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THE FORMING OF THE PROFESSIONAL CULTURE AS THE DEVELOPMENT FACTOR OF FUTURE EDUCATORS

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The process of forming of the professional culture of future educators is analyzed in the article. It has been pointed that the aim of forming of the professional culture is the development of the personality of future educator who has the high professional culture and who is directed on the creative activity. Traditional forms of forming of the professional culture in higher educational establishments are directed on the reproductive ways of getting knowledge but at the same time there is a need for the development of individual, innovational forms of the development of the professional culture because upon the high level of the professional culture depends the quality of the professional activity of future educators in educational establishments. It has been pointed that the way of the forming of the professional culture of future educators indicates the social order. The professional culture is a part of the whole process of culture with its principals, norms and values. The authors determine the main principals of the process of forming of the professional culture of future educators, they are the principals of: unity, individualization, activity.

Keywords: professional culture, specialist, socialization, competence, self-development, social and pedagogical level.

The level of the professional culture of future educators is determined by different requirements to the cultural and special training of the graduates; by the training of future specialists for the competitive professional entering into the labor market with the high level formed needs in the professional self education and self development. Traditional forms of forming of the professional culture in higher educational establishments are directed on the reproductive ways of getting knowledge but at the same time there is a need for the development of individual, innovational forms of the development of the professional culture because upon the high level of the professional culture depends the quality of the professional activity of future educators in educational establishments.

The problem of the article. The analysis of philosophical, sociological and pedagogical works shows that there are not many investigations that determine the characteristics, content of the statement «professional culture» of future educators in pedagogy.

So, the aim of the article is the considering of the essence, the principals of the process of forming of the professional culture of future educators. On the modern level of the development of society the higher education serves not only as the formal type of education but also as the special level of forming the personality, of the realization of skills, of the development of common and professional culture of the specialist. In this context we analyze the problem of forming of the professional culture of future educators during the studying in higher educational establishment.

The analysis of main researches and publications. The problem of forming of the professional culture of future educators has been studied by a number of native and foreign scientists, such as: E. Zeer, Y. Klimova, N. Kuzmina, A. Markova, G. Suhodolskiy, A. Mudryk and others.

The main material. The professional culture as the part of common culture of society is the system that consists of a number of subsystems: values, knowledge, norms, symbols, that regulate the behavior and activity of a personality in the process of the professional activity. The appearing

of the professional culture as the special feature of the professional group of people is the result of the labor division [3, p. 26].

The great contribution in the theory and practice of forming of the model of the specialist has made Y. Smirnova. As the basic element of the model of the specialist she has pointed «the model of his activity», having determined such characteristics as: the problems (tasks), that should be solved by specialists during his professional activity; the types of activity or the ways that help to solve the formulated tasks; functions or the characteristics of the main duties that are solved according to the requirements of the profession; the ways of solving of the pointed problems; the knowledge of theoretical or practical character that is operated by the specialist; the skills that help to achieve the results; the qualities (individual features) of a personality that promote the success of the actions in certain sphere; valuable orientations [6, p. 27].

We think that the position of «forming» is the most close to the professional culture of future educators, especially for students because the professional culture needs to be ordered and organized. Thus, the professional culture of future educators should be considered with the term «formation» which is understood by us as providing structured forms of professional culture. However, we consider it inappropriate to talk about a full and final formation of professional culture during the period of study at the university. This is just one of several but critical stages of its formation, the further development and its improvement will occur during subsequent periods of professional development.

The purpose of forming of the professional culture of future educators in high school is to develop professional individual who has a high level of professional culture that focuses on creative activities. The professional should have deep knowledge of the profession and to be able to solve the professional problems. This aim is defined by social order of society to prepare highly qualified teachers with high professional culture formation.

The achieving of this aim provides the solving of following tasks: the inclusion of future educators in different educational activities according

to their individual characteristics and educational interests, ensuring the development of their professional skills and abilities of self-education; ensuring conditions for deeper communication of students that is the basis for the formation of their professional independence.

The creation of a model of pedagogical development of the professional culture of future educators in higher education requires the consideration of the specifics of the profession and philosophical systems that orient on a certain social function. However, we can point out the undoubted personal qualities that should have a graduate of any university. G. B. Skok under the generalized personal qualities understands the physical, mental and moral health, education, general cultural literacy. [5, p. 36]. E. F. Zeer in this context points out the creativity, contact, self-control, self and etc. [2, p. 110]. R. Petruneva relates to personal professional qualities all those features that contribute to the discovery and realization of human capabilities, the formation of his motives and interests. [4, p. 38].

