

FORMATION OF THE TEACHER'S PEDAGOGICAL CULTURE IN MODERN CONDITIONS

Yussimbayeva S.¹, senior lecturer, Caspian State University of Technology and Engineering named after Sh. Yessenov, Aktau, Kazakhstan

Ozgambayeva R.², lecturer, Kyzylorda State university named after Korkyt Ata, Kyzylorda, Kazakhstan

*Abirov M.³, head of the Department of educational and Ideological Work, Military Institute of Land forces Ministry of Defense of the Republic of Kazakhstan, Almaty, Kazakhstan, nurzhanzhan@mail.ru

Abstract. The professional activity of a university teacher has its own cultural tradition. In the history of civilization, the phenomenon of a university teacher's culture was formed together with the development of universities. Over time, his main professional characteristics were approved. In general, scientific analysis allows us to identify what constitutes the content of the professional culture of a university teacher.

A university teacher is, first of all, a representative of a civilization, a certain culture, a figure for the benefit of society. Since science is the core of modern culture, the teacher is at the same time a person of a high level of education, good breeding and citizenship. At the university, he is the main element-sample of the transmission of these personal qualities from generation to generation.

Since the personality is formed in society, the socio-cultural competence of the university teacher comes to the fore. The teacher organizes the educational environment, introduces role models into it, guides the personal development of his students. In the general case, the task of a university teacher is to organize and control such an educational environment that is necessary for the personal growth of pupils, striving for the choice of an ideal, i.e. education of the ability to value orientation, which is combined with the formation of skills of self-knowledge [1].

Key words: the culture, teaching, a modern, university, professionalism

Main provisions

Solving the problem of humanizing the educational environment has given rise to a new problem of harmonizing education, the basis for which is the general cultural competence of the teacher. In education, the solution to this problem is made dependent on the ideological, moral and general cultural training of the teacher. The integrated intellectual constructions of the teacher become an active cultural background against which a clear, harmonious and strict structure of the taught subject is built [4]. This background is created by a system of teaching programs that have ideological and methodological contexts, the inclusion of elements of culture, history of science and local history in the content of teaching and has a personal connotation. An intellectual worldview background is also created by the development of special courses related to the subject, independent research work of students, led by a teacher.

Introduction

Such integration begins, first of all, with the solution of the methodological problem of the integration of scientific knowledge and then extends to the integration of scientific knowledge and practical activity [3]. In order for the knowledge transmitted in the education process to constitute integrity in the activities of a university teacher, it is necessary to integrate his scientific and educational work, based on philosophical understanding. The philosophical and methodological culture of teaching at the university is designed to ensure the integrity of the development of a young person, the humanization of education, necessary to overcome the phenomena associated with fragmentation, fragmentation of education [5]. The creation of such an integral system of knowledge lies at the basis of cognitive activity. In the process of educational activity, the problem of integration is put in dependence on the personal culture of the teacher, on his ideological, moral and general cultural training. Since philosophy plays an integrating role not only in relation to various fields of knowledge, but also in relation to the entire culture, it is the philosophical competence that allows the teacher to build the content of the subject he is describing into an integral system and present it as part of the entire education system [6].

The innovativeness of a teacher's activity in a modern university lies in the fact that its effectiveness becomes dependent on cognitive competence. The fact that, along with sociocultural, we consider cognitive training, is explained by the special role that we assign to the intellect of the teacher in the context of the intellectual development of society. For the practical implementation of the cognitive training of a teacher, it is necessary to take into account all the multifaceted nature of the human factor in education. Since the teacher has to work on the development of intelligence, he needs to master those practical developments that are called intellectual technologies. In modern scientific practice, logic (in addition to its four well-known sections - the theory of knowledge, formal logic as the doctrine of logical inference, logical semantics and methodology as a method, the doctrine of methods of thinking and systems of knowledge) has acquired a broader praxeological meaning associated with the doctrine of rational organization any activity. All objects of activity can be replaced by models and systems composed of them. A teacher who solves a real problem can operate with such models and their systems. In these cases, his work will be cognitive [7].

