

- a quality filter in relation of person to life and the environment in its objective, philosophical-ethical plan "[11].

Conclusion. Thus, it can be said that an integral system of interaction of museums with higher education institutions is of an artistic nature is not well developed (besides, of course, carrying out of art practice in the territory of an art museum). The above-described museum-pedagogical cooperation programs between the general education school and the museum can be set as an example for the interaction system modeling between the museum and the system of higher artistic-pedagogical education.

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FORMATION OF DIDACTIC CULTURE AS MEANS OF TRANSFORMATION OF TRAINING PROCESS AT THE MODERN HIGHER SCHOOL

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Abstract. The article considers the possibility of transformation of training process in pedagogical universities, through the formation of didactic culture. Special attention is paid to modern researches in the field of professional training of future teachers, in particular, the formation of their didactic culture. The article emphasizes the incompleteness of some methodological aspects, including the methodology and practice of the formation of didactic culture of future teachers, in the framework of vocational education in pedagogical university, the lack of theoretical and practical studies in the field of formation of didactic culture of humanitarian discipline teachers, in particular, the teacher of history. The authors present the structure of didactic culture of the future history teacher, consisting of two elements - metasubject and subject components, the phased formation of which allows to improve the quality of professional training of future history teachers. Thus, the role and significance of didactic culture of teacher in his professional activity is emphasized, since the didactic culture of history teacher determines the preservation of humanistic and cultural-historical values, promotes the formation of value orientations and the system of student's historical knowledge, as well as creative self-development.

Keywords: didactics, higher school, educational process, didactic culture, vocational school.

Introduction. Pedagogical education is an integral part of the structure of professional training, as it is one of the main factors for the success of the ongoing reform of the educational system as a whole. The modern information society places new demands on the teacher, as on individual and on professional, capable of teaching and development of younger generation. The emergence and cultivation of innovative processes, occurring in educational organizations, testifies to the need to enhance professional freedom, creative self-realization of the teacher's

personality, the development of the trend of reference to the pedagogical heritage, the creation of flexible self-developing systems of vocational training.

In view of the significant changes in the field of pedagogy, there is a problem of achieving the effectiveness of professional training of future teachers, in particular, the didactic component, which determines the teacher's ability to implement the principles of acquisition of knowledge, skills and competences of students in the process of education. The disadvantage of the classical structure of didactic training, in our opinion, is the uneven distribution of didactically oriented disciplines in the course of vocational training, which makes it difficult to correlate with the subject area of future pedagogical activity; insufficient consideration of the individual characteristics of teacher and students, reducing the opportunities for their creative self-development as the subjects of educational processes. The result of this is the fragmentation of professional knowledge, skills, lack of competence and difficulties in solving didactic tasks in educational and professional activities, connected with the content design, educational planning, selection and implementation of productive teaching technologies, and the organization of pedagogical communications.

Methods. The research methods, used for solving the setting goals, are the following: theoretical analysis of scientific and educational literature on the research problem, analysis of normative documents, educational and methodological documentation.

Results and discussion. The aim of the research is to reveal the content of didactic culture of future teacher, as a means of transformation the process of education in the modern higher pedagogical school, in the studies, devoted to the didactics of higher education. The specificity of post-non-classical science is the dissemination of interdisciplinary and problem-oriented forms of research activity. The conceptualization of the nature of transformations, occurring in the didactics of higher education, is associated with the processes of modernization of higher education in Russia, and the accumulation of a significant array of scientific knowledge, which changes the traditional views on the educational process in the higher education institution. The transformation of didactics as a science is caused by:

1) the transformation of social relations towards individualization and isolation of the individual, that leads to reflection of the value bases of scientific activity;

2) the informatization of society, technological processes at enterprises, and in the sphere of education and, as a consequence, informatization of science. This leads to the fact, that the modeling of the studied objects by scientists is carried out at a very high level, that allows to study a wider range of problems, previously inaccessible;

3) the integration of scientific knowledge within the framework of globalization of science, through the implementation of the main aspects of the Bologna process. This makes relevant the comparative studies within the scope of didactics of higher education in different countries; it scales up the activities on studying the experience of foreign pedagogical schools;

4) the commercialization of science - knowledge becomes a personal fortune, due to the idea of "lifelong education."

As a result, modern didactic questions are added to the classical questions of didactics, such as: "What are the educational concepts?", "What are the results of education?", "What competencies should be formed?", etc. All these changes determine the need to transform the categories of classical didactics to modern educational conditions.

