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Components of Pedagogical Culture of Teachers at Educational Organizations of the Federal Penitentiary Service

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Abstract

Introduction: the article considers a problem of improving professional-pedagogical culture of teachers of educational institutions of the Federal Penitentiary Service. The research is relevant, since there is a lack of scientific understanding of the essence, content and structure of this phenomenon in the context of activities of departmental educational institutions and teachers have certain difficulties in introspection and planning their professional development. *Purpose:* to analyze scientific ideas about the content of concepts of pedagogical culture, professional-pedagogical culture and pedagogical proficiency, to identify structural components of professional-pedagogical culture of a teacher at a departmental university. *Methods:* theoretical (analysis, comparison, generalization, systematization of psychological and pedagogical literature) and empirical (observation, survey, generalization of pedagogical experience) research methods. *Results:* the author proposes a structure of pedagogical culture of teachers of educational institutions of the Federal Penitentiary Service, presented through the identified stages of pedagogical activity and pedagogical proficiency necessary at each selected stage. The first stage is associated with the solution of psychological and pedagogical tasks for the study and diagnosis of students, their needs and requests, their interests, the definition of a set of educational and educational goals, pedagogical goal-setting. The second stage is related to planning, the third one includes practical implementation of the plans, the fourth one is the analysis of pedagogical tasks and critical assessment of the pedagogical work done. *Conclusion:* the proposed structure of professional pedagogical skills, a list of pedagogical skills and their generalized qualitative characteristics can provide practical assistance to teachers in organizing self-development, self-education, introspection, self-education, to determine the

level of their pedagogical maturity, pedagogical skills and pedagogical culture.

Key words: professional activity, teachers; pedagogical culture; pedagogical skills; educational organizations of the Federal Penitentiary Service; penal system.

5.8.1. General pedagogy, history of pedagogy and education.

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Introduction

In modern conditions, when the future can hardly be forecasted both at the level of an individual and at the level of society as a whole, when the whole society is transforming and the processes of continuous transitivity and changing social reality lead to unreflected and uncontrollable stress states, there are concepts and processes in the education system that remain invariably important and significant. These are the processes to form pedagogical culture of teachers, the presence or absence of which influences the entire result of pedagogical activity.

The importance of pedagogical culture is reflected in the works of V.A. Sukhomlinskii, who wrote, “if a teacher thoughtfully analyzes his/her work, he/she cannot help but have an interest in theoretical understanding of his/her experience and a desire to substantiate cause-and-effect relationships between students’ knowledge and his/her pedagogical culture”, ... “a teacher is not only a profession, the essence of which is to transfer knowledge, but also the high mission of creating a personality, affirming a person in a person ... “it is necessary to identify, reveal and develop everything valuable in a person ... to recognize, identify, reveal, and nurture in each student his/her unique individual talent, that is to raise the personality to a high level of human dignity flourishing” [1, p. 102].

However, dynamic changes in society, leaving their imprint on the processes of training cadets at educational institutions of the Federal Penitentiary Service (FPS of Russia) pose to researchers the task of analyzing and comprehending the phenomenon of pedagogical culture in new conditions, identifying its content and structure.

The concept “pedagogical culture” is included in the practice of pedagogical activity; moral and aesthetic, communicative, technological, and spiritual aspects of the teacher’s personality are studied. Authors understand pedagogical culture as part of general culture of the teacher, manifested in the system of professional qualities and the specifics of pedagogical activity [2].

Many scientific papers are devoted to various aspects of the formation of pedagogical culture and pedagogical skills.

A systematic approach to organizing lifelong education of higher school teachers in Russia and abroad is described in the works of L.V. Kuznetsova, G.U. Matushanskii, L.I. Solomko, and Yu.V. Sorokopud [3–6].

The development of pedagogical professionalism of a teacher is studied by V.A. Akindinov, S.P. Zheltobryukh, E.A. Nagornyi [7–9]. E.V. Ryabukha considers a concept, structure and ways to improve pedagogical culture of a teacher at a military institute [10].

A.A. Karavanov and I.Yu. Ustinov describe a phenomenon of professional pedagogical culture of a military university teacher in the historical context [11].

V.Kh. Akhmedov focuses on the development of professional skills among military university teachers during retraining and advanced training. A.K. Bykov studies the theory and practice of developing pedagogical skills of teachers of higher military schools [12,13].

