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ПЕДАГОГІЧНА КУЛЬТУРА ТА ЕТИКА ВИКЛАДАЧА

Розглянуті основні складові етики викладача університету, її роль в його професійній діяльності. На основі соціологічних досліджень проаналізовані найважливіші моральні принципи (вимогливість, гуманізм, оптимізм, патріотизм, колективізм, милосердя, індивідуалізм) та моральні якості педагога. Зроблено висновок про те, що ефективність його професійної діяльності значною мірою обумовлена рівнем моральної культури.

Ключові слова: етика, світогляд, моральні принципи, моральні якості, професійна діяльність, педагогічна культура.

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PEDAGOGICAL CULTURE AND ETHICS OF A TEACHER

This paper highlights the basic components of the University teacher's ethics, its role in the practice of his profession. The most important moral principles (exactingness, humanism, optimism, patriotism, collectivism, mercy, individualism) and moral qualities of a teacher are analyzed on the basis of the sociological studies. The author concludes the effectiveness of professional activities was largely due to the level of a moral culture.

Keywords: ethics, worldview, moral principles, moral qualities, professional activities, pedagogical culture.

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TEACHER'S PEDAGOGICAL CULTURE AS AN INTEGRAL PART OF ORGANIZATIONAL CULTURE DEVELOPMENT OF TEACHING STAFF IN VOCATIONAL AND TECHNICAL EDUCATIONAL INSTITUTION

Problem statement. In the development of the Ukrainian state, vocational and technical education (VTE) is extremely important, as its high level is an important factor in the successful solution of state formation problems under processes of globalization, European integration and declaration of national identity. In Ukraine, economic and political reforms objectively require the VTE system ascertaining key areas of adaptation mechanisms in modern social and economic conditions, solving problems of the organizational structure and forms of management reformation, personnel provision. However, these processes leads to the education system reforming, which should promote the affirmation of the person to be the highest social value. Only a competent, independent and responsible, with clear civic position individuality, that is educated person, is capable to renew society, to ensure the statehood of Ukraine, to develop its economy and culture. Teachers are in charge of educating such a person.

The issue of organizational culture (OC) in the context of modern management paradigm more and more draws the attention of national scientists and practitioners. Scientists from different countries (C. Bernard, P. Weil, M. Dalton, D. Denison, C. Cameron, M. Cole, R. Quinn, R. Lewis, D. Matsumoto, William Ouchi, E. Shane) have significant achievements in theoretical and practical aspects of the OC. They underline the need of, first, a radical change in the perception of OC, and secondly, targeted researches of theoretical, organizational, methodological and practical aspects of OC in the management of vocational and technical education institution (VTEI).

Efficiency of VTEI management is determined by the achieved level of its organizational culture that through internal capacity of the institution enables to increase its competitiveness, provide motivation of teaching staff in achieving these goals and its adaptation to a changing environment.

Analysis of recent research and publications. The problem of organizational culture is interdisciplinary. It is actively studied by scientists of such sciences and disciplines as Economics, Public Administration, Sociology, Pedagogy, Psychology, Cultural Studies, Anthropology, and others.

A number of studies of scientists are devoted to the issues of the OC development in educational institutions, namely: psychological culture of educational personnel as a factor of OC (A. Bondarchuk, A. Moskalev), research methods of the OC in professional and educational environments (V. Gordienko), psychological characteristics of leadership styles as factor of the educational organization OC (A. Prokopieva); the OC of secondary schools (L. Karamushka J. Serkis, L. Kalinin), peculiarities of the OC development in technological university (O. Vynoslavska), international research experience of the OC in higher educational institutions (T. Lupynis), the main social and

psychological characteristics of the the OC in higher educational institutions (O. Mitichkina), conditions of the OC in higher educational institutions formation (I. Synhayivska), the OC in higher educational institutions as a factor of spiritual professional development (L. Spitsyna), the OC in higher educational institutions as a factor of professional socialization (O. Ischuk).

Though some of the works on problem of the OC development exist, systematic and comprehensive studies in Pedagogics that would have solved the issue development of teaching staff's OC in the VTEI of agricultural profile are practically absent. In this context, the aim of this article is to analyze and summarize approaches of scientists in different disciplines as for the OC in order to take into account the theoretical and practical achievements of scientists to understand the phenomenon the OC of teaching staff in the VTEI of agricultural profile and find out its features.

The main research material. The interdisciplinary nature of the phenomenon of the OC affects the understanding of the term "organizational culture". Thus, researchers in economics think the OC as a complex socio-economic phenomenon, an important tool for human resource management and define it as:

According to the psychological perspective, the OC is a hierarchy of values, rules, norms, traditions, ceremonies, rituals that are accepted in the organization, followed by its members and promote the effectiveness of the organization [3].

