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Professional culture of future teachers as a factor of formation of readiness for professional activity

Abstract. The authors cover various aspects of the problem of the personality-oriented approach in the professional activity of a teacher. The article presents different views on the problem of professional culture of future teachers as a factor of readiness for professional activity. The ways of forming professional culture, which many authors refer to as "professionalism" are suggested. The emphasis is placed on the fact that in the context of ensuring the conditions for successful functioning of the system of personality-oriented education of students of higher educational institutions, the definition of the final result of education is not the actual student's learning (acquisition of knowledge, abilities, skills), but the formation of a personality - original, unique, creative, who has one's own goals and values in life and is ready for the professional activity. The conditions of effective and full functioning of the personality-oriented approach in the study of students of higher educational institutions as an integral process of formation of their individuality, self-determination in life, the development of talents, mental and physical abilities, education of professional culture are determined in the article.

Keywords: personality-oriented learning; humanization of the educational process; readiness for the professional activity; professional culture.

The statement of problem. The task of training highly-educated specialists who are capable of self-improvement and self-realization, ready to acquire and apply knowledge in practice, taking creative and non-standard decisions has arisen for the high school. The solution to this difficult task is implemented through the content search, forms, methods, models and learning technologies that provide wide opportunities for comprehensive, harmonious development and self-realization of the individual. According to this, the problem of determining the conditions for effective and full functioning of the personality-oriented approach in the study of students of

higher educational institutions becomes an integral process of the formation of their individuality, life self-determination, the development of talents, mental and physical abilities, the upbringing of high moral qualities [Horbatiuk, 2014].

A solution to the issue of a personality-oriented approach can help to increase the effectiveness of learning. Due to the personality-oriented approach to learning by the subjects of the educational process is the personality of the teacher and the student's personality. It is their interrelations, communication and cooperation that depends on the learning process progress. The level of teaching foreign languages depends mainly on the teacher. Teacher's competencies are more extensive than mere knowledge transfer. These include: the formation of the ability to learn; enhancing students' confidence in their strengths, self-esteem, motivation; increasing interest in learning; organization of a favorable educational atmosphere. The teacher acts as a mediator between the students, the teaching material and the learning process. For the effective implementation of this role, he must be ready to perform the functions of a counselor, assistant, consultant, communicator, partner in a joint decision of educational tasks. However, the central figure in the educational process is a student. He is responsible for all the results of the academic work, as well as knowledge, skills and abilities [Yakimanskaia]. Nowadays, the scientific and pedagogical community is increasingly aware of the need to reorient the linguodidactics toward a personality-oriented approach to the teaching of pupils and students, of the naturally relevant pedagogical process as the development of the best intellectual capacities of the young person. This, in its turn, implies the maintenance of the unity of independence and student's amateur activities with pedagogical supervision and taking into account the processes of self-development and self-realization of the personality during the pedagogical activity.

Research analysis. In the scientific literature, various aspects of the problem of the personality-oriented approach are highlighted: the issue of equality of positions between the educator and the pupil V. Sukhomlynskyi, K. Ushynskyi; the revelation of the "paradigm formula" of the modern humanistic approach (S.I. Podmazin, et al.); the formation of a teacher's creative personality (V.I. Andreeva, N.V. Kichuk, V.O. Moliako); emphasizing the means of the personality-oriented education and the upbringing of pupils and students (I.D. Beh, O.V. Bondarevska, A.S. Padalka, et al.). [Labenko, 2012].

Presentation of main material. In the context of ensuring the conditions for the successful functioning of the system of the personality - oriented training of students of higher institutions, we find it particularly relevant to determine the ultimate result of education not only the actual learning of students as the mastery of their knowledge, skills, abilities but the formation of a personality - distinctive, unique, creative, having its own goals and values in life. The main factor in achieving the result in this process is the active life position of the student himself, the degree of implementation of his cognitive activity. Indeed, as I. Yakimanskaia accurately observes, "it is possible to teach everything and anyone. But to learn in order to be educated, everyone must study individually by means of organizing his own activities based on his personal needs, interests, aspirations, using personally developed methods of educational work and being guided by a personal attitude towards it" [Yakimanskaia, 2000]. Therefore, as a top priority in the list of conditions that ensure successful functioning of the system of the personality-oriented education of students of higher educational institutions, based on the humanistic education of a creative person, we determine the teacher's readiness for such activity. It should be based on democratic principles and cooperation.

