

organizational (leader in the maze of knowledge, skills, abilities);

information (carrier of the latest information);

transformational (transformation of socially significant content of knowledge into an act of individual cognition);

indicative-regulatory (the structure of the teacher's knowledge determines the structure of the student's knowledge);

mobilization (transformation of the object of education into a subject of self-education, self-movement, self-affirmation).

The psychological structure of the teacher's activity is dynamic, its content depends on the specific conditions, circumstances of the educational process and operational goals. The level of teacher's activity depends on the degree of formation of professionally important skills and psychological qualities of the teacher.

In the literature there are levels of readiness of the teacher for pedagogical activity:

1) reproductive, which consists in the ability to convey familiar facts, as well as to organize with students established forms of learning;

2) adoptive – involves the ability to adapt teaching to the characteristics of the audience;

3) local-modeling, which allows you to organize learning and communication with students within individual topics and methods of knowledge transfer;

4) system-modeling – is the ability to form in students a system of knowledge, skills, abilities in the subject in general;

5) system-modeling activities and behavior – involves the ability of the teacher to turn their subject into a means of forming the personality of students, their professional competence.

The structure of the teacher's activity is considered in two aspects:

The first aspect involves the relationship of knowledge and skills – special in the field of the subject being taught; psychological-pedagogical, methodical.

The second aspect of the structure of pedagogical work of the teacher involves activities aimed at effective organization of the educational process in higher education.

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*Pedagogical culture of the teacher*

The teaching profession is one of the most important in the modern world. The future of human civilization depends on his efforts. A professional teacher is the only person who, most of their time, is engaged in the upbringing and education of children.

If the process of teaching children by a teacher stops, then a crisis will inevitably come. New generations, due to the lack of specific knowledge, will not be able to support cultural, economic, and social progress. There is no doubt that society will not receive morally and professionally trained teachers.

The study of the problem of pedagogical culture requires special and constant consideration and forces scientists to look for a fresh approach to its solution. This indicates the urgency of the problem and the need for its special, more thorough research.

Pedagogical culture reflects the teacher's ability to carry out educational activities persistently and successfully in combination with effective interaction with the student.

Pedagogical culture is an essential component, a component of the general culture of a teacher, characterizing the degree of depth and thoroughness of mastering the knowledge of pedagogical theory in its constant development, the ability to apply this knowledge independently, methodologically soundly and with high efficiency in the pedagogical process, taking into account the individual-typical characteristics of students, their interests and inextricably linked with the development of science and practice.

The culture of the teacher performs several functions:

- 1) transfer of knowledge, skills and abilities to students, contributing to the formation of their worldview.
- 2) development of intellectual capabilities and abilities, emotional-volitional and effective-practical spheres, and psyche.
- 3) ensuring the conscious assimilation of students of moral principles and skills of behavior in society.
- 4) the formation of an aesthetic attitude to reality.
- 5) strengthening the health of children, the development of their physical strength and abilities.

The teacher must possess the following types of professional knowledge: methodological, theoretical, methodological, and technological.

Professional skills include informational, organizational, communicative, applied, teaching techniques, goal setting, analysis and introspection, educational work. One of the main goals of education is human competence. Competence is the ability of a person to understand reality adequately and deeply, correctly assess the situation in which he must act, and correctly apply his knowledge. In fact, competence is a person's ability to solve problems. Competence is determined not only by knowledge that has direct practical significance, but also by a person's worldview, his general ideas about nature, society, and people.

In the field of education, professional and general cultural competence differs. Professional competence is a person's ability to solve problems in their professional field. The professional activity of a person in the modern world is carried out on the basis of science, technology and technology. Competence in any professional field has an integral socio-cultural and humanitarian component. General cultural competence is the competence of a person outside of his professional sphere. This goal is pursued by general education, non-professional humanitarian education, many components of continuing education, adult education.

