

FORMING DIDACTIC CULTURE OF THE TEACHER IN MODERN EDUCATION CONDITIONS

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ABSTRACT

Origin and registration of the innovative processes taking place in the pedagogical sphere in recent years shows increase of professional freedom extent development, creative self-realization of the teacher identity, tendency to openness emergence, frontage to pedagogical heritage, creation of flexible spontaneous systems for professional training. However, there is a relevant issue of teachers compliance to those requirements which are created concerning them by society and the state.

Research purpose is reflecting transformation of professional and significant pedagogical qualities in modern conditions of education development.

In research standard material and statistical data have been used obtained by interview; theoretical and practical material has been generalized.

Research displays change of the teacher didactic culture content since the period of existence Standard Wage-Rates and Skills Reference Book for positions of heads, specialists and other employees (ETKS) of the USSR to the requirements formulated in the existing professional pedagogical workers standard. On the basis of the several agents interaction analysis of educational process – teachers, students, parents, the gradation of professional competences priority of the teacher is clearly demonstrated. Besides, key components of pedagogical competences are revealed.

Research has shown rather low correlation of the teacher qualities in the eyes of the student and parent, and also teachers, that is the need of society for absolutely certain model of the teacher is not met by teachers image. All this requires updating of the teacher professional competence didactic components, development of modern requirements to structure and process of didactic culture forming.

Key Terms: *history teacher, didactic culture, pedagogical competence, teacher, professional education.*

INTRODUCTION

The social and economic and socio-cultural transformations taking place in the world in general and in Russia in particular have led to forming new welfare and economic values. Political and economic factors have also influenced implementable educational policy, displacing the main tendencies of globalization, democratization, internationalization towards return of domestic educational traditions in new economic conditions (Akhmetov, L.G., Faizrakhmanov, I.M., Faizrakhmanova, A.L., 2014, p. 107). In similar conditions in education system a specific place is held by professional pedagogical education which acts as one of the main success conditions of the carried-out upgrade of social and public life in general, and upgrades of professional pedagogical training in particular.

The teacher – is the special profession taking the important place in any world culture (Mirzagitova A.L., Mukhametgaliyeva S.H., Tirigulova R.H., 2015, p.1938). Modern high-tech information society imposes new requirements to the teacher, as to the personality and the professional capable to perform training and development of younger generation. Origin and registration of the innovative processes taking place in educational in recent years shows increase of professional freedom development extent, creative self-realization of the teacher

identity, openness tendency emergence, adhering pedagogical heritage, creation of flexible spontaneous systems for professional training (Akhmetov, L.G., Faizrakhmanov, I.M., Faizrakhmanova, A.L., 2013, p. 173). The importance of the school teacher cannot be re-evaluated and for this reason, even more often in researches of modern scientists and researchers Zhidova L.A. (Zhidova L.A., 2009, p.191), Kuleshova I.S. (Kuleshova I. S., last ref. date 2/11/2016), Davydova D. A., Kopova A.S. (specialists and other employees or ETKS ,last ref. date 1/30/2016), Goncharova S.V.(Goncharova S. V., 2005, p.185), etc. a question about quality of professional pedagogical training is brought up.

METHODS

For the solution of research problems the following methods have been used: analysis of pedagogical, psychological domestic and foreign literature, regulations; poll method, statistical methods of experiment data processing.

Research was carried out in several steps:

At the first stage the analysis of domestic and foreign literature on pedagogics, identification of the researched problem condition in the theory and student teaching has been performed.

At the second stage content of poll has been formulated and the preparatory work of carrying out interviewing is carried out.

The third investigation phase consisted in carrying out poll, analysis and generalization of experimental work results, formulation of conclusions and tasks for further research.

RESULTS AND DISCUSSION

Requirements imposed on result of teachers training, their qualifications stated in the *Standard Wage-Rates and Skills Reference Book* (specialists and other employees or ETKS ,last ref. date 1/30/2016), USSR and acting till 2015, do not correspond to the operating educational paradigm, the competence-based approach realized at all education levels. The new professional standard of pedagogical workers accepted in October, 2015 determines qualification of teachers through professional competences on the basis of the interrelation of the position held by the teacher and labor functions, with the accurate description of labor actions, necessary knowledge and abilities. These requirements are stated in the list of the teacher competences applied in case of pedagogical workers certification for different levels of education system. (Table 1)

We see that the understanding that enters professional culture of the teacher has significantly changed. Separate elements were transformed to competences, others have not found reflection in modern professional competences, for some competences there is no analog in ETKS which shows that this direction in work of the teacher became relevant only in modern pedagogics.