The task of the teacher is to organize the learning process in such a way as to increase students' interest in knowledge, to increase the need for their full and deep assimilation, to develop the ownership of the work, so that each pupil takes the most active part in training activity, works hard so that the individual work promoted more profound mastering of the curriculum material, to develop strong skills and knowledge, to develop diverse abilities of pupils. The individualization of learning encourages successful solving of the tasks that the teacher was set. E. highlights the Rabunskiy, following goals of individualization of the learning process: 1) the development and use of individual qualities of pupil's personality; 2) the development and use of cognitive interests of each pupil; 3) the development and use of each pupil's intellectual abilities and talents; 4) optimal development of learning abilities in each pupil; 5) preparation for the conscious choice of profession by the pupil; 6) the development of each pupil's skills in individual learning activities [Rubanskiy, 1975].

The purpose of the personality-oriented learning is: 1) to determine the life experience of each student, the level of intelligence, cognitive abilities, interests, qualitative characteristics that must first be identified, and then make agree with the content of education and develop in the educational process; 2) to form positive

motivation of students for cognitive activity, the need for self-knowledge, self-actualization and self-improvement within the sociocultural and moral values of the nation; 3) to equip the students with the mechanisms of adaptation, self-regulation, self-defense, self-education necessary for the formation of a modern, up-to-date person capable of constructive dialogue with other people, nature, culture and civilization in general [Horbatiuk, 2014].

The development of the modern Ukrainian state has put forward public request for education of a creative person who, unlike a person-performer, can independently think, generate original ideas, make bold, non-standard decisions. An important assignment of modern national education is the optimization of the educational process in higher educational institutions, since the basis of future level of national intellectuals are created within them. The prospect of the development of national state largely depends on the cultural and educational level of its citizens, on the system of values which will dominate in the ideological orientation of the younger generation. The solution of this goal involves the need to focus on the formation and development of a self-sufficient personality of each student with a high level of the professional culture. For a modern post-industrial information society, a professionally educated and harmoniously developed personality is needed, who is capable of: adapting in the conditions of real life in a complex dynamic world; taking responsibility for one's decisions under the freedom of choice; navigating and acting in a mobile and multidimensional society; using one's knowledge for the benefit of oneself and others [Plakhotnik, 2004].

Education and culture are two sides of the genetically unified process of anthropo- and sociogenesis. Their more or less harmonious interaction ensures the production, replication, transferring, assimilation and acquisition of knowledge and values. Culture is a way and form of human existence, historical measure and "limit" of the human way of life, its dominant image. It can be represented as a person's accumulated experience of activities necessary for the reproduction of this activity through the formation (training) of a person. The core of general culture of an individual is education and upbringing in their harmonious unity. An important component of harmonious development of a personality is the formed aesthetic culture, which is based on one's abilities, interests, striving for the beautiful and the ability to implement them. Any sphere of human life can be represented in relation with its cultural significance and values. Culture includes the substantive results of

human activity, and knowledge realized in human activity, skills and abilities, the level of intellectual, moral and aesthetic development, world outlook, ways and forms of communication. Culture expresses the depth and immensity of the human being.