In various areas of professional activity, including pedagogical, competence will be revealed with the help of various cognitive and creative concepts. These are such concepts as knowledge, abilities, skills, creative thinking, theoretical thinking, the ability to make decisions in non-standard conditions, etc.

The pedagogical culture of the teacher includes a pedagogical orientation, it in a certain way correlates with the orientation of the individual. Personal orientation is one of the most important subjective factors in achieving the heights of professional excellence. The orientation of the personality is "a set of stable motives that orient the

activity of the individual and are relatively independent of the current situations. Personal orientation is characterized by interests, inclinations, convictions, ideals, in which a person's worldview is expressed "

A vocation is included in the pedagogical orientation as the highest level, which correlates in its development with the need for the chosen activity. There are three levels of pedagogical culture: reproductive; professionally adaptive; professional and creative.

The important professional qualities of a teacher include:

- possession of the teaching methodology of an academic discipline (subject);
- psychological preparation;
- pedagogical skills and mastery of pedagogical labor technologies;
- pedagogical technique;
- possession of technologies of communication and public speaking;
- scientific passion;
- love for one's professional work (conscientiousness and selflessness, joy in achieving educational results, constantly growing demands on oneself, on one's pedagogical competence);
- high erudition;
- information culture;
- professional potential;
- the desire to constantly improve the quality of their work;
- the ability to deliver didactic and find the best way to achieve it;
- ingenuity;

The concepts of "pedagogical culture" and "pedagogical activity" are not identical, but they are one. Pedagogical culture, being a personal characteristic of a teacher, appears as a way of realizing professional activity in the unity of goals, means and results. Various types of pedagogical activity, forming the functional structure of culture, have a common objectivity as its resulting form in the form of specific tasks. Solving problems involves the implementation of individual and collective opportunities, and the process of solving pedagogical problems itself is a technology of pedagogical activity that characterizes the way of existence and functioning of the teacher's professional and pedagogical culture.

Representing the constantly enriching value potential of society, pedagogical culture does not exist as something given, materially fixed. It functions, being included in the process of creatively active mastering of pedagogical reality by a person. The professional and pedagogical culture of a teacher objectively exists for all teachers not as an opportunity, but as a reality. It is mastered only by those and through those who are capable of creatively de-objectifying the values and technologies of pedagogical activity. Values and technologies are filled with personal meaning only in the process of creative searches and practical implementation. In modern science, creativity is considered by many researchers as an integrative, backbone component of culture.

The creative act is in the space of subjectivity, and the product of culture is in objective reality. The creative nature of pedagogical activity determines a special style of the teacher's mental activity, associated with the novelty and significance of its results, causing a complex synthesis of all mental spheres (cognitive, emotional, volitional, and motivational) of the teacher's personality. A special place in it is occupied by the developed need to create, which is embodied in specific abilities and their manifestation. One of these abilities is the integrative and highly differentiated ability to think pedagogically. The ability for pedagogical thinking, which is divergent in nature and content, provides the teacher with an active transformation of pedagogical information, going beyond the boundaries of the temporal parameters of

pedagogical reality. The effectiveness of a teacher's professional activity depends not only and not so much on knowledge and skills, but on the ability to use the information given in a pedagogical situation in various ways and at a fast pace. A developed intellect allows the teacher to learn not individual single pedagogical facts and phenomena, but pedagogical ideas, theories of teaching and upbringing of students. Reflexivity, humanism, focus on the future and a clear understanding of the means necessary for the professional improvement and development of the student's personality are the characteristic properties of the teacher's intellectual competence. Developed pedagogical thinking, providing a deep semantic understanding of pedagogical information, refracts knowledge and methods of activity through the prism of one's own individual professional and pedagogical experience and helps to acquire a personal meaning of professional activity.

The problem of motivating pedagogical activity, as well as the problem of motivating human behavior and activity in general, is one of the most complex and underdeveloped. There are practically no special studies that would track the relationship between the motives for choosing a teaching profession and the motivation for teaching activities.