A new level of development of a specific methodology, following I.S. Ladenko, we will distinguish it from methodology as a field of knowledge. The methodology of a teacher's labor, like that of any intellectual, is based on the intellectual capabilities of a person. Proceeding from this, on the basis of the achievements of logic and praxeology, a conceptual representation of the intellectual system (IS) is built, which is fruitfully used in the theory of education and requires its development in practice [8].

Educational traditions are developing in the direction of improving collective education and education of the individual, "useful" for the team [5]. This is the reason for the ratio of collective and personal reflection in the intellectual systems of the university [9]. Cognitive and sociocultural training of a teacher is simultaneously involved in the processes of purposeful formation of collective

reflective thinking. In order for intellectual reflection to retain its creative character in various didactic processes of the university - in dialogue, when reading texts, collective learning, it is necessary to manifest the personal nature of this mental process, while reflection becomes intellectual and personal [10].

The reflexive-personal organization of the learning process should be accompanied by the teacher's target reflection, since only the realization of the goal opens the real path to creativity. Such tasks are solved when trainees are included in reflective intellectual activity. The solution to a creative problem is possible only after the mind realizes it as the goal of its activity. Further work of the intellect can be chaotic, unconscious, more or less controlled by consciousness, but the first condition is the awareness of the goal, reflection of the goal of creative activity [11].

The quality of teaching at a university depends on the teacher's ability to organize collective thought activity. Creative processes of thinking have personal characteristics, which in the education system are formed in close to real conditions of activity and communication, but in general thinking is a collective process. Therefore, the studies by I.N. Semenov and S.Yu. Stepanov communicative and cooperative types of reflection. They help to find out the importance of collective interaction and ideas about the inner world of other people for the formation of the learner's knowledge [12].

Description of methods and materials

In the educational intellectual system (OIS) of the university, personal reflection recedes into the background in relation to the systemic one, in addition, at the individual level, cooperative and communicative types of reflection appear. I.N. Semenov, S.Yu. Stepanov, I. V. Palagin showed that in a dialogue, the subject can reflect:

- a) knowledge of the role structure and positional organization of collective interaction;
- b) ideas about the inner world of another person;
- c) their actions and images of their own "I";
- d) your movement in a conceivable content.

The teacher's activity combines intellectual creativity and the practice of transmitting culture to the next generation. In general, the quality of teaching activities includes a number of factors:

- the level of professional culture;
- a combination of teaching practice and research;
- possession of universal knowledge;
- orientation towards a new paradigm of higher education
- creation of innovative author's courses and learning technologies;
- readiness to master modern didactic technologies;
- the ability to motivate and organize educational and research activities of students;
- readiness for self-development.

Psychology and pedagogy of higher education offers a number of provisions that are formulated as postulates of the effectiveness of the teacher's work: the

presence of a social goal, the scientific organization of the work of teachers and students; uniform pedagogical positions and requirements in the staff of the department, the university, a single style of communication, the implementation of the charter of the university by all teachers and students [13]. An analysis of the necessary conditions for a productive university education allows us to bring to the first place the condition for the organization and functioning of teaching as a free teaching system. A retrospective of the history of education shows that such a system is possible and implemented in some of the most productive universities [14].

Results and discussion

The education system must take into account that a society that has realized intelligence as a resource makes an application for it, i.e. both the individual and society as a whole are interested in the development of intelligence, which has yet to realize that the maximum development of his intellectual potential is possible only with the free development of each personality, including his intellect.

Thus, in the period of the intellectual flourishing of Germany in the 17th – 18th centuries, which gave the world such outstanding philosophers as Leibniz, Kant, Hegel, German universities had the features of a free teaching system. In the twentieth century. the works of Einstein, who was born in Germany and for almost 20 years, was a full member of the Berlin Academy of Sciences, appeared in theoretical physics. To this should be added the names of Planck, Heisenberg, Schrödinger. The advances in this area have been remarkable. Trying to find out the reasons for this cultural phenomenon, G. Weil, one of the most outstanding mathematicians of the twentieth century, came to the conclusion that, despite the complex centuries-old political history of Germany, the fate of her higher education turned out to be happy. In German universities since their inception in the seventeenth century. and until 1933 the spirit of intellectual freedom reigned [15].

