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Professional Culture of the Specialist of the Future

**CONTINUOUS DEVELOPMENT OF PROFESSIONAL CULTURE
OF TEACHERS**

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Abstract

The Continuous development of professional culture of teachers is one of the priorities of the study of teachers and psychologists of the Ryazan State University. This research is carried out in several aspects: formation of psychodiagnostic culture of the teacher, formation of creativity and communicative culture of the personality of the teacher, development of professional culture of teachers in the course of pedagogical activity by inclusion of teachers in the innovative research activity promoting development of their psychological and psychodiagnostic culture. The article describes the cooperation between the University and schools, which allows to create a system of effective work on the continuous development of professional culture of teachers in the course of their research activities aimed at improving the educational process. The possibilities of formation of professional culture of future bachelors and masters in the educational process in the University and research activities of students and undergraduates are also considered. The formation of professional culture at the stage of professional training in the bachelor's and master's degrees of future teachers is due to their inclusion in the diagnostic and research activities, solving problematic professional problems. The professional culture of the future teacher and value-semantic attitude to their activities and safe personal development of children are formed on the basis of the use of a complex of meaning-forming technologies.

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Keywords: Continuous development, formation of creative and communicative culture of the teacher's personality, professional culture, psychodiagnostic culture, research activities of the teacher.



1. Introduction

Improving the system of training at the University and its versatility involves the development and implementation during the educational process and at the stage of professional activity of certain personal characteristics of the future teacher, among which the most important is his professional culture. Becoming a professional in the field of education should in no way be limited to the acquisition by the teacher of a set of knowledge from any scientific field. This formation always acts as a professional and personal development of the teacher, associated with the awareness of the huge social role of his pedagogical work, himself as an active subject of the educational process (Franks, Fergusson, Rolls, & Henderson, 1998; Tolochek, Denisova, Zhuravleva, 2011, 2013, 2015; Vance, MacCallum, Coovert, & Hedge, 1988), his professional activity as a means of creative self-realization. There is a new quality of pedagogical work, it goes to a new higher level of professionalism, acquires the quality of professional culture. We associate the process of formation of professional culture with the development of professional thinking, with the ability of the teacher to think above the situation, which will allow him to control himself, his cognitive processes. A teacher with a high professional culture is able to constantly monitor the results of their work, has the ability and ability to carry out scientific research (Kashapov & Poshehonov, 2017; Schraw, Wise, & Roos, 2000). This process begins with a student's bench and continues throughout the professional life of the teacher.

Professional cultural potential of modern teachers is the national wealth of society, which the upbringing and education of the younger generation depends on. Modern pedagogy and psychology accumulated quite a wealth of experience in the study of professional culture of teachers as a level of professional personal development and achievement of skill (Isaev, 2002; Slastenin, 2000).

The creative team of scientists, authors of this article of the Ryazan State University named for S. Yesenin for a number of years carries out research of psychological and pedagogical conditions and tendencies of formation of professional culture of the teacher in the course of training and the subsequent pedagogical activity. The subject of study is the theoretical foundations and the system of practical implementation of the process of continuous formation of professional culture of teachers.

2. Problem Statement

Research activity on search of effective ways of formation of professional culture of the teacher is carried out within the solution of an actual problem of formation of teacher's professionalism. It is noted that there is a problem, which is clearly expressed in the contradiction between the need for continuous professional development of teachers, including their professional culture, and the lack of an effective mechanism to stimulate future bachelors and masters, as well as working in the school teachers to the constant growth of their professional culture, improving professional skills.

A scientific analysis of literary sources on the subject of research was carried out by joint efforts of scientists. They also conducted an experiment to determine ways to resolve this contradiction, which allowed to build a fairly flexible and at the same time effective system of continuous formation and development of professional culture. The authors set themselves the task to determine what are the pedagogical and technological conditions for the continuous formation of professional culture at all levels of professional training and practical activities of teachers.

The solution of this problem is based on the training and promotion of professional culture of teachers through prolonged inclusion in research activities as a condition of continuous professional and personal development of the teacher.