If we unite those who have chosen a teaching profession in accordance with their propensities for learning and upbringing, their interest in children, then only slightly more than half of future teachers choose a profession, guided by motives that testify to the pedagogical orientation of their personality. It should be noted that even in extremely difficult conditions of social and economic life, there were wonderful enthusiastic teachers, whose choice of a teaching profession was conditioned by motives of high social value.

Thus, a high level of professional orientation is that qualitative feature of the structure of personality motives, which expresses the unity of interests and personality in the system of professional self-determination. It should be noted the significant role of personality traits and the level of development of her abilities. However, in this interconnection of professional orientation, character traits and abilities, the leading role is given to the prevailing motive.

To improve the pedagogical culture, it is necessary to organize the teacher's activity, which would improve not only the educational skills of the teacher, but also his moral and aesthetic culture.

The meaning of the teaching profession is revealed in the activity that its representatives carry out and which is called teaching. It is a special type of social activity aimed at transferring culture and experience accumulated by humanity from older generations to younger generations, creating conditions for their personal development and preparing for the fulfillment of certain social roles in society. The main prerequisite for the successful fulfillment of his professional functions by a teacher is his personal pedagogical culture.

The pedagogical culture of the teacher presupposes the revival and self-realization of the creativity of the teacher and pupils. The effectiveness of professional pedagogical activity is also largely determined by the degree of development of the emotional-volitional sphere, wealth and "discipline" of feelings, i.e. the ability to restrain oneself, not to succumb to the mood, to listen to the voice of reason. Special research and practice testify to the importance of the characteristics of the character of the teacher. Qualities such as energy, sociability, independence, optimism, and a sense of humor contribute to the successful solution of didactic and educational tasks. Many have heard that a true teacher must be born. This is so when it comes to a bright talent, great talent. But I believe that any teacher who wants to work with children, pass on their knowledge and experience to them, can become a master with a capital letter, whose lessons will resemble the acting of an actor in a fairy-tale performance, where everything is clear and interesting. And for this a

teacher need to constantly work on yourself: enrich yourself spiritually, develop and actualize your creative potential, those personal qualities that contribute to a beneficial effect on others; master progressive ideas and technologies in the field of pedagogy, teaching and upbringing methods, study the experience of advanced teachers and firmly believe in your success.

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*Роль професійної успішності викладача закладу вищої освіти в якійній підготовці  
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На третьому воркшопі проєкту Erasmus+ «Нові механізми управління на основі партнерства та стандартизації підготовки педагогів професійної освіти в Україні (PAGOSTE)», що відбувся 27-28 вересня 2021 року у Віденському університеті економіки та бізнесу, йшлося про те, що «сучасний світ вимагає від педагога нових навичок та вмій, особливо якщо ми говоримо про педагогів у закладах професійної освіти. Саме ця сфера освіти має якнайшвидше реагувати на нові виклики ринку праці», а «модель партнерства між вишами та профтехами, дозволить у подальшому переорієнтувати здобуття спеціальності педагога професійної освіти у практичну площину та дозволить суттєво підвищити якість освіти» [3].

У теперішній час зміни, що відбуваються в економіці та суспільстві, потребують людей, спроможних мислити системно, швидко знаходити необхідну інформацію, приймати адекватні рішення, створювати нові ідеї в різних галузях знань, що сприяє формуванню соціального замовлення на нові підходи в системі професійної підготовки майбутніх педагогів закладу вищої професійної освіти, нове педагогічне мислення, нове ставлення педагога до своєї діяльності, результатом якої має бути виховання та гартування «інноваційного» фахівця.

Авторський колектив на чолі з О. Огієнко трактує інновацію як альтернативу традиційному, усталеному, недосконалому та консервативному, нове, інше, незвичайне, педагогічну інновацію як ідею, яка у процесі інноваційної педагогічної діяльності змінює та вдосконалює традиційні форми й методи