The fate of science and education turned out to be dependent on the attitude of society towards them, on the ability of the Germans, which G. Weil calls a "gift", to get carried away with intellectual and artistic activities, on the presence in them of a sincere and passionate interest in things related to the work of the mind. We can say that everyone and everything related to the universities, which were preparing a fertile ground for science, enjoyed exclusive and universal respect. The cultivation of scientific creativity was supported not only by its prestige in society. Its organization had a solid material base, laid down in the system of university education, the main feature of which for Germany is the combination of teaching with scientific research. In the universities themselves, the decisive feature that ensured their success was the combination of teaching with scientific activity [16].

As Weil notes: "In Germany, it was considered the norm that every university professor was a scientist conducting independent scientific work, and, conversely, any scientist, and more or less significant researcher, was a professor at some university. Therefore, all outstanding representatives of science were engaged in everyday teaching activities" [2].

With such a setting of the matter for the student, "truth becomes not something once and for all given, but a thing to be looked for, and the university teacher, instead

of teaching students the wisdom gleaned from books, begins to teach them the art of discovering new truths." These undertakings have become the pride of German universities, especially the universities in Halle and Göttingen.

It is in the formation of such large educational systems as universities that all kinds of norms and standards are of relative value, and the success of the education system depends on how independently it sets and solves its tasks. All this together ensures the development of the intellect of students and teachers and determines the high spirit of science that reigns in established universities. The same "spiritual norm": the presence of the spirit of true science and free creativity in the formation of an independent IP, led to a flourishing at the beginning of the twentieth century. Tomsk State University and Tomsk Polytechnic Institute, and in the middle of the twentieth century. - Novosibirsk State University. Of course, this freedom does not mean freedom from any regulations and standards, since education is a material structure based on science, therefore, on its paradigm, and is obliged to transmit intellectual and other spiritual values. In this regard, educational IS needs to maintain its homeostasis, regulating the purity, environmental friendliness of its interactions with the external environment - society.

The modern student expects a significant enrichment of the educational process with intellectual activity. The conditions necessary for this must be specially created; among them, at least - psychological comfort, vocational guidance, the ability for this purpose to have a rolling stock of recruited groups of students; a sufficient amount of up-to-date information; professional literature that allows you to be free in relation to the textbook; technical means necessary for the uninterrupted functioning of the educational intellectual system in which the student is included; qualified teachers who are able to design and organize such systems and to direct training and education in practice towards personal development.

Conclusion

The listed conditions create the possibility of maintaining a stable process of personality formation in the education system [1]. They can be divided into external (the ecological state of the educational environment) and internal (the presence of scientific didactic methods that contribute to the optimal formation of the personality). The rest is for the individual: both his self-development and personal interaction with nature and society.

The reform of national education presupposes the leading role of the research activity of the university teacher. The fruitfulness of teaching at the university is directly related to the scientific achievements of the scientist-teacher. This provision increases the responsibility of universities for improving the education process and the competence of teaching staff.

The inclusion of a university student in research activities together with a teacher allows them to master and implement the principle of freedom in university education, to implement new scientific ideas for young scientists. As a result, they develop a research approach to life, to work, to their profession, which testifies to the developing personal character of the professional activity of a university teacher.