Analyzing the existing definitions of didactic culture, it can be said, that their authors either give a general interpretation for teachers, or they make a gradation on the levels of education. So, V.I. Zagvyazinsky [1] considers the notion of didactic culture as a whole, regarding it as a part of "human culture, which reflects the views, ideas, ways of teaching new generations of people, revealed in scientific and educational methodical works, and implemented in real pedagogical activity, the interaction of teachers and students, as well as the students with each other". A.V. Perevoznyi [4] believes that the pedagogical didactic culture "rejecting universal approaches to the organization of educational process, integrates a variety of educational models, where it borrows those features, which correspond to the modern conditions to the fullest extent".

N.M. Fatyanova [6] differentiates the levels of pedagogical activity, and considers the didactic culture of a teacher in multidisciplinary gymnasium as the integral quality of the individual, ensuring the productive didactic activity and the creative self-realization of the teacher, through the unity of its motivational-value, innovation-technological, personality-creative components. O.A. Igumnov [2] considers the development of didactic culture of a teacher in technical college as "the integral quality of the teacher's personality, which determines the effective performance in the formation of professional culture of the future specialist, and contributes to the creation and mastering by the teacher of new pedagogical values and technologies, the teacher's self-development and his didactic culture". M.P. Tyrina [5] believes that the didactic culture of a teacher determines "the mastering of didactic activity by him, the readiness of the individual to productive didactic interaction and the development of educational process". G.M. Krinitskaya [3] emphasizes the creative professional self-realization of the teacher as the highest achievement of his didactic culture, defining it as "the integrative quality of the personality, represented by the unity of the axiological, activity, communicative and subjective-effective components".

A.L. Mirzagitova, L.G. Akhmetov, I.M. Fayzrakhmanov, A.L. Fayzrakhmanova consider didactic culture as an integrative quality of the individual, including a set of personal, subject and professional values, a set of didactically oriented, general cultural, general professional and professional competencies, the potential of self-development and self-management, the realization of pedagogical activity, in accordance with didactic principles [7,

9, 10, 11]. Some authors, in particular A.Ibatova, V.Kuzmenko, S.Mukhametgalieva consider the self-education as a separate and indispensable element of didactic culture [8, 12]. The analysis of the definitions of "didactic culture" show, that the authors univocally agree, that didactic culture is a multicomponent concept, which identifies as the teacher's personality, as the quality of education, simultaneously. Meanwhile, at this stage of vocational training at the university, the emphasis should be placed on the formation of fundamentals of didactic culture, necessary for any professional pedagogue. Due to this, the theoretical and methodological foundations of this concept, practice-oriented tasks, realized in pedagogical practice, should provide the understanding of necessity and development of this personal quality, and then they should form the basis for the future pedagogical activity.

Relying on our definition of didactic culture, let us consider its components, using the example of a history teacher, taking into account the specifics of his professional activity (see Figure 1).

