

METHODOLOGICAL CULTURE OF TEACHER

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Abstract: *the following article is about the way teacher use in the session. According to the author teacher should obtain pedagogic methodology before entering to any class. At the same time they have to experience the certain science we call pedagogy. Also author points out the phenomenon named as culture. In this article she states about the importance of culture and its place in education field.*

Keywords: *pedagogy, specific principles, methodology, subject, upbringing, cultural, knowledge.*

Modern pedagogy is going through hard times. From the standpoint of evidence and logics of events development, each science has its own laws of sustainability and progress, has its lifelong general and specific principles, rules, object of study, categorical apparatus and so on. This fully concerns such a dynamic science as pedagogy, because knowledge of the nature, effect of educational laws and regularities helps teacher to find the correct answers to the key questions of educational reality and practice. Academician Ivan Zyazyun insistently proved that traditional pedagogy is objectively unable to meet the growing imperatives of our time [1]. Thus, today's urgent issue is to overview many established pedagogical approaches primarily concerning the conceptualization of the content of modern education, understanding the nature and the content of educational activity, educational process, determining the place, role and real possibilities of modern educational technology application, determining conditions, principles, forms, methods and means of formation methodological culture of a teacher, etc. Besides, it is necessary to be well aware of pedagogy as a science, though having its own status of functioning but being in a range of other sciences, is certainly under their influence (philosophy, psychology, cultural studies, sociology, logic, etc.).

In our opinion, pedagogic methodology can help to solve these and other complex issues of modern pedagogy [1]. Today there is a generally established view that pedagogy is the only science dealing with education, therefore, the science of training and upbringing. This does not mean that other sciences do not study certain problems of modern pedagogy. Today pedagogical anthropology, hermeneutics, phenomenology, synergy and so on gained scientific status and are powerfully utilized in scientific knowledge (on the methodology level). Instead, general pedagogy is the only special science dealing with education. This is due to the fact that only pedagogy as a science studies problems of education in its entirety. For pedagogy education is the only proper object of study. The scientist noticed that it is used to believe the subject of pedagogy to be upbringing. But today it is more appropriate and "... correct to consider the subject of pedagogy to be the study of the essence of human personality formation and development and on this basis processing the theory and methodology of education as a specially organized pedagogical process". S. Honcharenko explained that this definition directs researchers and teachers practitioners to learning and comprehensive understanding of the process of individuality development and profound dependencies that exist between this development and education [2].

In modern conditions pedagogical methodology is a reliable guide that identifies regularities and formation of all the systems of practical pedagogical activity. Based on quantitative and qualitative changes it allows to prove the most effective mechanisms of the regulation and functioning of pedagogical action, to define spiritual and cultural context of pedagogical activity, and to analyze value-semantic component of pedagogical activity. Based on the general dialectical principle on the interrelation between things and social phenomena pedagogical methodology allows revealing deep interaction between pedagogical thinking and activity, to explore the conditions under which pedagogical activity becomes moral and aesthetic phenomenon, and so on.

Any education is a complex social phenomenon, the process and the result of mastering by individuality certain system of sciences, knowledge, practical skills, abilities and associated with it development of its intellectually-cognitive, artistic activity as well as moral and aesthetic culture. The main aim of pedagogical education is preparing specialists to the work in the educational sphere. The specificity of pedagogical education is determined by increased social demands for professional activity and individuality of a teacher as a subject of educational communication and pedagogical process. Therefore, pedagogical education is aimed to solve two sets of interrelated problems: first of all, to promote socially valuable personal development of future teachers (their fundamental, common cultural, moral and social maturity) and secondly, to help them in professional development and specialization in pedagogical activity [3]. The content of pedagogical education is primarily determined by the needs of society and individual that finds its real reflection in the educational qualifying standards, concepts, programs and more. The scope and character of the content of pedagogical education is also determined by the type and level of the educational institution, content of subjects and age features of students. S. Honcharenko fairly pointed that poor understanding of educational matter by many officials, leads to

significant losses not only in theory but also in practice of making the content of pedagogical education. Hereto is added the fact that the inability to determine properly the content of national pedagogical education provokes uncritical transfer of someone else's experiences on native soil that is not just unproductive but is largely a disastrous matter.

Instead, we believe that thorough knowledge and intelligent use of pedagogical methodology it can help in solving this extremely important issue. What it can exactly help?

First of all, it can help to fill the standards of pedagogical education with the general cultural and national elements.

Second, it can help to outline clearly the content of pedagogical education with the idea of pedagogization of both educational and public space.

Third, the content of pedagogical education should reflect more specifically and consistently the issue of personality socialization. The basis of this statement should take developmental-optimistic principle of education and upbringing as it was proved on highly methodological level in the monograph by O. Budnyk [4].

Thus, all the phenomena that require study of the problem of the educational process improvement, teachers training, fully developed personality of a pupil/student, etc. demand high methodological culture from teacher-researcher.

References

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