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Professional and Pedagogical Culture and Teachers’ Professional Competence as Components of their Professionalism

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Abstract

On the basis of the analysis of scientific literature the concept of teacher’s professional competence, professional and pedagogical culture as important and inalienable components of his/her professionalism is considered in the article. The components of teacher’s pedagogical culture, its features, levels of formation and classification of teacher’s pedagogical values are analyzed.

Keywords: professional and pedagogical culture, professional competence, pedagogical values

Introduction

In today’s situation of education reform, the status of a teacher, his/her educational functions radically changes, and the requirements for his/her professional competence, professional and pedagogical culture, and the level of his/her professionalism are correspondingly increasing. We believe that the indicators of the importance of professional competence are the changes that took place in the field of social consciousness in different periods of history. Namely, professional competence and professional-pedagogical culture are characterized by great opportunities for development and stability of society, as they are, for example, a guarantor for solving problematic issues between older and younger generations, facilitate adaptation to new conditions and a more effective process of person’s socialization, etc.

Analysis of recent research and publications

Recently, the problem of teacher's professional competence, professional and pedagogical culture dominates the attention of researchers. It shows that these components play a leading role in the pedagogical activity and in teacher's professionalism formation.

The aim of the article is to carry out an analysis of scientific sources regarding the problem of professional competence and teacher's professional and pedagogical culture as an important and integral part of his/her professionalism.

Presentation of basic material of the research

The concept of "competence" characterizes the synthesis of theoretical and practical readiness of a person to perform certain activities, today it is widely used in the theory and practice of general and professional education.

In the dictionary by S. Morozov, the notion of "competence" is defined as awareness, authority, and the notion of "competence" as a scope of the powers of an organization or a person; a range of issues from which this person has certain knowledge, experience, authority (Morozov, 2009).

In the Concise Oxford English-Russian dictionary (Falla, 2001), the notion of "competence" is defined as an ability. The New Webster's Dictionary and Thesaurus of the English Language (1993) the term "competence" is defined as sufficiency, conformity, ability to perform a certain task, work, and duty; general skills and abilities, mental abilities.

Shynkaruk (2007) defines the concept of "competence" as an integrated characteristic of personality's traits, the result of training a university graduate to perform activities in certain professional and socio-personal areas (competencies), which is determined by a required volume and level of knowledge and experience in a particular activity.

Goncharenko (1997) defines the concept of "professional competence" as a set of knowledge, abilities which are necessary for effective professional activity, ability to analyze, predict the effects of professional activity, using information.

The content of professional competence, according to Zyazyun (2000) includes knowledge of the subject, teaching methods, pedagogics and psychology.

Under the notion of "professional competence" Lozovetska (2008) understands "formation of an ability to reason and assess professional situations and problems; creative thinking, initiative in performance of production tasks; awareness of understanding of personal responsibility for the results of work".

Markova (1996) distinguishes the following types of professional competence that determine the maturity of a person in a professional activity: (a) special competence, is possession of his/her own professional activities at a very

high level, possibility of designing his/her future professional development; (b) social competence – skill of joint professional activity and use of professional communication techniques adopted in a particular profession; (c) social responsibility for the results of their work; (d) personal competence – possession of ways of personal self-expression and self-development, means of confronting professional deformations of an individual; (e) Individual competence – availability of methods for self-realization and development of a personality within the profession, ability to personal professional growth, self-organization and self-improvement.

Professional-pedagogical competence includes readiness of a teacher to carry out professional and pedagogical activities, specialist's necessary for knowledge of successful pedagogical activities, experience, and professional culture. Formation of this competence continues throughout the professional way. An important and integral part of teacher's professionalism is professional culture, which is understood as an advanced ability to solve professional problems on the basis of the formed professional thinking.

A kind of professional culture is considered a professional-pedagogical culture. According to Isaev (2002), professional and pedagogical culture is an integrated characteristic of teacher's personality, which includes a certain level of mastery of professional-pedagogical values, person-oriented technologies and methods of creative self-realization in professional activity. Scientist distinguishes the following components of pedagogical culture: individual pedagogical orientation, psychological and pedagogical erudition and intelligence, moral purity, harmony of rational and emotional, pedagogical skills, ability to combine pedagogical and scientific activity, system of professional and pedagogical qualities, pedagogical communication and behavior, demand for self-improvement (Isaev, 2002).

Slastonin (Slastonin, Isaev, Shiyanov, 2009) considers person's professional pedagogical culture as integration, synthesis of natural and acquired personal properties that provide a high level of teacher's activity, and distinguishes three components in it: axiological, technological and personal, creative. Axiological component is formed by a set of pedagogical values created by humanity and peculiarly included in a holistic pedagogical process at the present stage of development of education. Technological component includes methods and techniques of teacher's pedagogical activity. Personal and creative component reveals the mechanism of mastering professional-pedagogical culture and its embodiment as a creative act. Having mastered the values of pedagogical culture, a teacher is capable of transforming and interpreting them.