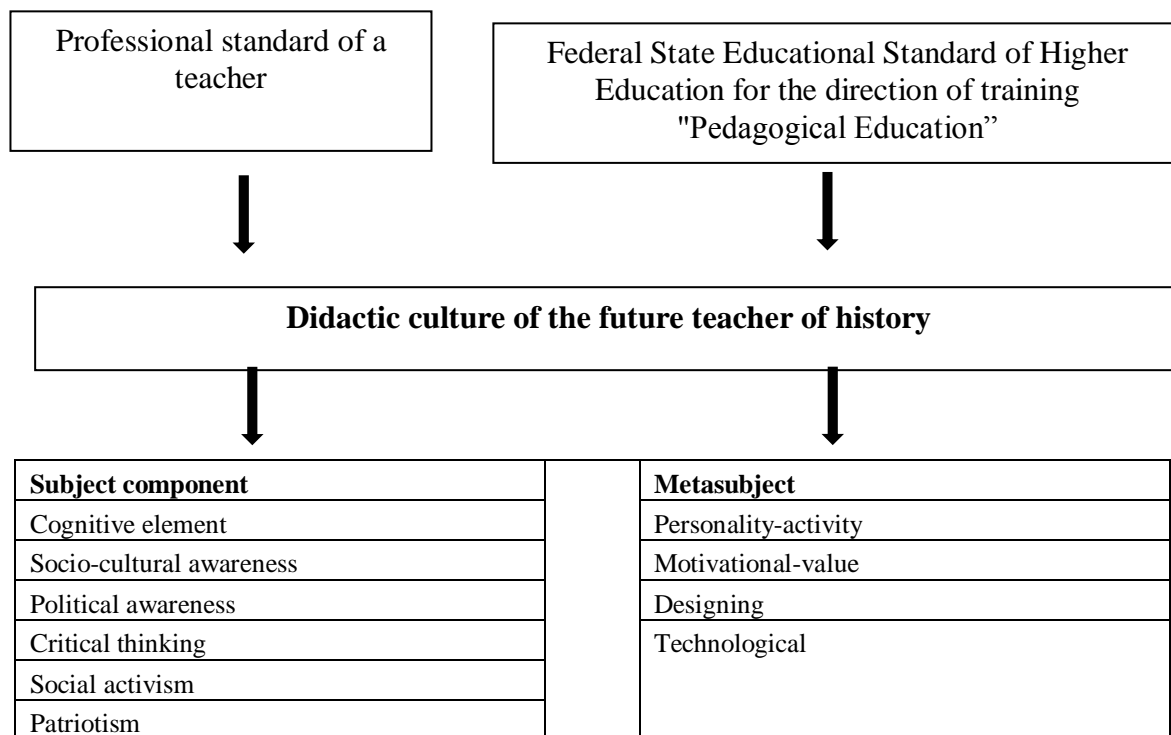


Figure 1. The structure of the didactic culture of the future history teacher

Let's define the components of didactic culture of the future history teacher, providing (ideally) the professional formation of the future teacher of history:

1. *Metasubject component* - is a component, which does not depend on the specialization of the future teacher, and includes the elements, necessary for the teachers of any specialization: personality-activity, motivation-value, designing and technological.

Personality-activity element includes such components of the didactic culture of the future teacher of history as: erudition; understanding of youth and their interests; leadership skills; authority; respect for the student; fairness; benevolence; general level of culture; creativity in the profession; communicativeness; affection for children, and their psychological and pedagogical support. All components can be attributed to such professional competencies as: competence in the field of personal qualities (empathy, self-organization, personal culture); competence in the field of organization of pedagogical activity. Realizing this element, the teacher improves personal qualities, necessary for professional activity; works on improving personal culture and self-organization; develops creative, analytical abilities.

Motivational-value element includes such components of the didactic culture of the future history teacher as: the ability to develop students' motivation for studying their subject, cooperation, the ability to attract the student. All the components can be attributed to such professional competence, as the competence in the field of students' motivation for the implementation of learning activities.

Realizing this element of didactic culture of the future teacher of history, the pedagogue creates a situation of success for students, due to the knowledge of characteristics of child and adolescent psychology, stimulating the activity of students through the use of active teaching methods. The educator creates conditions for self-motivation of students due to the properly organized independent work of students, through the application of methodological recommendations.

Designing element includes such components of the didactic culture as: knowledge of the age-related psychology of students, consideration of the abilities and needs of students, the identification of organizational and pedagogical conditions for the implementation of educational process. All the components can be attributed to such

professional competencies as: competence in setting goals and objectives of pedagogical activity; competence in the field of organization of pedagogical activity.

Realizing this element, the teacher designs his professional activity, based on the social procurement of the state, society, employer, sets goals and objectives within the discipline under consideration, taking into account its specifics. In the process of setting goals and defining the topic of the lesson, the teacher can transform the topic of the lesson into lesson objectives, formulated in an accessible form. To do this, the teacher actively involves students, enhancing their cognitive activities and motivation. Correctly implemented designing element allows the teacher to establish subject-subject relationships, that is, to build up the "student-teacher" relationship during the organization of learning process. Desired goals and projected educational process allow the teacher to carry out pedagogical evaluation, taking into account the social procurement, student's personal characteristics, and the content of training material, that is very important for the organization of learning process.

Technological element includes such components of the didactic culture as: the working knowledge of teaching technologies, the use of author pedagogical technologies; the use of active teaching methods. All the components can be attributed to such professional competence, as the competence in the development of program, methodological, didactic materials and pedagogical decisions making.

Realizing this element of didactic culture, the teacher studies, masters and applies in practice information technologies, gaming technologies, modular learning technologies, developmental, problematic and project training. Practical implementation of these technologies allows the teacher to give classes at a high professional level, helps to realize the goals and tasks of the educator, motivate students to study the material. Systematization of the own teaching experience, study of the experience of innovative pedagogues enables the teacher to make quick decisions in complex, non-standard pedagogical situations, anticipating the emergence of conflict situations in time, removing the psychological tension in the audience, which occurs for various reasons [13].

