

MANAGEMENT CULTURE OF FUTURE EDUCATORS AS AN INTEGRAL PART OF PERSONAL CULTURE

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***Annotation.** Pedagogical culture is a part of universal human culture, it is manifested as methods of creative activity necessary to serve the historical process of socialization and spiritual and material values of education. Taking into account that pedagogical culture is an integral part of the general culture of a person, the management culture of future educators is studied in the article as an integral part of the general culture of a person.*

***Key words:** preschool educational organizations, future educator, pedagogical management, management culture, professional pedagogical culture.*

When studying the pedagogical aspects of developing management culture of future educators, we will first analyze the concept of management culture.

Social aspects of improving personal culture [6], D.N.Ruzmetova [25], theoretical ideas of developing the professional culture of a pedagogue, N.D.Nikandrov [23], were studied in research works.

In the psychological-pedagogical literature, culture is considered as "a historically determined level of society, creative forces and human abilities expressed in the forms of organization of people's life and activities, their relationships, as well as in material terms" [24].

The phenomenon of "culture" assumes the existence of a complex multifaceted phenomenon [26].

Philosophers consider the term culture as "people's activity of reproduction and renewal of social life, as well as the products and results included in this activity" [21].

Currently, the science representing peoples, their culture, language and traditions, which is considered as a relatively new science, is called "cultural studies" [18].

The study of culture is manifested in two directions:

- in the context of personality development [17]
- as a universal property of social life [14]. These views are actively used in literature to understand the essence of culture [19].

Human spirituality is the main criterion that determines and understands his needs and interests, shows the essence of his activities to protect or satisfy them. For this reason, it is extremely necessary to be able to correctly assess the important balance between his spirituality, needs and interests, and to observe the material needs and interests of a person through high standards of spirituality [2].

Confirmation of culture as a mechanism of activity helps to understand the essence of culture. The technological effectiveness of culture, understanding it as a method of activity means that culture is a set of historically specific methods, procedures, and norms that describe the level and direction of human activity.

The culture of a specialist is the ability to meet the conditions and requirements of society, to be able to meaningfully solve certain professional problems, to know high technologies well, to

be able to act in accordance with the pace of development of society, and at the same time, it serves to understand universal human priorities.

Culture is a unique principle of a person's connection with an object, his entry into social life, a mechanism of self-awareness, a mechanism of realizing his uniqueness from others. Culture is something that gives meaning to a person. He acquires the ability to use things collected by mankind [10].

Culture encourages action. The systems of sequential rules of activity, which are passed from generation to generation in a unified unity, form the technology of activity that constitutes the essence of culture. On the other hand, culture, as a method of activity, is not a closed, but an open system containing open algorithms, which disrupts and corrects the energy of the acting individual. This energy is not possible without real cultural and historical creativity. That is, formative activity creates new, constructive (creative) activity. The lower limit of culture is passive adaptation to existence. The rise of civilization is the creation of our "own" world, which absorbs "external" factors, but opposes them with its own uniqueness [9].

For some, culture appears primarily as the acquisition of artistic values [20].

Modern cultural studies not only studies the results of cultural activity, but also solves a deeper problem - the acquisition of cultural consciousness (mentality). In this case, the second - communicative layer of culture is opened, this is the level of communication. The basis and core of culture is the structure of cultural activity [27].

Thus, the phenomenon of culture is so complex that at this stage of its study there are many approaches that describe it in different aspects. We summarize them [7]:

- culture - a certain level of organization of people's lives expressed in material and spiritual products, mastering the techniques and methods of work, mental activity, mastering their physical and spiritual perfection;

- culture is not an independent social sphere, but an interdependent feature of the entire social system, and any social event has its sociological and cultural aspect;

- culture is an important feature of an individual, groups of people, social, professional and national communities, the whole society;

the essence of culture, first of all, is manifested not only in the sum of achievements and values accumulated by humanity in the process of historical development, but also in activity. Four functional qualities are distinguished in each element of culture: knowledge, feelings or attitude, motivation for choice or interest, actions - the main social function of culture is human creativity [4];

All this develops in the process of personal education, that is, in the process of acquiring professional culture. Since our research is aimed at training specialists in preschool education, we consider the following concept of "pedagogical culture".

Currently, the interest of scientists in studying pedagogical culture is increasing. But there is no consensus in the interpretation of these concepts in the scientific literature.

Pedagogical culture means professional duty, responsibility, dignity, conscience, moral demand, justice, perfection, honesty, correctness [1].

The analysis of the reviewed studies showed that the structure of pedagogical culture includes different levels of its study: social-pedagogical, scientific-pedagogical, professional-pedagogical, personal (social-management, scientific-management).

Or, on the contrary, some researchers consider it a part of the general culture of a person [28] Some authors use the term “professional culture” when considering the socialization of a person [16].

I.M. Model [22] defines ”professional culture” as the degree of acquisition of a certain type of labor activity. According to the author, “pedagogical culture” is a characteristic feature of the culture of pedagogical activity. In addition, pedagogical culture inextricably combines elements of material culture and spiritual culture. Due to the fact that the teaching profession is adopted by society as a certain type of professional activity, it was created to meet the need for direct transfer of social experience in a targeted manner,

V.Vinogradov and A.Sinyuk [5] consider professional culture as an integral expression of cultural elements: a) physical culture; b) spiritual culture; c) activity culture; d) spiritual culture.

Pedagogical culture is a part of the universal human culture, in which the spiritual and material values of education, as well as the historical process of the exchange of generations, the methods of creative pedagogical activity necessary to serve the socialization of the individual are considered [4].