3. Research Questions

The subject of the research is the continuous development of professional culture of teachers. Professional culture is represented as a unity of praxiological (professional knowledge, skills) and spiritual (professional morality) components (Klimov, 2005).

The scientific analysis of the problem of development of professional culture of the future teacher was carried out by us within several years within empirical research. This analysis allows us to consider this category as a complex psychological education of the individual, the core of which is the value-semantic characteristic that determines the direction of his professional activity, supported by the presence of certain knowledge and professional competence. We consider the professional culture of the future specialist as a system that includes elements where the property of each element is determined by its place in the system. The most significant elements are the values and meanings of safe personal development of children, developed communicative culture, formed psychodiagnostic culture and creativity. All elements are interrelated and related, in the process of development they affect the development of the whole system as a whole.

The hypothesis of the study is the assumption that the best way of continuous development of professional culture is carried out if: - in the process of training bachelors learn the basics of psychodiagnostics, they purposefully formed research skills, and in the master's future teachers are actively involved in the implementation of their own pedagogical research; - in the process of training and professional activities, the emphasis is on special technological effects on the formation and development of psychodiagnostic culture, communicative culture and the development of creativity of the future teacher; - in the process of professional activity, teachers are involved in active scientific research, allowing them to take into account the individual characteristics of children, to carry out their safe personal development.

4. Purpose of the Study

Based on the essence of the subject of the study and the proposed hypothesis, as well as taking into account its many years of professional experience in the University, in the system of training of teachers and in conditions of continuous cooperation with schools (implementation of joint projects), we have set the following research goals: 1) in the process of experimental work to create a system of effective work on the continuous development of professional culture of teachers to identify opportunities for productive organization of the formation of professional culture of future bachelors by including them in research and study of psychodiagnostics; 2) to determine the possibility of formation of research skills of future masters in the process of independent research; 3) identify opportunities for the development of professional culture through the organization of research activities of teachers-practitioners.

5. Research Methods

The methodological basis of the study consists of the fundamental provisions and categories of philosophical doctrines about quality, theory of knowledge, pedagogical anthropology, about the person as a subject, personality and individuality. As a General scientific methodology are the provisions of a systematic approach and work in the field of methodology of pedagogical research (Shadrikov, 1996), the theoretical basis of the principle of unity of consciousness and activity (Leontiev, 1983) and humanistic and axiological approaches in educational research (Leontiev, 1983; Slastenin, 2000).

The theoretical base of the research is based on the provisions of: theories of identity formation (Abulhanova-Slavskaya, 1991; Leontiev, 1983; Leontiev, 2014); concepts of formation of professional culture of teachers in system of continuous pedagogical education (Kuzmina, 1961, 1989; Slastenin, 2000). The study used the following methods: theoretical analysis (retrospective, system, modeling, design, analytical and synthetic); diagnostic (standardized methods, tests); methods of statistical processing (factor analysis; χ^2 -Pearson criterion, etc.).

6. Findings

The initial stage of our research was associated with the identification of the scientific basis for the continuous development of professional culture of teachers. A group of scientists, authors of the article joined forces to build a common ideology of research, to identify the main, most important areas for the creation of a system of effective work on the continuous development of professional culture of teachers. Priority directions are: formation of psychodiagnostic culture of the future teacher in the system of two-level training (bachelor and master); prolonged development of creativity and communicative culture during all years of study; and the system of inclusion of teachers-practitioners in scientific research.

Let us focus on the results of the study in each direction.

6.1. Formation of psychodiagnostic culture of the teacher.

Psychodiagnostic culture as a substructure of the General professional culture of the teacher is a complex integrative psychological education of the teacher's personality, the core of which is the value-semantic characteristic, which determines the direction of his professional activity on the implementation of diagnostic support for the safe personal development of the child, which stimulates creativity and professional development of the teacher.