2. *Subject component*- is a component of professional-personal nature, which reveals the personal qualities of the teacher, his professional and personal values, taking into account his focused specialization. The subject component for the future teacher of history, in our opinion, includes: patriotism, political awareness, critical thinking, social activism; consideration of national and regional peculiarities of the development of history, the ethno-cultural features of the region, the confessional composition of the country and the region; moral and multicultural qualities, the ability to think and analyze objectively, the elements of interethnic and confessional tolerance, etc. Taking into account the multiplicity of this component, we select the necessary and sufficient number of elements of this component, such as: socio-cultural awareness, political awareness, critical thinking, social activism, patriotism. They completely reflect the specifics of the work of the history teacher.

Cognitive element- is a body of knowledge of the relevant subject area, in our case – the field of historical knowledge, which allows to carry out professional activities at a sufficiently high level. This can include both the knowledge of the subject "History", in all its aspects, and the pedagogical knowledge, associated with the peculiarity of teaching this discipline in the conditions of general education school.

The element "*socio-cultural awareness*" includes the following: interethnic and confessional tolerance, considering national and regional features of the development of history, ethno-cultural characteristics of the region, the confessional composition of the country and the region.

The element "*political awareness*" comprises: fair knowledge of political science, knowledge of the main political forces of the state, knowledge and continuous development of foreign and domestic policy of the state and other countries (political partners and opponents), understanding the political significance of certain decisions.

To the element "*social activism*" we refer: the conscious participation of a person in the life of society, conscious participation in social and political activity, developed civic consciousness, the formation of social attitudes, interest in social work, social initiative, commitment, awareness of personal importance in the future of the state.

The element "*patriotism*" includes the civil qualities of the future teacher of history, formed under the influence of social environment, and determining the feeling of love for the Motherland, a sense of responsibility for own actions, initiative, self-dependence.

The element "*critical thinking*" comprises the person's ability to think analytically; the ability to compare and to analyze the occurred events; the ability to predict political and social events in society, in the state, and the ability to correctly interpret them; the ability to work with information flows, and critically evaluate them.

The above components of didactic culture on the example of the future teacher of history (meta-subject and subject) are formed in the process of training in the university, through didactically-oriented disciplines; they have different levels of manifestation (high, medium and low), depending on the personal and professional qualities of the student.

Summary. Thus, in the process of the analysis of research and normative literature, we defined the content of didactic culture of the future teacher, as a means of learning process transformation in the modern higher pedagogical school. In our opinion, the role and the place of didactic culture of a teacher in his professional activity are significant. Didactic culture determine the following principles: the value didactic purposes of teacher's educational activity, the complex of his competences (in the field of setting goals and tasks of pedagogical activity, in the field of students' (pupils') motivation for the implementation of educational (pedagogic) activity; in the field of providing an information basis for activities; in the field of development of working programs, methodological, didactic materials

and making pedagogical decisions; in the field of educational activity organization); didactic skills, and implementation of modern didactic principles in professional activity of the teacher. So, it is the didactic culture of the history teacher, that determines the preservation of humanistic and cultural-historical values, contributes to creative self-development and to the formation of value orientations and the system of student's historical knowledge.

Conclusions. We propose to consider the didactic culture of the future teacher of history as the complex, consisting of two components: the metasubject component (which includes the personality-activity, motivational-value, designing and technological elements) and the subject component (including patriotism, political awareness, critical thinking, socio-cultural awareness). The key idea of the research on the possibility of the transformation of learning process in modern higher education through the formation of didactic culture was considered in modern studies, devoted to the didactics of higher education.

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PERSONAL PHYSICAL CULTURE AND ITS PLACE IN EVERYDAY LIFE OF UNIVERSITY STUDENTS

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Abstract. The relevance of the problem under investigation is due to the recent tendency in reduction of the level of students' health and physical fitness. Meanwhile it is known that one of the most effective ways to promote health is systematic employment in various forms and types of physical culture and sports. Physical culture of the individual is an integral part of a healthy lifestyle of a person. Its structure includes an intelligent component (knowledge, skills, interests and value orientations in physical education) as well as the activity component (the systematic voluntary exercises, hygienic and tempering procedures).

This study is aimed at determining the interests, requests, opinions of students on the way physical culture