Table 1
RATIO OF PROFESSIONAL REQUIREMENTS TO PEDAGOGICAL ACTIVITY (comparison of ETKS and professional standard)

	ETKS		Professional standard	
O f f I c I a l	Carries out training and education of the trained taking into account their physiological features and specifics of the taught subject, promotes formation of the general personality culture, socialization, conscious choice and development of educational programs, using various forms, receptions, methods and tutorials by framework of federal state educational standards, modern educational technologies.		<i>Cp 1 - Competence of the pedagogical activities organization area</i>	P r o f e s s i o n a l c o m p e t e n c e o f t h e t e a c h e r
D u t I e s	Reasonably chooses programs and educational and methodical providing, including digital educational resources. Gives studies, relying on achievements in the field of pedagogical and psychological sciences, age psychology and school hygiene, as well as modern information technologies and techniques of training.		Cp – 2 Competence of the program development area, methodical, didactic materials and adoption of pedagogical decisions	
	Plans and carries out educational process according to educational program of the educational institution, develops the working program for the subject, a course on the basis of approximate main general education programs and provides its performance, being guided by the personality of the trained, development of motivation, cognitive interests, abilities, will organize independent activity of the trained, ensures relevance of training in the subject (course, program) with practice. Provides achievement and confirmation of education levels (educational qualifications) for the trained.		Cp – 3 Competence of goal setting and pedagogical activities tasks area	
	Estimates efficiency and results of training for the trained in the subject (course, program), considering development of knowledge, mastering abilities, development of creative activities experience, cognitive interest of the trained, using computer technologies. Observes the rights and freedoms of the trained, supports a subject matter, attendance, respecting human dignity, honor and reputation of the trained.		Cp – 1 Competence of the pedagogical activities organization area	
S h o u	Carries out control and assessment activity in educational process with use of modern ways for assessment in the conditions of information and communication technologies.		Cp – 1 Competence of the pedagogical activities organization area	

I d k n o w	Makes suggestions for improvement of educational process in educational institution.			
	Participates in pedagogical activity and other councils of educational institution, as well as in activity of methodical associations and other forms of methodical work.			
	Provides protection of life and health of the trained during educational process.			
	Carries out communication with parents (persons, replacing them).			
	Carries out rules on labor protection and fire safety.			
	Priority directions of educational system development in the Russian Federation; the laws and other regulatory legal acts regulating educational activities; Convention on the Child Rights; bases of general-theoretical disciplines in the amount necessary for the solution of pedagogical, scientific-and-methodical and organizational-and-managerial tasks; pedagogics, psychology, age physiology; school hygiene; technique of subject teaching; programs and textbooks for the taught subject; technique of educational work; regulating documents concerning training and education of children and youth; theory and methods of educational systems management; modern pedagogical technologies; technologies of the conflict situations reasons diagnostics, their prevention and permission; fundamentals of ecology, economy, sociology; labor law; employment policies and procedures of educational institution; rules on labor protection and fire safety.			Cp – 4 Competence of personal qualities area Cp – 5 Competence of providing information activities basis area
			Cp – 6 Competence of student motivation for educational activities implementation area	

As pedagogical process according to Federal Law No. 273 "About education in the Russian Federation" (The Federal Law No. 273, last ref. date 1/29/2015) is a complex process of educational process several agents interaction – teachers, students, parents, there is a natural question: what professional competences from the listed above (according to each of groups) are priority? For the solution of this task respondents survey of each group has been conducted: "Teachers", "Students", "Parents" (in total 237 people. In total representatives of 7 schools of the Republic of Tatarstan - teachers (teachers of history and schools heads), parents of seniors, students of the senior classes took part in the poll). One question has been asked to all respondents of each group: "Name the most important, in your opinion, qualities of the history teachers". Poll feature was that the question was open – that is it was necessary to list qualities of the modern teacher (no less than 10) and to establish their rank on a 10-grade scale.

As the competences presented in the standard have rather specific character, and demand in certain cases is more simplified, an opportunity for non-professionals to estimate them was given, on each competence the key components opening the essence at more available level have been revealed; we have grouped them in blocks:

Block 1. Personal qualities of the teacher

- Erudition;
- Understanding of youth and their interests;
- Leadership skills;
- Authority;
- Respect for the student;
- Justice;
- Goodwill;
- General culture level;
- Creativity in profession;
- Communicative skills.