In the context of activities of educational organizations of the Ministry of Internal Affairs of Russia, the problem is considered by A.N. Lazukin and S.F. Serdyuk [14; 15].

However, insufficient attention is paid to the formation of pedagogical skills and pedagogical culture of teachers of educational organiza-

tions of the FPS of Russia and their importance in boosting effectiveness of cadet training. The analysis of scientific literature gives grounds to assert that this phenomenon is considered only in works of L.V. Shatokhina, D.V. Sochivko and M.M. Kalashnikova devoted to forecasting issues [16] and the author's studies [17–21] related to the pedagogical proficiency phenomenon. Having analyzed the content of the concept of “pedagogical proficiency”, we conclude that in the situation of a low level or complete lack of pedagogical culture, a teacher can hardly have pedagogical skills.

In our works, we presented the following definition: “professional culture of a teacher of an educational organization of the FPS of Russia is an essential characteristic of the integral personality of a teacher, which is a set of systemic components, such as systems of professional knowledge (psychological, pedagogical, subject, cultural, historical, etc.), systems of value orientations (personal and professional), professional behavior, professional ethics, and professional activity. Professional culture of a teacher is the result of his/her competence, professionalism and personal self-development” [22, p. 7]. Therefore, we believe it necessary to consider these issues in more detail, although not in their entirety, since the systematic disclosure of this problem requires monographic research.

Let us consider the content and structure of the concept “pedagogical culture” proposed by modern scientists who have studied this phenomenon.

N.V. Khodyakova considers culture to be a personal phenomenon, a relatively integral subsystem of professional and general human culture associated with it by common categories (culture of thinking, behavior, communication and activity). She suggests the following structure of pedagogical activity culture: axiological (acceptance of the personal level of the humanistic value of pedagogical activity); communicative and ethical (culture of communication and cooperation in the field of professional-pedagogical contact, effective use of various communication methods for interpersonal and collective interaction, moral behavior in the field of relations); cognitive and intellectual (competence and free orientation in the field of technology, flexibility and adaptability of thinking,

its logical and reflective nature, independence and openness to new things); predictive (foreseeing possible consequences of pedagogical activity, professional and social adaptation in constantly changing conditions); and applied (using technological capabilities for the most effective solution of professional tasks, releasing a specialist from performing routine operations), etc.” [23].

A number of scientists study this concept in the context of military pedagogy. We should mention ideas of A.V. Barabanshchikov and S.S. Mutsynova believing that pedagogical structure is a synthesis of pedagogical beliefs and skills, pedagogical ethics and professional pedagogical qualities, the style of educational work and the teacher's attitude to his/her work and him/herself. They identify the following personal and professional-pedagogical qualities: 1) a military-patriotic orientation, high psychological and pedagogical erudition, intelligence, harmony of intellectual and moral qualities, pedagogical optimism. The second group includes high pedagogical skills, constant reliance on scientific data and best practices in teaching and upbringing, a sense of novelty and creative search in educational and organizational work, pedagogically effective communication and behavior, as well as urge for self-improvement” [24].

We back the point of view of L.D. Stolyarenko, who considers pedagogical culture as a dynamic system of values, ways of activity and professional behavior of a teacher. She highlights components of pedagogical culture, such as the teacher's pedagogical stance; the teacher's professional and personal qualities, reflecting orientation of his/her personality, professional and moral character, attitude to pedagogical work, his/her interests and spiritual needs; professional knowledge; professional skills; pedagogical thinking culture, self-regulation of the personality and professional behavior culture [25].

T.V. Ivanova suggests considering pedagogical culture as an integral part of a general culture of the individual, considering the concept of teacher's pedagogical culture as an integrative quality of his/her personality. In her opinion, the structure of pedagogical culture is comprised of a certain orientation (high methodological and methodical culture of the teacher, presence of moral and ethical values,

willingness to carry out creative activities); cultural experience (knowledge of culture, ability to communicate with culture and in culture, to reproduce it); new pedagogical thinking (ability to make culturally conditioned judgments, to know and experience culture, to self-define culture) [26].

Z.N. Kaleeva and T.E. Isaeva propose using pedagogical culture and professional competence of a higher school teacher as indicators of the educational process quality [27; 28]

Along with the term “pedagogical culture”, the concept “professional-pedagogical culture” is spread in scientific research. So, P.I. Kostenok in his works considers the essence, structure and content of the concept of professional-pedagogical culture. He highlights features and key conditions for the development of professional-pedagogical culture of a military university teacher: professional and pedagogical self-development (self-improvement) of the teacher’s personality and development of the professional and pedagogical space of the university [29].