REFERENCES

- [1]. Akhmetshina E.R Professional identity of a university teacher in the context of reforming the system of higher education in Russia //Izvestiya vuzov. Volga region. Social Sciences. - 2009. - No. 4. - Access mode: URL: <http://cyberleninka.ru/article/n/professionalnayaidentichnost-prepodavatelya-vuza-v-usloviyah-reformirovaniya-sistemy-vysshego-obrazovaniya-vrossii> [Date of access: 23.10.2011].
- [2]. Zavyalova NB, Saginov Yu. L. The concept of effective resource management of an educational institution //Human capital and professional education. – 2013. – No. 1 (5). – S. 9.
- [3]. Scientific activity as a necessary condition for the productivity of the development of the individual style of a university teacher //Scientific Bulletin of BelSU. – 2010. - № 5. – (Series: Humanities). – Access mode: Url: <http://cyberleninka.ru/article/n/nauchnaya-deyatelnost-kak-neobhodimoeuslovie-produktivnosti-razvitiya-individualnogo-stilya-prepodavatelya-vuza> [Date of access: 23.10.2013].
- [4]. Sotnikova SI, Kozlova OP A strategic approach to managing the competitiveness of university teachers in an innovative economy //Izvestiya IGEA. – 2010. – No. 2. – Access mode: URL: <http://cyberleninka.ru/article/n/strategicheskiiy-podhod-k-upravleniyu-konkurentosposobnostyuprepodavateley-vuza-v-innovatsionnoy-ekonomike> [Date of access: 23.10.2013].
- [5]. Trapitsyn S. Yu., Vasilyeva E. Yu. The system for assessing the quality of the activities of university teachers as a subject of research and an object of design. //Izvestiya RGPU im. A. I. Herzen. – 2006. – No. 14. – Pp.78-82
- [6]. Allen M. Research Productivity and Positive teaching evaluations //Journal of the Association for Communication Administration. – 1996. – Vol. 2. – Pp. 101-103
- [7]. Budd J. M. Faculty publishing productivity //College and research libraries. – 2006. – Vol. 67. – Pp. 98-102
- [8]. Doyle M. Faculty time: academic excellence, research corp., ED469489. – 2002. – 280 p.
- [9]. Felder L. M. The Myth of superhuman professor //Journal of engineering education. – 2004. – Vol. 83. – Access mode: URL: <http://www.ecsu.edu/felder-public/Papers/Mythpap.html> [Date of access: 23.10.2013].
- [10]. Flagg D, Gilley O. and Perk J. Job market signaling: what drives the productivity of finances Ph.Ds? //Financial Management. – 2011. – Vol. 40. – Pp. 108-111
- [11]. Kapyla J. Jaaskelainen A. Lonqvist A. Identifying future challenges for productivity research International //Journal of productivity and Performance management. – 2010. – Vol. 59. – 98-101
- [12]. Marsh H. W. The relation between research productivity and teaching effectiveness // Journal of higher education. – 2002. – Vol. 73. – Pp. 85-86
- [13]. Shepherd C. D., Carkey S. S., Stuart R. S. An exploratory investigation of the periodic performance evaluation processes for marketing faculty: a comparison of doctoral granting and non-doctoral granting universities //Journal of marketing education. – 2009. – Vol. 31. – Pp. 37-42
- [14]. Stimpert J. L. Turbulent time: four issues facing liberal arts colleges. Change. – 2004. – Vol. 36. – Pp. 109-110
- [15]. Valle M., Schultz K. The etiology of top-tier publications in management Career development international. – 2011. – Vol. 16. – Pp. 111-114
- [16]. White C. S., James K. Burke L. A. and Allen R. S. What makes a research star? Factors influencing the research productivity of business faculty // International Journal of productivity and Performance management. – 2012. – Vol. 61. – No. 6. – Pp.119-121

**ҚАЗІРГІ ЖАҒДАЙДА МҰҒАЛІМНІҢ ПЕДАГОГИКАЛЫҚ
МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ**

Юсимбаева С.¹, аға оқытушы, Ш.Есенов атындағы Каспий мемлекеттік технологиялық-инжиниринг университеті, Ақтау, Қазақстан
Озгамбаева Р.², оқытушы, Қорқыт Ата атындағы Қызылорда мемлекеттік университеті, Қызылорда, Қазақстан