The main functions of professional and pedagogical culture are: epistemological, humanistic, communicative, informational, normative, educational. Features of professional and pedagogical culture are as follows: (a) universal

characteristics of pedagogical reality, which manifests itself in various forms of existence; (b) internalized general culture that performs a function of specifically designing a common culture in the field of teaching activity; (c) system education consisting of a number of components having their own organization that selectively interact with the environment and possess integrative property of the whole, which is not reduced to the properties of individual parts; (d) unit of analysis of professional and pedagogical culture – creative activity of the teacher.

The peculiarities of the implementation and formation of the teacher's professional and pedagogical culture are determined by individual-creative, psycho-physiological and age-related characteristics, formed by the social and pedagogical experience of the individual (Slastonin *et al.*, 2009). According to I.F. Isaev, the measurement of pedagogical culture can be carried out as a measure of the quality of an activity, with expert assessments, testing, questioning, interpretation of the pedagogical research results, etc. The problem of measuring professional and pedagogical culture is related to the problem of criteria and levels of its formation. The criteria are determined on the basis of the systemic understanding of culture, allocation of its structural and functional components, interpretation as a process and result of creative development and creation of pedagogical values, technologies in the professional pedagogical self-realization teacher's personality. The criteria should be disclosed: (a) through qualitative signs (indicators), the extent of which can be judged to a greater or lesser degree of stringency of the criterion; (B) dynamics of measurable quality in time and cultural-pedagogical space (Isaev, 2002).

The bearer of professional and pedagogical culture is a personality as a subject of activity and communication at the professional level, carrying out pedagogical activity and pedagogical communication. There are four levels of professional and pedagogical culture formation: adaptive, reproductive, heuristic, and creative. Adaptive level is an unstable attitude of a teacher to the pedagogical reality. There is no activity in terms of professional and pedagogical self-improvement, advanced training. Reproductive level is a tendency to a stable value related to the pedagogical reality: a teacher successfully solves constructive and predictive tasks, realizes the need for advanced training. Heuristic level is a high level of ability to solve informational, correctional and regulatory tasks. A teacher is in a constant search. Creative level is a high degree of effectiveness of pedagogical activity, psychological and pedagogical knowledge mobility. A teacher initiates an advanced training, seeks to improve (Isaev, 2002).

Professional and pedagogical culture as a self-organizing social-pedagogical system is under the pressure of laws existing in society. Pedagogical culture is conservative in a certain sense. The basis of the teacher's professional culture in the axiological aspect is pedagogical values as relatively stable benchmarks of not only professional activity, but also personal position. Based on the analysis

of the classification of general and professional pedagogical values, one can distinguish the following groups of pedagogical values in the structure of professional and pedagogical culture: (1) values that reveal the meaning of the goals of teacher's professional activities (goal values); (2) values that reveal the importance of methods and means of exercising professional and pedagogical activities (values-means); (3) values that reveal the meaning of relations as the main mechanism for the functioning of a holistic pedagogical activity (values – relations); (4) values that reveal the meaning of psycho-pedagogical knowledge in the process of carrying out pedagogical activities (values-knowledge); (5) values that reveal the meaning and content of the qualities of the teacher's personality (value-quality) (Isaev, 2002).

Presented groups of pedagogical values form the system as a substantive basis, a core of vocational and pedagogical culture. Totality of pedagogical values as norms governing the teacher's professional and pedagogical activity is integral and acts as a cognitive-operating system, which defines the relationship between views on vocational education and vocational and pedagogical activities (Isaev, 2002). Researchers on the problem of teachers' value orientations proposed the following classification of vocational and pedagogical values: (1) "values that reveal the professional status of a teacher; Values showing the degree of personal involvement in the pedagogical profession; (2) values reflecting the goals of pedagogical activity" (Isaev, 2002). The system of objectively existing values (goals, means, relations, qualities, and knowledge) generates in teacher's minds a personal system of value orientations, forms his/her professional culture, determines the personality-professional position and manifests itself in ethical and psychological settings. It is necessary that it existed not only in teacher's mind but also in real actions.

Undoubtedly, the moral life of a modern teacher is complex, with moral and ethical qualities of teacher's personality in many respects determine the scenario of his/her professional life. Teacher's moral life is always connected with both social morality and professional activity. The structure teacher's individual moral includes moral knowledge; moral views; moral needs, motives and intentions related to the moral maturity of a person; the moral qualities of a person. A special place in the structure of individual morality is occupied by moral needs.

Teacher's individual moral is an indicator of the development of his/her personality. Migration processes, both internal and external, deformation of the common cultural values of modern society, which resulted in a crisis of values and ideological orientations, of course, also affected the sphere of education. The problem of forming pedagogical culture and the teacher's morality must be investigated since today it remains acute and unresolved.

Conflicts in the educational environment have become routine. This is an indicator of ineffective activities, a lack of self-organization of a teacher and aviolation of his/her professional culture. One of the ways to solve this problem within the framework of continuing education may be “School of Pedagogical Culture and Morality”.

Conclusions

In the article on the basis of the analysis of scientific literature the concept of professional competence and professional and pedagogical culture as important and inalienable components of his/her professionalism are considered. The components of the teacher’s pedagogical culture, his/her features, levels of formation and the classification of teacher’s pedagogical values are analyzed.

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