In our opinion, his reflections on the need to distinguish between concepts of “professional and pedagogical competence” and “professional pedagogical skills” are important. He notes that it is legitimate to understand pedagogical culture of the personality as an integrative quality of personality that determines the high effectiveness of pedagogical activity; a condition and prerequisite for effective pedagogical activity; a generalized indicator of teacher competence; the goal of professional self-improvement. At the same time, it is argued that professional-pedagogical culture, understood as an integrative quality of personality, can be considered as a combination of professional-pedagogical competence, developed to the pedagogical skill level, and a general culture of personality.

I.F. Isaev proposes the following structure of professional-pedagogical culture: “axiological (value), technological and personal-creative components” [30].

V.L. Benin considers the problem in a philosophical and sociological aspect, N.N. Kostina studies foreign experience of professional and pedagogical training of higher school teachers, E.N. Zolotukhina and A.A. Chervova determine the essence and identify key components of

pedagogical culture of a higher school teacher [31–33].

Results

We would like to propose our own view on the structure of pedagogical culture. The study of numerous scientific articles provoked the idea of presenting the structure of pedagogical culture of a teacher of an educational organization of the FPS of Russia through the identification of stages of the teacher’s pedagogical activity and pedagogical skills necessary at each selected stage. We purposefully avoid concepts of “competency” and “competence”, limiting our reasoning to the concepts of “pedagogical skills”.

Pedagogical skills of a teacher of an educational organization of the FPS of Russia as a subjective human factor reflect his/her upbringing, worldview and character traits and are components of professional-pedagogical culture. One should not underestimate the importance of the subjective factor, the teacher’s ability to make the right pedagogical decisions and act pedagogically correctly. The quality of the decision is influenced by emotionally subjective factors and the evaluation of information. The ability to work with information, competently evaluate it and use it skillfully contributes to improving quality of the solution. A teacher of an educational organization of the FPS of Russia succeeds when he/she is aware of the psychological structure of pedagogical activity, its functional features, a system of indicators that allow evaluating educational decisions and actions as a skill, has a high professional-pedagogical culture.

Let us identify basic pedagogical skills necessary for a teacher of a departmental educational institution to succeed in his/her activities.

There is an infinitely large number of specific heuristic decisions and actions in pedagogical activity. Therefore, in order to develop a model of pedagogical skills of a teacher with high pedagogical proficiency and professional-pedagogical culture, it is necessary to identify and justify a set of the most significant pedagogical actions. Thus, we will create a conceptual model of pedagogical culture.

Having generalized theoretical material and analyzed advanced pedagogical experience, we identified a list of typical skills and reflected it in limited structural and functional mod-

els of the stages of pedagogical activity of a teacher.

Following well-known teachers, we highlight the following stages of the activity of a teacher of an educational organization of the FPS of Russia. The first stage, in our opinion, is connected with the solution of psychological and pedagogical tasks for the study of students, their needs, requests, and interests. Based on this, a set of educational goals is determined. This is how pedagogical goal-setting is carried out. The second stage of teaching is related to planning upcoming classes, the third – practical implementation of the planned plans, and the – analysis of results of the teacher's solution of pedagogical tasks and assessment of his/her successes and shortcomings of teaching activities. This stage presupposes determination of the extent of the goal achievement, comparison of initial and new knowledge, interests, states formed in students, and changes that have occurred. Reasons for successful and unsuccessful pedagogical impact and effectiveness of the educational tools used, methods and forms of teaching are analyzed.

At the first stage, we consider it necessary that a teacher of the educational organization of the FPS of Russia has the following set of successful heuristic actions.

1. Ability to observe – selection of the most significant psychological and pedagogical factors, consistent implementation of plans and programs, accumulation of facts in the process of teaching, generalization of facts in diagnostic conclusions.

2. Ability to talk – expediency, accurate rapid formulation of significant problematic issues in a tactful manner; prompt identification of key issues of interest to the teacher and students; inviting students to talk; psychological and pedagogical consideration of features in individual and group conversations; quick selection and use of persuasive arguments, achieving an atmosphere of trust, frankness; correct and generalizing conclusions from the established facts given in the conversation.

3. Ability to use interviews – compilation of different types of survey programs; ability to record facts economically and accurately during a conversation, highlighting the most significant features; ability to draw reliable conclusions based on the material collected.