Block 2. Professional qualities of the teacher

- Ability interest the student;
- Love of children and support for them;
- Capability to develop student motivation for training in the subject;
- Knowledge of subject;
- Possessing training technologies;
- Knowledge of students psychology;
- Conflict management;
- Capability to present training material interesting;
- Application of original pedagogical technologies;
- Accounting of student capabilities and needs;
- Cooperation.

Components of each block have been distributed in the competences (table 2) which are marked out in the professional standard.

Table 2
KEY COMPONENTS OF PEDAGOGICAL COMPETENCES

Competence groups	omponents
Cp - 1	Capability to present training material interesting; Application of original pedagogical technologies; Communicative skills; Accounting of student capabilities and needs; Cooperation; Conflict management.
Cp - 4	Erudition; Understanding of youth and their interests; Leadership skills; Authority; Respect for the student; Justice; Goodwill; General culture level; Creativity in profession.
Cp - 5	Knowledge of subject; Possession of training technologies; Knowledge of student psychology.
Cp - 6	Ability to interest the student; Love of children and support for them; Ability to develop student motivation for training in the subject.

Answers of respondents were distributed as follows.

In Teacher group 125 respondents were interviewed (teachers and heads of comprehensive schools (city of Yelabuga, Kazan, Naberezhnye Chelny) – the most priority got such competences as: competence area of goal setting and tasks for pedagogical activities; competence area for motivation of the trained for implementing educational activities; competence area of providing information basis for activities; competence area of developing the program, methodical, didactic materials and adopting pedagogical decisions;

Respondents of Teachers group have established the following key components of the teacher competences (in process of a rank decrease):

- Love for children and supporting them;
- Mastering of training technologies;
- Knowledge of subject;
- Capability to develop student motivation for training in the subject;
- Knowledge of student psychology;
- Accounting of student capabilities and needs;
- Creativity in profession;
- Justice;
- Cooperation;
- Conflict management.

In Student group 43 respondents were interviewed (students of the comprehensive schools senior classes (city of Yelabuga, Kazan, Naberezhnye Chelny) marked out such competences as: competence area of personal qualities; competence area of the trained motivation for implementing educational activities; competence area of providing information basis for activities (Davydov, D. A., Kopova, A.S., last ref. date 2/1/2016).

Respondents of Student group named the following key components of the teacher competences (in process of a rank decrease):

- Knowledge of subject;
- Capability to present training material interesting;
- Respect for the student;
- Justice;
- Goodwill;
- Implementation of creative tenders and the Olympiads in subject;
- Erudition;
- Understanding of youth and their interests;
- Leadership skills;
- Authority.

In Parent group 69 respondents were interviewed (parents of comprehensive schools students (city of Yelabuga, Kazan, Naberezhnye Chelny). They have determined such competences as: competence area of personal qualities; competence area of the pedagogical activities organization; competence area of the trained motivation for implementing educational activities.

Respondents of *Parent* group have determined the following key components of the teacher competences (in process of a rank decrease):

- Knowledge of subject;
- General culture level;
- Ability to interest the student;
- Authority;
- Justice;
- Application of original pedagogical technologies;
- Goodwill;
- Communicative skills.

CONCLUSIONS

Comparison of qualities has shown their rather low correlation among themselves, that is, the teacher's image in the eyes of students and parents (requirement of society) do not meet the image of teachers. The importance of such teacher qualities as: knowledge of subject, general culture, ability to set the educational purposes and tasks accurately, ability to interest the student are estimated by teachers and parents lower (or are not estimated at all). Distinction, obviously, consists in the modern teacher having to change his the social function – to transfer it from the unique giver of knowledge into accompanying (conductor) of educational process, having kept at the same time such important pedagogical qualities as ability to teach the subject, personal authority, justice, communicative skills (Aronowitz S., 1991, p.205; Mirzagitova, A.L., Akhmetov, L.G., 2015, p.114). In our opinion, it is about establishment of new requirements to the professional culture of the teacher; penetrating all his activities including all his personal resources, knowledge, qualities, attitudes, creative opportunities is necessary.

SUMMARY

Awareness of professional and significant pedagogical qualities significantly changes in modern education development conditions (Shaidullina, A.R., Merzon, E.E., Zakirova, V.G., Mokeyeva, E.V., Karev, B.A., Burdukovskaya, E.A., Polevaya, N.M., 2015, p. 68). The named properties and qualities correlate with the professional standard of the teacher, opinion of teachers, parents, students insufficiently. All above requires updating didactic components of professional teacher competence, development of modern requirements to structure and process of didactic culture forming.

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