On the modern stage of development of educational theory and practice, scientists debate the OC essence, that is:

a set of basic rules or collective behaviors invented, manufactured or discovered by a certain group of people, in accordance with which, they learn to solve problems related to the adaptation of organization to the external environment and internal integration, and developed thoroughly enough to be considered valuable [4];

ideology of management, system of principles, ideas related to the management of the organization, its development strategy, ways to achieve the goals, to the business ethics of the organization[1];

open social-pedagogical system of vocational and pedagogical and personal values that unites members of the educational process with a single idea and organizational outlook; directs them to achieve the objectives of the educational institution, consider particular features of socio-psychological climate of the teaching staff and cooperation among its members in decision-making and implementation of common, conventional ways of solving problems, norms and rules of conduct;provides a dialogical interaction between the administration of institution, teacher and student collectives, parental

community and the public; maintains and implements traditions, ceremonies, symbols, creating history and reflecting the "individuality" and originality of the organization [4, с. 47].

Given examples let capture different views of researchers in understanding the essence of OC, and clearly determine the main features of the integrated category. From our perspective, its essence is a holistic understanding of the goals and the dominant values of the organization, defining its priorities and guidelines in activity, behavior, and interaction of employees.

Having analyzed the most common definition of the OC, A. Harchishina [7, с. 150] résumés its characteristics, frequently emphasized by the authors:

- values and beliefs constitute the basis of the OC;
- the OC shape the values that are shared by the majority;
- organizational culture includes two main parts: the implicit (hidden, of values, nonphysical) and explicit (visible, material);
- organizational culture influences organizational interaction, organizational behavior and organizational performance;
- organizational culture includes a variety of elements, to which a majority of authors includes valuable, symbolic, regulatory ones, but the reference to the specific material components of organizational culture in the definitions are absent;
- the evolutionary development of organizational culture is emphasized;
- organizational culture is a reflection of the essence of the organization.

Smolinska states that organizational culture is an important category for pedagogics, because the contents, the mechanism of formation, functioning, and the control of this category will optimize various types of resources, increase the efficiency of educational institutions [6].

On the modern stage of pedagogical science, the issue of the OC is studied in various aspects, such as: the OC as a part of the cultural space of a vocational school (V. Bolharina), analysis of the OC phenomenon (T. Koycheva), providing students' self-education in the context of the OC in a contemporary evening school (O. Lavrinenko), the OC in troubled institutional environment (T. Lagutina), the OC role in the management of methodological work (I. Lynova), the OC category in higher teacher education (O. Smolinska), current trends of development management of the OC in secondary schools (A. Shevchenko).

Recently the question of the formation and development of the

educational institution OC is actively disputed by scientists and educators at scientific conferences, for example: theoretical and applied principles of development management of the educational institution OC, mechanisms of secondary schools control and the OC of its headmaster, the OC role in providing competence approach in innovative activity of educational institution, the OC in professional communication of a teacher ("Mechanisms of development management of the organizational culture of an educational institution" (4-5 Apr. 2013)) [4], the headmaster's management culture as a factor of influence on the school OC development; mechanisms for managing comprehensive educational institution in the context of the OC; strategic management as the basis of the OC; axiological foundations of communication in the school OC; the OC role in the innovative development of an secondary school ("Modern tendencies in organizational culture and its impact on the performance of secondary schools" (10 Apr. 2014)).

Based on the research of scientists, who study the issue of the OC in secondary schools and universities, we support their position and focus on this issue in VTE.

While attention to the quality of VTE and training qualified workers in particular has increased, the role of vocational schools changes and teaching and educational functions of vocational schools become compound, that require more responsibility of pedagogical employees for the quality of professional workers training. The meaning and role of the organizational culture of teaching staff in the agricultural profile is growing rapidly. An important element in the activity of vocational schools is the developed OC of teaching staff as a specific system of relations, interaction of its subjects - teachers. It includes features of their professional awareness, style of behavior, and activity based on professional, ethical values and norms. Developed organizational culture helps create a positive psychological climate in a pedagogical collective that provides high quality and productivity of educational workers, increasing the positive image of the establishment. Organizational culture affects all processes in the work of teaching staff and vocational schools as a whole, as well as factors that accompany them, from teaching etiquette to the quality of future agrarian workers proficiency and thus the OC is organically linked with pedagogical culture, which in turn is the basis of pedagogical skills.

The founder of the concept of pedagogical skills, Ivan Zyazyun states that teaching skills is a set of personal traits that providing a high level of teachers' self-organization of professional activity. The components are humanistic perspective, theoretical knowledge, pedagogical skills, and pedagogical technique. [2]

According to Yahupova, the basis of pedagogical skills is pedagogical culture that is the mastery of teacher in the human pedagogical experience, the degree of excellence in the pedagogical activity, the current level of development of his personality [8].

The main personality traits of the teacher of high pedagogical culture are harmony of developed intellectual and moral qualities, high pedagogical skills and self-organization, a set of professionally important qualities, constant self-improvement as an integral part of the organizational culture of teaching staff.