Building a model of professional culture of future educators, we identify the components on each model of professional qualities into two groups: generalized and specific. General qualities are defined by the following criteria: consideration on the creating of a system of professional values, self-realization, self-development, development of professional competence. Special qualities include the creating of motivational, intellectual, meaningful, instrumental and others components of professional self-improvement, such as: building a system of basic knowledge and a holistic view of the world, the development of motivation and creative thinking features and the skills of professional communication.

Thus, the process of the formation of professional culture of future educators may be based on three main principles of: integrity, «convergence» to culture, individualization, activity.

Integrity is a fundamental principle of the formation of professional culture and serves for the theoretical study of functional-structural development in the «the personality of the future specialist-culture-professional activity». The principle of «convergence» to the norms of the professional

culture is based on the laws of elevation needs (B. G. Ananiev, A. Maslow and others) [1, p. 160]. It may characterize the nature of the process of formation of professional culture as independent, adequate to the values of society and the personality of educators to the norms of cultural correspondence of social and educational activities. The process of the formation of professional culture is provided on the basis of cultural approach which is related to the purpose of education: the education of the man of culture who is able to self-determination and productive creative activity in the reproducing of the cultural environment on the formation of personal world by transition from the individual experience to the spiritual experience of humanity.

The principle of activity means that on the each step it is necessary to form a complex, multifaceted system of activities where the principal is not of a single activity but the type of interactions, relations developed in the team.

According to the principle of individual working with a group, the teacher interacts with the individuals of students on an individual model. Thus, the pedagogical assistance is necessary in targeting of professional culture, identity, inclination of abilities.

The conclusion of the study and perspectives for further research. The formation of professional culture of future educators is a complex process of forming of the personal and professional qualities of a personality that is an integral part of the formation of the general culture of future specialists. The purpose of the process of formation of professional culture of future teachers is to educate fully developed person who is competent and professional in the field of his activity. The principles of integrity, «convergence» to culture, individualization are used on different levels: personal, social, socio-pedagogical, psychological and pedagogical. The model of formation of the professional culture of future educators reflects the social order of society on the formation of professional culture and also the aims, approaches, principles and content that ensure its effective functioning. The prospect for further research may be the analysis of the role of professional culture in various aspects of future professionals.

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ КУЛЬТУРИ ЯК ФАКТОР РОЗВИТКУ ОСОБИСТОСТІ МАЙБУТНЬОГО ПЕДАГОГА

Анотація

У статті аналізується процес формування професійної культури майбутніх працівників галузі освіти. Підкреслено, що метою формування професійної культури є розвиток особистості майбутнього фахівця, який володіє високим рівнем професійної культури, орієнтованого на творчу діяльність. Традиційні форми формування професійної культури у вузах спрямовані здебільшого на репродуктивні способи засвоєння знань, в той час як виникає необхідність в розробці індивідуальних, інноваційних форм освоєння професійної культури, бо саме від високого рівня професійної культури залежить якість професійної діяльності майбутніх працівників галузі освіти в освітньо-виховних закладах. Зазначено, що шлях формування професійної культури майбутніх працівників галузі освіти відображає соціальне замовлення. Автори зазначають, що професійна культура є частиною загального процесу культури разом з її нормами, принципами та цінностями, що включає в себе формування як моральних, так і професійних якостей. Okремо авторами визначено основні принципи процесу формування професійної культури майбутніх працівників освіти, а саме принципи: цілісності, індивідуалізації, діяльності.

Ключові слова: професійна культура, спеціаліст, соціалізація, компетентність, саморозвиток, соціо-педагогічний рівень.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КУЛЬТУРЫ КАК ФАКТОР РАЗВИТИЯ ЛИЧНОСТИ БУДУЩЕГО ПЕДАГОГА

Аннотация

В статье анализируется процесс формирования профессиональной культуры будущих работников сферы образования. Отмечено, что целью формирования профессиональной культуры является развитие личности будущего специалиста, который владеет высоким уровнем профессиональной культуры, ориентированного на творческую деятельность. Традиционные формы формирования профессиональной культуры в вузах в основном направлены на репродуктивные способы усвоения знаний, в то время как возникает необходимость в разработке индивидуальных, инновационных форм освоения профессиональной культуры, поскольку именно от высокого уровня профессиональной культуры зависит качество профессиональной деятельности будущих работников отрасли образования в образовательно-воспитательных заведениях. Отмечено, что путь формирования профессиональной культуры будущих работников сферы образования отображает социальный заказ. Авторами подчеркнуто, что этот процесс включает в себя формирование как личностных, так и профессиональных качеств. Отдельно авторами определены основные принципы процесса формирования профессиональной культуры будущих работников образования, а именно принципы: целостности, индивидуализации, деятельности.

Ключевые слова: профессиональная культура, социализация, специалист, компетентность, саморазвитие, социо-педагогический уровень.