*Абиров М.³, тәрбие және идеологиялық жұмыстар кафедрасының бастығы, Қазақстан Республикасы Қорғаныс министрлігі Құрлық әскерлерінің Әскери институты, Алматы, Қазақстан,
e-mail: nurzhanzhan@mail.ru

Аңдатпа. Университет оқытушысының кәсіби іс-әрекетінің өзіндік мәдени дәстүрлері бар. Өркениет тарихында университеттердің дамуымен бірге университеттік педагогикалық мәдениет феномені де қалыптасты. Уақыт өте келе оның негізгі кәсіби сипаттамалары бекітілді. Жалпы, ғылыми талдау ЖОО оқытушысының кәсіби мәдениетінің мазмұнын не құрайтынын ашады.

Университет оқытушысы – ең алдымен, өркениеттің, белгілі бір мәдениеттің өкілі, қоғам игілігі үшін қайраткер. Ғылым – қазіргі мәдениеттің өзегі болғандықтан, ұстаз – сонымен қатар білімді, тәрбиелі, азаматты тұлға. Университетте ол осы тұлғалық қасиеттерді ұрпақтан-ұрпаққа жеткізудің негізгі элемент-үлгісі болып табылады.

Тұлға қоғамда қалыптасатындықтан университет оқытушысының әлеуметтік-мәдени құзыреттілігі бірінші орынға шығады. Мұғалім білім беру ортасын ұйымдастырады, оған үлгі-өнегелер енгізеді, өз оқушыларының тұлғалық дамуына бағыт-бағдар береді. Жалпы жағдайда университет оқытушысының міндеті – идеалды таңдауға ұмтылатын, студенттердің тұлғалық өсуіне қажетті білім беру ортасын ұйымдастыру және бақылау, т.б. өзін-өзі тану дағдыларын қалыптастырумен ұштасатын құндылық бағдарлау қабілетін тәрбиелеу [1].

Тірек сөздер: мәдениет, білім, заманауи, университет, кәсіпқойлық.

ФОРМИРОВАНИЕ ПЕДАГОГИЧЕСКОЙ КУЛЬТУРЫ ПРЕПОДАВАТЕЛЯ В СОВРЕМЕННЫХ УСЛОВИЯХ

Юсимбаева С.¹, старший преподаватель, Каспийский государственный технологический и инженерный университет имени Ш. Есенова, Ақтау, Казахстан

Озгамбаева Р.², преподаватель, Кызылординский государственный университет имени Коркыт Ата, Кызылорда, Казахстан

*Абиров М.³, начальник кафедры воспитательной и идеологической работы, Военный институт Сухопутных войск Министерства обороны Республики Казахстан, Алматы, Казахстан, e-mail: nurzhanzhan@mail.ru

Аннотация. Профессиональная деятельность преподавателя вуза имеет свои культурные традиции. В истории цивилизации феномен университетской педагогической культуры формировался вместе с развитием университетов. Со временем были утверждены его основные профессиональные характеристики. В целом научный анализ позволяет выявить, что составляет содержание профессиональной культуры преподавателя вуза.

Преподаватель вуза – это, прежде всего, представитель цивилизации, определенной культуры, фигура на благо общества. Поскольку наука является стержнем современной культуры, учитель одновременно является человеком высокого уровня образования, воспитанности и гражданственности. В университете он является основным элементом-образцом передачи этих личных качеств из поколения в поколение.

Поскольку личность формируется в обществе, на первый план выходит социокультурная компетентность преподавателя вуза. Учитель организует образовательную среду, вводит в нее образцы для подражания, направляет личностное развитие своих учеников. В общем случае задача преподавателя вуза – организовать и контролировать такую образовательную среду, которая необходима для личностного роста учеников, стремления к выбору идеала, т.е. воспитания способности ценностной ориентации, которая сочетается с формированием навыков самопознания [1].

Ключевые слова: культура, обучение, современный, университет, профессионализм.

Статья поступила 11.10.2021