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IMPROVEMENT OF PROFESSIONAL CULTURE IN FUTURE TEACHERS

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ABSTRACT

This article is dedicated to professional culture and its components in future teachers.

KEYWORDS

Professional culture, pedagogical culture, pedagogical activity, pedagogical value.

INTRODUCTION

How successful a future teacher's professional activity is depends on the degree of compliance of personal and professional qualities, that is, professional culture with professional requirements. In other words, the teacher's professional culture is an important sign of readiness for professional activity.

The design of pedagogical culture in the field of teacher's professional activity is reflected in the concept of "teacher's professional culture".

THE MAIN RESULTS AND FINDINGS

In addition, it is necessary to analyze the term "professional-pedagogical culture" after considering the concept of "Future teacher's professional culture". According to the team of authors led by V.A. According to Slavenin, the concept of "professional-pedagogical culture of a future teacher" is understood as a part of pedagogical culture, but its carriers are people who carry out pedagogical work consisting of pedagogical activity and pedagogical communication at the professional level, and carriers are part of pedagogical culture. Pedagogical culture is people engaged in pedagogical practice, even at a non-professional level. At the same time, if we talk about the teacher's

pedagogical culture, it is undoubtedly a part of his professional culture. In addition, I.F. Isaev, V.A. Slastenin and others distinguish three components of professional and pedagogical culture:

- axiological component, including a set of pedagogical values;
- technological component, including methods of pedagogical activity
- personal-creative component, including personal characteristics and pedagogical creativity [2], [1].

In our work, we define the concepts of "professional culture of a future teacher" and "professional and pedagogical culture", because both concepts include a set of qualities necessary for a teacher to perform his professional activities.

O.G. As noted by Skvortsova, the professional culture of a university teacher covers the entire sphere of his professional and pedagogical reality [3]. The concept of "professional culture" of the teacher A.P. Sitnik as a combination of general culture and professional knowledge of a person necessary for successful implementation of pedagogical activities. The author distinguished five components of professional culture: general, moral, philosophical, aesthetic and pedagogical culture. At the same time, it should be noted that pedagogical culture is an element of teacher's professional culture [4].

A.M. Trudkov divided the professional culture of a future music teacher into several components, which include a system of values, setting activity goals, a system of activity tools and methods, information and operational resources, objects of professional activity [5].

A.N. Limar stated that the professional culture of higher education employees is "a special interaction

between the teacher and the educational environment, the interaction of subjective and objective factors" professional knowledge, is based on the existence of norms and values, which ensures the successful mastering of the specialty acquired by students. The main elements of the professional culture of a future teacher of higher education A.N. According to Limar, teachers have the skills and abilities to ensure that the work they teach students is done; having the basics of professional thinking and the ability to use this type of thinking in production conditions; organization of the educational process to encourage students' self-development, self-determination, self-education, acceptance of students into the organization of the educational process target orientation; a combination of pedagogical and research activities [6].

M.P. Kolesnikova defines future the teacher's professional culture as a unity of pedagogical values, moral attitudes and beliefs, personal characteristics aimed at creative implementation of the teacher's activity. In addition, the author defines the following interrelated components: spiritual and moral culture, culture of pedagogical communication, culture of speech and culture of thought, culture of behavior and appearance [7].

Kupchigina identified the following components in the professional culture of future teachers in the system of secondary vocational education:

- cognitive, characterized by the presence of knowledge about the importance of professional culture and its values in the process of successful implementation of professional activity;
- empathic, characterized by the presence of empathic relationships and the manifestation of emotions;
- communicative, reflecting formation

- communication skills and abilities;
- reflexive, characterized by the formation of the ability to self-reflect and introspect [8].

In addition, the analysis allowed us to conclude that today there is no single idea about the professional culture of the future teacher and its components.

We agree with the authors' research that considers the future teacher's professional culture as a combination of personally and professionally important characteristics. However, we consider it appropriate to supplement the above definitions. For the purposes of our research, it is appropriate to consider the future teacher's professional culture as a system of values, personal qualities, goals, tools, methods and technologies of pedagogical activity, as well as organizational skills.

CONCLUSION

Based on the research, we consider it necessary to include an information-methodical component in the concept of "teacher's professional culture". To successfully implement professional and pedagogical activities in developing countries, it is necessary to constantly improve the knowledge system, educational technologies, and creative approach to the organization of the process itself and the educational environment.

Thus, professional culture refers to how future teachers do their work in educational institutions. In this way, the ongoing work becomes meaningful, and future teachers gradually learn to solve their own problems and become professionals in an integrated community.

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