4. Ability to use students' creative work – quick acquaintance and analysis of students' creative work; fixing the information that can be used during subsequent classes.

5. Ability to use psychological and pedagogical knowledge to assess the mental state of students – correlation of psychological and pedagogical knowledge with the observed states of students; systematic description, explanation of facts characterizing the mood, attitudes, needs of listeners; in accordance with the logic of solutions to educational tasks; creative operation of conclusions obtained as a result of analyzing the situation with knowledge for the purposes of pedagogical diagnostics of students and groups of students, prompt consideration of upcoming solutions to educational tasks.

6. Ability to use knowledge to determine a set of specific educational tasks – correlation knowledge of the general purpose and content of education with the real knowledge of listeners; use of predictive tasks for the correct formulation of a set of educational goals of the lesson; taking into account real cognitive capabilities of students and practical work conditions when determining the purpose of classes.

7. Ability to compare facts – use of comparison techniques, correlation facts and determination of their similarities and differences, fixing degrees of greater or lesser severity of certain features or the state of pedagogical objects.

At the second stage of the work, as a rule, the following typical successful pedagogical actions are essential:

1. Ability to determine a system of pedagogical tasks and highlight the main one when working out a lesson plan – identification of a set of tasks that differ in content, methods, and means of solving them; determination of the relationship between tasks and finding out that the solution of some is related to the results of solving others.

2. Ability to determine basic conditions for solving problems – forecasting necessary and sufficient, objective and subjective conditions, the implementation of which ensures effective solution of educational tasks in the learning process.

3. Ability to forecast degrees of professional, cultural and moral development of students – building a model of possible options

for presenting professional and other information to students during classes; forming hypothetical ideas about what new knowledge can be formed, what aspirations, moods and needs students may have as a result of planned classes.

4. Ability to select methodological material and work out lesson materials – selecting, grouping, and summarizing information from various sources for educational or training purposes, for classroom work, presenting it in a relevant order, planning, taking notes, etc.

5. Ability to plan active forms, methods and techniques of presenting material in class – working out various types of evidence, demonstration complexes, practical tasks that activate cognitive activity of students; modeling a possible problem situation and possible ways to solve them.

6. Ability to plan the work of individual students – forecasting possibilities of solving different types of tasks by individual students, taking into account their abilities, interests, development prospects, as well as the specifics and difficulties of the tasks assigned to them.

7. Ability to mentally put oneself in the student's place – development of specific judgments about individual students and their most likely mental states on the basis of theoretical psychological and pedagogical knowledge.

8. Ability to plan relationships with students – forecasting relationships with students, taking into account the collected pedagogical information, making assessments when planning the learning process.

9. Ability to plan presentation of educational material and draw up lesson plans – making a logical sequence of key provisions of the content, predictive information, preliminary analysis, selection of information in accordance with the lesson tasks.

10. Ability to evaluate activities of other teachers and use their experience to plan and improve their work – identification of advantages and disadvantages of solving pedagogical tasks by other teachers, creatively using advanced pedagogical experience to plan their teaching activities.

At the third stage of the work of a teacher of an educational organization of the FPS of Russia, the following typical pedagogical actions are manifested and are essential:

1. Ability to communicate information – presenting information scientifically and reliably, clearly, logically, concisely, emotionally expressive, promptly, timely and quickly.

2. Ability to convince and prove – conducting evidence purposefully and argumentatively; creating an emotionally endearing atmosphere, presenting educational material enthusiastically, observing pedagogical tact, posing questions correctly, ensuring agreement with the teacher's point of view, correcting students' erroneous reasoning promptly if they are found during the lesson in the form of replicas or incorrect questions.

3. Ability to expediently use the content of the lesson for educating students – use of an integrated approach to the content of education during lessons; taking into account the purpose of education when choosing scientific and methodological content of information; implementation of such a content, which is as fully consistent as possible with the tasks of educational work the teacher faces.

4. Ability to use a variety of pedagogical tools, including technical and informational ones, practical application of pedagogical tools that best meet educational tasks; implementation of appropriate pedagogical instrumentation; effective use of a complex of technical and information-technical training tools.

5. Ability to show a personal example – demonstration, clear explanation and demonstration of ways and techniques of doing work; using a variety of opportunities to exercise moral influence on students through their teaching activities and appearance.

