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SUBJECT-OBJECT DIMENSION OF PROFESSIONAL AND PEDAGOGICAL CULTURE OF PRIMARY SCHOOL TEACHER

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Abstract. *The article analyzes the phenomenon of professional and pedagogical culture of primary school teachers in terms of quality and quantity, nature and existence that allowed to describe it in the object dimension. In addition, it is proved that the solution of the problem of formation of future primary school teachers' professional pedagogical culture in the process of training for preparation for professional activity in higher educational establishments is necessary in the context of cognitive subject-object relations.*

Keywords: *professional and pedagogical culture, professional and pedagogical culture of primary school teachers, the categories of quantity and quality.*

The analysis of the phenomenon of professional and pedagogical culture of primary school teachers in terms of quality and quantity, nature and existence

allowed to characterize it in the object dimension. In a way it manifests itself in a society, exists in space and time, regardless of the will and desire of individuals who have created it. Instead, the object dimension does not allow to reveal the mechanisms of mastering professional and pedagogical culture of primary school teachers by subjects, who are not its direct creators and to which it is opposed as an object.

Researchers state that throughout his life and professional activities a person is in the process of constant search and self-determination (K.Abulkhanova-Slavskaja [1], E. Borysova [2], A.Markova [3], S.Rubinshtein [4], V.Slobodchykov [5], et al.). All this gives reason to claim that self-determination in culture is the key to understanding the relation of culture and man.

The solution of the problem of formation of professional pedagogical culture of those who just are going to become a primary school teacher in the process of preparation for professional career in higher educational institutions requires a discussion of the given phenomenon in the context of cognitive subject-object relations.

The starting point for this analysis is recognizing the fact that the pedagogical culture and professional and pedagogical culture exist to the extent in which they are acquired and efficiently processed by its subject - a teacher. By the definition of V. Lokh, learning any cultural product takes place only if the person understands actively its structures and practices in its reproduction [5, p.30]. On the other hand, any form of culture manifests itself only in the process of active subject-subject relations. Thus, both the creation and implementation of professional and pedagogical culture is possible only on the human level in the system of his social relations, i.e. personality. The interaction of man and culture is manifested as a dialectical unity of the source and the result of their existence, in which both phenomena mutually generate one another and do not exist without each other.

The center of pedagogical education becomes teacher's spontaneous activity, his self-transformation, which is manifested in the choice of values, goals and ways of life activities and professional activity. Culture serves as the general basis of his professional activity in which the whole world, all forms of human existence are the forms of his self-transformation.

Teacher's self-determination as a principle of his activity development obtains significant limitations in the space of professional and pedagogical culture. It is worth reminding that one of its characteristics is normalization, i.e. limitation of purposes, means and methods of teacher's pedagogical activity by the profession demands. Regulating all aspects of professional and educational activities pretty hard, they actually negate teacher's freedom in selecting senses and purposes of their activities. So in professional and pedagogical culture there occurs a contradiction between the need for development and improvement of professional and educational activities through the freedom of teachers' self-

determination and the lack of this freedom in real regulated conditions of this activity performance, which are normalized in this culture.

The very mode of professional and pedagogical culture existence according to the principle "do as others need" limitates the space of teacher's self-determination by the dominance of socially recognized education values and undermines its own individual uniqueness. The normative character and nature of professional and pedagogical culture in the form in which it exists today, denies the manifestation of teacher's subjectivity. It is a certain obstacle to the implementation of the humanistic, subject-subject technologies of educational activities. Their implementation is associated with changes in the professional and pedagogical culture content and it is only a teacher who can prepare them, breaking established rules of professional and educational activities in the educational system and creating new experience for its implementation.

The first steps in this direction were made by innovative teachers of late XX century. Today they are intensified by innovations in technologies and principles of the educational process organization at school. However, all these artifacts of professional and pedagogical culture should be recognized and generalized at the level of a certain model of teacher's culture-creating activity, perception and awareness of which will become for him a basis for his professional and personal self-recognition.