Phenomenology of psychodiagnostic culture from the standpoint of the theory of meaning allows us to consider the process of its development as the acquisition of the teacher's personal meaning in professional and pedagogical activity, explaining the deep internal processes of formation of dynamic semantic systems in the development of psychodiagnostic activity by the teacher (Calderhead, 2006).

The formation of psychodiagnostic culture begins with the first years of training of future bachelors of pedagogy. The study of psycho-diagnostics as a section of the discipline of psychology creates the preconditions for the formation of psychodiagnostic culture of the students. The most effective technologies for the formation of psychodiagnostic culture of teachers include, first of all, semantic technological effects, teaching students to solve pedagogical problem diagnostic problems, work with psychodiagnostic tables

and the implementation of the principle of psychodiagnostic support in the context of the study of pedagogical disciplines.

The semantic technological influences include: self-knowledge of the future teacher in the course of development of diagnostic tools; creation of programs of individual personal and professional development of the future teacher; creation of the semantic image of the child's personality as the main value of professional and pedagogical activity; bright characteristic of the "problem" child (underachieving, conflict, disturbing, with a low level of educational motivation, etc.), understanding of his emotional experiences and the inability to cope with these problems, updating personal problems experienced by students in childhood, showing the possibilities of solving them on the basis of timely diagnosis; reference to the personal pedagogical and diagnostic experience of the teacher.

The most effective source of meaning is a visual image of the child's personality, which uses a rich collection of pedagogical situations, actualizing children's problems. The analysis is carried out using the situational method (case-method), contextual learning; in the process of heuristic search for solutions to pedagogical problem diagnostic problems; with the help of psychodiagnostic tables (Anufriev & Kostromina, 2000).

There is an idea of professional ability that determines the success of the activity (Leontiev, 1983). In our opinion, the ability to effectively solve pedagogical problem diagnostic problems can be considered as one of these professional abilities, it is concentrated and implemented instrumental and technological component of the psychodiagnostic culture of the teacher.

Our experimental work carried out with students confirms the effectiveness of these technologies of formation of psychodiagnostic culture. Table 1 presents the results of evaluation of the level of formation of psychodiagnostic culture of future teachers before and after the experiment.

Table 01. Dynamics of psycho-diagnostic culture of students (the experimental results)

The stages of development of psychodiagnostic culture of the students	Values and meanings of diagnostic support of safe personal development		The reflective culture		Successful solution of psychodiagnostic problems	
	before the experiment (%)	after the experiment (%)	before the experiment (%)	after the experiment (%)	before the experiment (%)	after the experiment (%)
Reproductive-adaptive stage	22	19	27	3	41	15
Identification stage (meaning formation)	43	26	54	33	26	7
System-reflexive (sense consciousness)	35	29	13	36	21	27

Creative and prognostic stage	-	26	6	28	12	50
	100	100	100	100	100	100

There were differences (before and after the experiment) in the distribution of signs of success of this process (Pearson's χ^2 – criterion): analysis of the pedagogical situation, hypotheses, problem formulation, search and establishment of cause-effect relationships and dependencies, transformation of the problem into a problem and its solution.

At the stage of master's degree students under the guidance of the supervisor carry out independent research. At this stage, we attach special importance not only to the development of students' research skills, but also to the formation of work motivation (Hackman & Oldham, 1975, 1976), forming it in the process of development of methodological competence, research skills, one of the components of which is psychodiagnostic competence. Its main characteristics are 1) the perceived importance of the work; 2) the experience of responsibility for the results; 3) knowledge of results. In other words, it is a qualified and responsible specialist, a professional in his field.

6.2. Formation of teacher's communicative culture.

The communicative culture of a teacher is an integral part of his / her professional culture. It appears as a dynamic integrative professional and personal phenomenon, contributing to the implementation of the teacher conflict-free and productive communication, interaction with other subjects of the educational process. In its structure motivational-value, cognitive, activity components are significantly interrelated with each other.