6. Ability to stimulate self-education of students and provide them with methodological assistance – providing practical assistance through appropriate advice, explanations, demonstrations; using beliefs and showing interesting tasks in order to encourage students to self-education.

7. Ability to build and maintain contact with students during the lesson, pedagogical communication – manifestation of genuine concern for students' interests; manifestation of humanism, patriotism, internationalism, and fairness during lessons.

8. Ability to carry out operative and postoperative control over students' perception of the material – assessment of the quantity and qual-

ity of the information learnt with the help of various methods and feedback forms, tactful advice on what to do in order to better memorize key ideas of the studied material.

The final, fourth, stage, is characterized by the following pedagogical actions.

1. Ability to determine the goal achievement degree by establishing whether students are satisfied or dissatisfied with the lesson and the material studied by their questions, wishes and feedback. The assessment of various facts indicates students' attitude to the material presented, the pedagogical techniques used, evidence, the teacher's pedagogical skills and personal qualities, etc.

2. Ability to identify causes of the shortcomings of pedagogical actions or activities – self-criticism, analysis of one's work, establishing a correlation between the completed pedagogical activity and its pedagogical results.

3. Ability to correlate one's experience with the theory of pedagogy and methodological recommendations – analysis of the compliance of one's pedagogical activity with requirements of the pedagogical theory and methodological recommendations; prompt self-assessment of the degree of creative achievements and methodological errors in solving pedagogical tasks.

4. Ability to use analysis results to plan the next stage of teaching activities – summarizing results of the teaching activity analysis and making practically significant conclusions to use them in setting the following pedagogical tasks.

All these stages of the pedagogical activity process of a teacher of an educational organization of the FPS of Russia are mediated by a system of value orientations. A teacher, based on values of our society and tasks of developing the penal system, determines what he/she needs to do to improve his/her teaching activities, so that each lesson actively stimulates both teachers and students to personal and spiritual growth.

Conclusion

Every teacher of an educational organization of the FPS of Russia, reviewing possible options for his/her pedagogical decisions and actions, makes a choice in favor of some and against others. At the same time, effectiveness of his/her professional activity is decisively influenced

by his/her pedagogical culture and character traits. Skillful actions of a teacher always show his/her business, moral and personal qualities, his/her pedagogical culture and pedagogical skills. Thorough work with new scientific, socially and politically significant information and its assessment from different angles of view in preparation for classes depend on the degree of maturity, worldview and moral orientation of the teacher's personality, his/her professional-pedagogical culture.

The teacher's self-discipline, from the point of view of implementing the principle of problematic presentation of educational material, also shows culture of the teacher's personality and, as a result, has a certain educational impact on students. Intellectual, emotional, strong-willed character traits of a teacher are somehow manifested in the system of relations between a teacher and students and in the specifics of his/her communication with listeners. Therefore, every teacher needs to consistently and persistently work on their professional-pedagogical culture and formation of professionally significant character traits, such as self-control, emotional stability, self-criticism, tolerance of other people's opinions, pedagogical tact, etc.

It should also be pointed out that the educational process in departmental educational organizations differs in a number of features. These are the normative-legal and organizational-managerial regulation of life and activity; practice-oriented education and upbringing, taking into account the specifics of future professional activity, characterized by special conditions of service; subordination, disciplinary relations in the service, secrecy, limited contacts with relatives, increased requirements for physical training. These and other features also have an impact on the educational process as a whole and on the formation of pedagogical culture of the teaching staff. As it has been already pointed out, distinctive indicators of professional culture of a teacher of an educational organization of the FPS of Russia are the ability to organize a pedagogical process in conditions of strict subordination and combining training with the performance of official duties by cadets, as well as a creative approach to the disciplines taught and the pedagogical process itself. A teacher creates his/her own individual

educational environment and an individual culture of learning and pedagogical communication. A teacher with a high level of pedagogical culture has a high spiritual culture, a highly developed personal sphere, identity, a high level of communicative culture and creativity, and research potential. Besides, special components of professional culture of a teacher of an educational organization of the FPS of Russia are the specifics of manifestation of professional behavior, professional ethics, and professional activity.

Thus, we can conclude that professional culture of a teacher of an educational organization of the FPS of Russia is one of the socially significant indicators of a person's education, reflecting the totality of his/her spiritual and material values, the degree of creative self-realization and actualization. Its development in the modern socio-cultural environment is facilitated by both public and state conditions that cause the need for lifelong education and self-education, as well as psychological orientation of individual traits and qualities of a teacher.

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