As a methodological basis of our study, there is a number of works devoted to the professional culture of future specialists. These are the works of V. Anokhin, P. Ambarova, M. Filonenko, V. Kochergin, N. Krylova, A. Agarkova, V. Pozniakova, A. Smolyka, N. Mikolayenko and others. They reveal different views on the problem of the structure of the professional culture, attempts are made to consider the main stages of professional competence, approaches to the formation of professional culture are offered. The professional culture of many authors is closely connected with the concept of "professional competence", the essence of which is considered in the works of I. Butenko, E. Yermolaiev, V. Miheiev, S. Druzhilov, O. Kolechko, and others, and the ways of formation - in works of C. Isaienko, N. Krylova, I. Kuznetsova, O. Ponomarenko and others. Among the meanings of the concept of "culture", we adopted the definition of N. Krylova as a basis, who believes that "culture is the number of spiritual achievements and the memory of mankind; creative expression of people (the result and process of creativity); a set of common signs and symbols; the system of norms and patterns of behavior inherent in this society; the basis of social behavior, inherited from previous generations (language, theoretical ideas, cultural-organized activities); lifestyle and activities, as well as their context; a set of material and spiritual values; the density of experience; achievement of personality" [Krylova, 1990].

In the studies of such scientists as V. Davydovich, Y. Zhdanov, M. Kagan, V. Ignatov we find the confirmation that the core of the theory of culture is activity. The categories "culture" and "activity" are historically interdependent. It is possible to allocate special cultural function in the activity, implementing it the person creates oneself, enriches oneself and creates conditions not only for his life, but also for the subsequent transformation in general, in particular the cultural environment.

The problem of occupations and professional skills is a special place in the bright and diverse world of human culture, since culture as a human activity in all spheres of being and consciousness can exist and develop only when a person – a subject of culture – acquires one of these activities, that is, a profession and thanks to it the acquired knowledge and skills can change the world around us, nature and ourselves.

Profession and culture are closely interacting with each other and they can not exist without each other. A profession, combined with universal culture, generates such social phenomena as "professional culture" and combines both the field of human labor, activities and the quality of this activity, which ultimately results in culture as a unique phenomenon of all human history, of all human being. It should be noted that the origins of professionalism, professional culture in general should be sought in the work of people in the social division of labor. It was the social division of labor and the emergence of occupations that became objective incentives for the formation and development of culture as a "second nature" of man [Ignatov, 2000].

The term "professional culture" is a category that characterizes social and professional qualities of a specialist, taking into account the specifics of one's professional activity, the degree of mastering the achievements of scientific, technical and social progress. Structural components of professional culture are ethical, aesthetic, methodological, professional-psychological, project-making, environmental, legal, physical culture.

In the scientific circle, the term "professional culture" was introduced by V. Pidmarkov, which in the content of professional culture included: a) special knowledge of the type of activity, constituting the content of a profession; b) knowledge of the production situation, organized links and their performers.

S. Druzhylov understands professional culture as a specific culture of the professional community and as a culture representative of the profession. "The first includes ways of organizing and developing professional activities presented in products of material and spiritual work, in the system of professional values, professional norms and beliefs, professional traditions, which determine the attitude of specialists to the subjects and objects of their activities. The second one is considered as a result of the person's assimilation of the main elements of professional culture of the community, as a result of professional socialization and professional identification of the individual" [Druzhilov, 2000].

The basis of professional culture is general culture of an individual, which includes the most important amendments of culture. The professional culture of a specialist, which is a specific environment of a professional community, includes together with standards of professionalism, competence and skill, a set of value-normative and moral representations that are responsible for regulating the relationships of people in the process of their professional activity. V. Slastionin

points out that professional self-realization of a specialist, which is the result of "self in the profession" search, the confirmation of a professional image, the individual style of professional activity, one's own professional role, the image of "I" becomes important in the context of professional self-improvement, self-education, self-upbringing, the disclosure and realization of one's creative potential, the definition and achievement of professional perspectives, the establishment of new professional goals [Slastenin, 2002]. Traditionally, professional culture is understood as a set of theoretical knowledge and practical skills associated with a particular type of work. With the emergence of professional culture, there are specific institutes for the development, preservation and dissemination of culture. Particularly in this regard a system of vocational education should be distinguished, which is a social form of the existence of cultural processes of education and upbringing.

Conclusion. Thus, professional culture is a significant factor in the professional activity of teachers and representatives of other socio-occupational professions. The high level of professional culture of a teacher is characterized by a developed readiness to solve professional problems, that is, an advanced professional thinking and consciousness.

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