Pedagogical culture is a holistic external manifestation of the educator's internal characteristics that creates the socio-historical conditional context and pedagogical quality of reality [15]. Pedagogical culture is considered as an integral part of the general culture of a person [8] (see Figure 1).

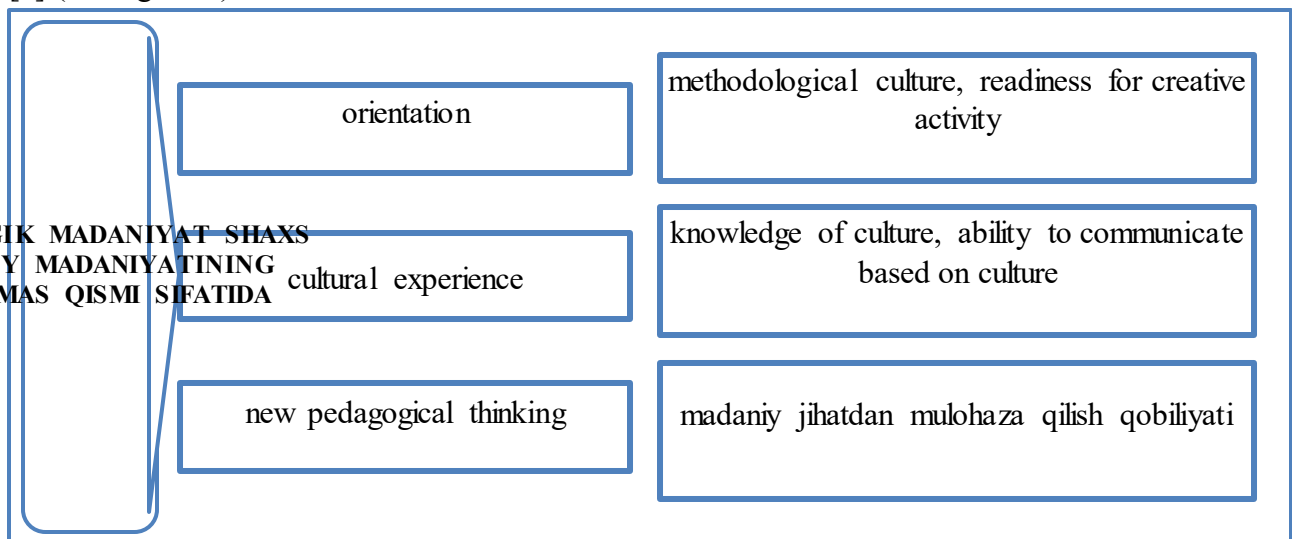


Figure 1. Pedagogical culture as an integral part of the general culture of a person

According to L.Benin[3], pedagogical culture is an integral characteristic of the pedagogical process, including the unity of accumulated social experience, direct activity of people, and the results of this activity (see Figure 2).

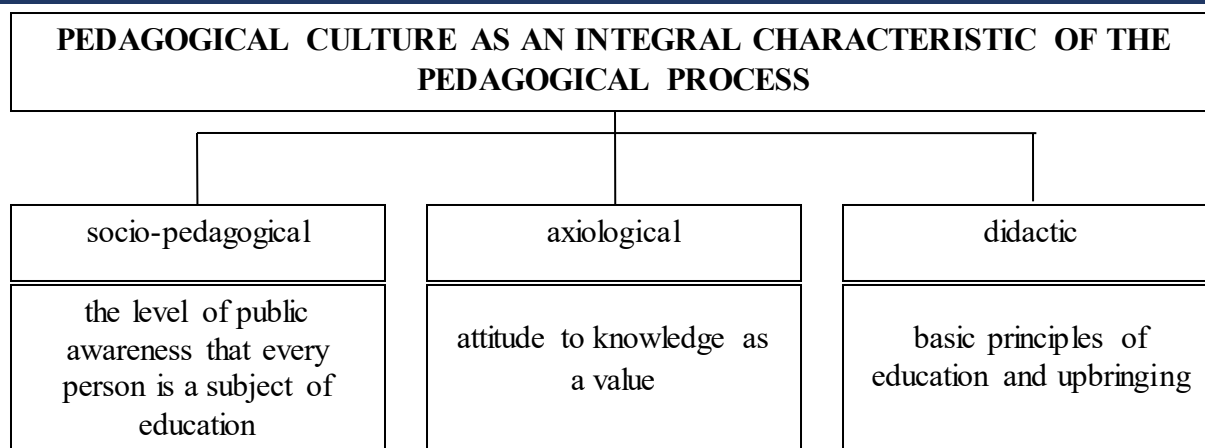


Figure 2. Pedagogical culture as an integral characteristic of the pedagogical process

Based on the analysis, it can be said that pedagogical culture as a phenomenon closely connects two social systems: pedagogy and culture.

At the same time, the following aspects of pedagogical culture are considered in modern research literature:

this is the social sphere of the society, the method of maintaining intergenerational and interpersonal, interethnic relations and transfer of socio-pedagogical experience[10], etc.;

- part of universal and national spiritual culture, sphere of pedagogical values, including pedagogical theories, pedagogical thinking, pedagogical consciousness of society, cultural examples of practical activity [4];

- the field of professional activity, including social requirements, cultural identification of the educator, educational systems related to culture[11].

- the personal property of an educator, a leader who combines pedagogical status, qualities, professional skills, behavior, individual achievements [12, 13].

Thus, pedagogical culture is a part of universal culture, which contains spiritual and material values of education, as well as methods of creative activity necessary to serve the historical process of generation exchange and socialization.

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