A teacher's culture, as a phenomenon of pedagogical practice, always exists, but has different social and professional "coloration" depending on the impact of various factors: education policy, moral relations that evolved in society. However, pedagogical culture is inseparable from the culture of appearance, language culture, aesthetic culture, versatile interests and spiritual needs of the teacher.

Peculiarities of the teaching staff in vocational school of the agrarian profile are due to the specific conditions of the life in rural areas, neglect of which can lead to serious mistakes in the formation and development of the OC. First, it is the peculiarity of social relations in the countryside, living arrangement and production activities in rural areas. Agricultural labor is one of the most difficult types of work in the sphere of material production, as in the agricultural sector production process is the only and great range of works on agricultural production, presented by individual labor actions and operations (and it is in this sector workers are versatile performers of all complex work operations and different techniques, implementation of which requires a large amount of knowledge, skills, professional experience, intuition and professional life) [5].

Second, the teaching staff in the agricultural profile, in addition to common for all types of vocational schools functions, takes a number of specific and caused by the necessity to train students to work in the agricultural sector ones. Agricultural environment of the school creates favorable conditions for communication training and education of vocational students with future professional environment, classes and extra-curricular activities enrichment with natural material, involvement of students for workshops directly in the workplace, cultivate respect to agricultural professions. The most important task of a pedagogical employee in the agricultural profile is not just to teach a profession, but cultivate a love of objects under the study (plants and animals that are living organisms developing due to certain biological laws, which determines the features of the educational process), the need to take account of technological processes of agricultural production.

Third, most of vocational schools in the agricultural profile are located in towns and villages, that is why peculiarities of the activity of teaching staff caused by the peculiar life and the life style of the rural population. In the village, where people know each other in all their manifestations, teaching staff activity takes place in conditions of increased social control. Each event in school, every action and deeds, words and emotional reactions pedagogical workers usually become known to all. In this respect, indicators of formation of pedagogical culture is the respect to traditions, interests, and spiritual needs of the social environment.

Conclusions. Thus, the organizational culture of teaching staff in the agricultural profile caused by peculiarities of life in rural areas, agricultural production, values, attitudes, beliefs is unique. Analysis of the OC researches in organizations of different sectors has showed that the issue of organizational culture of teaching staff in vocational schools of the agricultural profile in pedagogical theory and practice is ignored by scientists.

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**ПЕДАГОГІЧНА КУЛЬТУРА ВИКЛАДАЧА – НЕВІД’ЄМНА
СКЛАДОВА РОЗВИТКУ ОРГАНІЗАЦІЙНОЇ КУЛЬТУРИ
ПЕДАГОГІЧНОГО КОЛЕКТИВУ ПРОФЕСІЙНО-ТЕХНІЧНОГО**

НАВЧАЛЬНОГО ЗАКЛАДУ

В статті проаналізовано підходи науковців до розуміння суті організаційної культури, її невіддільність від педагогічної культури, з'ясовано особливості розвитку організаційної культури педагогічного колективу професійно-технічного навчального закладу аграрного профілю, що зумовлені специфічними умовами його життєдіяльності в сільській місцевості.

Ключові слова: організаційна культура, педагогічна культура, педагогічна майстерність, педагогічний колектив, професійно-технічний навчальний заклад аграрного профілю

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ПЕДАГОГИЧЕСКАЯ КУЛЬТУРА ПРЕПОДАВАТЕЛЯ - НЕОТЪЕМЛЕМАЯ СОСТАВЛЯЮЩАЯ РАЗВИТИЯ ОРГАНИЗАЦИОННОЙ КУЛЬТУРЫ ПЕДАГОГИЧЕСКОГО КОЛЛЕКТИВА ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКОГО УЧЕБНОГО ЗАВЕДЕНИЯ

В статье проанализированы подходы ученых к пониманию сути организационной культуры, ее неотделимость от педагогической культуры, выяснены особенности развития организационной культуры педагогического коллектива профессионально-технического учебного заведения аграрного профиля, обусловленные специфическими условиями его жизнедеятельности в сельской местности.

Ключевые слова: организационная культура, педагогическая культура, педагогическое мастерство, педагогический коллектив, профессионально-техническое учебное заведение аграрного профиля

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TEACHER'S PEDAGOGICAL CULTURE AS AN INTEGRAL PART OF ORGANIZATIONAL CULTURE DEVELOPMENT OF TEACHING STAFF IN VOCATIONAL AND TECHNICAL INSTITUTION

The approaches scientists to understand the essence of the organizational culture and its inseparability from pedagogical culture, has clarified the development of the organizational culture of the teaching staff of vocational education institution agrarian caused by the specific conditions of his life in the countryside.

Keywords: organizational culture, pedagogical culture, pedagogical skills, teaching staff, vocational institution Agricultural Profile