and creative solution of tasks, including the ability to: see the problem and correlate factual material with it; express the problem in a specific task; put forward a hypothesis and carry out a thought experiment; clearly see several different possible paths and mentally choose the most effective; distribute the solution into “steps” in the optimal sequence.

3. Pedagogical reflection is not so much a statement of the presence or absence of a project culture as stimulation of its development, enrichment, and strengthening.

4. The experience of pedagogical reflection, integrating introspection, included in the direct activities carried out during the process, self-observation, self-control, self-esteem; retrospective introspection of the past; Predictive introspection facing the future: self-foresight, self-commitment, self-report.

The essence of the implementation of the activity-parametric approach is that:

1) a special emphasis in the formation of the experience of creative activity is placed on the organization of independent cognitive and practical activities of the subjects of the educational process to solve problems associated with the development and implementation of a social project, allowing to maximize the value orientations of the subjects of the process in the course of activities that are creative in nature;

2) when selecting, developing or implementing a social project, each parameter of its quality (goal setting, value-semantic self-determination of ers, choice of logic, etc.) acts as a special task of analysis, planning, execution and control by its participants. It must be emphasized that the parametric approach allows the formation of knowledge and skills of a sufficiently high level of generalization, which contributes to their wide transfer, providing the necessary conditions for independent creative activity.

The formation of a system of mental and practical actions is an important task in establishing a culture. Such a system is necessary for the awareness of independent work, the implementation of purposeful activities, the choice of methods for achieving goals and evaluating the results. In other words, each of the subjects involved in the educational process should be adequately prepared for individual or collective development and implementation of a specific project. The results of project activities should be recorded in the form of a description of the methods, goals and conditions for their achievement, considering social, pedagogical and economic feasibility. This condition describes the productively oriented nature of the activity. In addition, it is necessary to clearly fix the pedagogical result of the activity, for the working materials on the implemented activities, as well as the project itself, together give an idea of the level of ownership of the project culture.

However, it must be remembered that the project culture is formed in stages and the effectiveness of this process is revealed in the implementation of reflective management of it. The project culture of the teacher is assessed as the basis of the dynamic strategy of its

formation and development, and the internal processes of the intellectual, emotional-volitional, personal development of the future teacher, up to the beginning of his professional activity, imply setting goals for the formation of the project culture. This approach is supported by the general orientation that it is the project culture that today ensures the high efficiency of the professional activity of teaching staff [8]. In addition, the formation of the culture of a teacher of a modern educational organization is an indispensable component of the professional training of highly qualified and competitive specialists in demand on the labor market.

### CONCLUSIONS

Thus, the methodological approaches identified in the research form a single methodological complex, which allowed us to holistically present the problem of the formation of the project culture of the teacher and consistently approach it in line with the trends of modern secondary and higher education, aimed at creating the necessary conditions for educating the person who creates the future : focus on creating a developing educational environment; changing the target orientation of the education system to the formation of a project culture; the transition from mass, collective forms of education to individual; development of creative and abilities.

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