We have to admit that in the process of mastering professional activity not all bachelors and masters show a sufficient level of development of communicative culture. For several years we have been monitoring the level of development of communicative culture of undergraduate and graduate students of psychological, natural-geographical and physical-mathematical faculties, using appropriate diagnostics (test of communication skills of L. Michelson, test of the dominant strategy of psychological protection in communication of V. Boyko, rapid diagnosis of empathy by A. Megrabyan and N. Epstein). Special psychological training was conducted for the development of communicative culture of students. The obtained results are presented in table 2.

Table 02. The dynamics of the communicative culture of the students (the experimental results)

Stage of training	Developed communication skills		The optimal dominant strategy of psychological protection		Normal level of empathy	
	before the experiment (%)	after the experiment (%)	before the experiment (%)	after the experiment (%)	before the experiment (%)	after the experiment (%)
baccalaureate	67	89	51	86	43	68
magistracy	88	100	78	99	65	77

The presented data indicate a positive dynamics in the development of communicative culture of undergraduate and graduate students. As you can see, without additional training sessions in the process of studying at the University for almost half of the future teachers receiving bachelor's training, such classes are necessary.

6.3 Development of psychological and psychodiagnostic culture of teachers in the process of implementation of research activities of teachers.

Professional training of teachers, the foundations of which are laid in the process of learning at the University, gets its further development in the professional activity of the teacher. The teaching profession is largely associated with professional stress. The teachers working a few years at the school face an unpleasant state, which in psychology called the "syndrome of emotional burnout" (Freudenberger, 1975; Maslach, 1978; Maslach & Leiter, 2000; Ronginskaya, 2002). In our opinion, the development of professional culture of working teachers is carried out in the best way due to the inclusion in the research activities to solve urgent problems of the educational process.

The inclusion of the teacher in the research activity makes his work emotionally rich, gives him self-confidence, increases his self-esteem (Billings & Moos, 1984).

Our experience of working with several schools to develop psychological and psychodiagnostic culture in primary school teachers has been successful. In joint innovative projects of schools and universities teachers solved the problems of management and correction of aggressive behavior of students and the development of their assertiveness. A program was developed, which involves diagnostic support, which allows you to constantly monitor the process of formation of assertiveness of students. According to the results of experiments were published more than 10 papers by teachers in proceedings of the international conferences of RSU named for S. A. Yessenin. The textbook "The work of the school on prevention, diagnosis, correction and management of aggressiveness of children and adolescents" is currently widely used by students and undergraduates of the University for writing term papers and master's theses.

Another project "Development of primary school students as subjects of educational activities and relationships" involved the preparation of students for the transition to secondary school. The basis of the project was the idea that the subjective mental activity, is the underlying premise of the theory of child development in the early stages of learning. Teachers in their classes identify heterogeneous groups of students who have psychological, socio-psychological and social differences that affect the process of their development as subjects of educational activities and relationships for a differentiated approach to them in the educational process. With the help of University teachers, the criteria for the development of subjectivity are identified and the process of development of subjectivity of each student is monitored. The teacher uses a person-oriented approach to learning and education, which means taking into account the level of intellectual development, the nature of educational motivation, the position of the student in the classroom.

Through the implementation of this project, teachers have mastered a number of diagnostic techniques, learned to apply them professionally. Each participant of the project had the opportunity to present their research results at scientific conferences. The result of the experimental work and the prospect

of its further development is the implementation of independent research by teachers, in which they solve specific problems of development of students.

7. Conclusion

The results of the work of the team of scientists presented in the article allow us to draw a conclusion about the possibility of continuous development of the professional culture of the teacher — from the moment of his admission to the University and throughout the further professional activity.

At the stage of training at the University, future teachers are included in such an educational space, within which they are given the opportunity to develop their creative abilities. To this end, they are included in the innovative project activities, solve the pedagogical problems. On the basis of creative potential activity, independence, inner freedom, reflexivity of the teacher are developed. At the stage of professional activity the effectiveness of further development of professional culture of teachers is ensured by their inclusion in innovative research activities to address specific problems of development of students. The specified activity actualizes need for self-improvement of the professional qualities connected with adequate knowledge of pupils and understanding of psychological sense of educational influences.

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