The culture of society as an object does not exist outside the culture of its subjects. It is a condition, a shape and a combined result culture-corresponding activity of all society members, in whose process the existing values are consolidated and new values are formed. At the individual level individual's culture provides the conscious attitude to the principles of culture, the ability to reproduce them in their own activity.

In the content of a particular professional personality, culture manifests itself not only as a body of knowledge that characterizes the state of culture, but as a set of normalized, socially recognized as valuable actions, providing conscious satisfaction of requirements in the space of functions defined for the given profession. This allows us to distinguish the personality culture, which belongs to certain professional groups and the culture of professional activity, which is performed by that personality in the context of chosen profession.

In the first case, culture defines certain norms of social behavior and activity, which are dictated by group interests, characteristic features a professional group's outlook, theories and concepts that capture the ideals and ideology of professional activity, the technology of its implementation. In the second case it reveals what is obtained and implemented by a person as an integral part of his professional activity, as a system of compulsory for performance norms, rules which define the objectives, methods of its interaction with all other individuals who are involved in the scope of this activity according to their interests and capabilities.

The peculiarity of the primary school teachers' professional activity is

conditioned by the age of children who come to school, and the one main purpose for them to achieve over the years of study in primary school. Teaching children the basics of learning activity, providing their basic literacy in language, math, science, nature studies, artistic activity, work are the components of primary education content whose obtaining depends on the success and the level of professional and pedagogical culture of primary school teacher.

Multi-subject character, ability to make the difficult accessible and understandable for a child of primary school age significantly differentiates professional work of primary school teachers from that of middle and high school. These differences provide specific content of primary school teachers' professional pedagogical culture, but they do not affect the components which reveal its essence and which are necessary for its obtaining. Summarizing understanding of the ways of the existence of primary school teacher's professional and pedagogical culture in subject-object dimension and on the basis of the analysis of this phenomenon in the context of definite categories of self-determination that comprise professional-pedagogical culture of primary school teachers we state that: cognitive component which is formed of a system of knowledge about the goals, ways of implementation teacher's activity in primary education, a child as an object and a subject of the educational process, ways of using this knowledge within the human-oriented interaction of the teacher and his students as participants of the educational process; action-behavioral component formed within the system of primary school teacher's culture-corresponding actions, his behavior, skills of regulation the actions of all participants of the educational process in accordance with the accepted social norms; value-orienting component which is formed within the moral guidance systems, guidance and motivation, causing humanistic orientation of teacher's activity to provide natural rights and freedoms and interests of each student as a participant of the educational process in the educational environment. In the given picture we see that the components may exist and be investigated separately. However, a coherent framework of primary school teacher's professional and pedagogical culture they form only in unity, causing and complementing each other. Without this organic connection none of them reveals the essence of professional and pedagogical culture and does not provide the possibility of its manifestation as a holistic and systemic phenomenon. Implementation of the aforementioned components of primary school teacher's professional and pedagogical culture requires training a pedagogue of a new type who can introduce a child into the culture, to teach him to see, to feel, to think, to adapt to life and make acts of creative self-actualization and self-determination.

So teacher's professional and pedagogical culture in a variety of its manifestations is one of the tumors that are formed in the process of training for the professional and educational activity, along with a willingness to work,

competence, pedagogical skills, professionalism.

The concept of "general culture", "educational culture", "professional culture" are used in scientific and educational sources to characterize the features of the teacher's activity, or his personality. However, the notion of "teacher's professional and pedagogical culture" has not yet been reflected in special scientific and pedagogical researches. Justification of primary school teacher's professional and pedagogical culture as a pedagogical reality phenomenon needs explaining the mechanisms of its emergence and development, forms of its existence.

Using the dialectics as method of cognition of primary school teacher's professional and pedagogical culture at the level of philosophical generalizations allows to go beyond the immediate experience into the space of designing conceptual model.

The phenomenon of culture is historically determined category that contains many meanings and senses. They comprised and acquired their transformation according to the achievements of mankind in the realization and transformation of the surrounding world. All tangible and intangible results of transformational human activity eventually started generalizing and consolidating in the category of culture. The term "culture" was used to describe a wide range of objects, processes and phenomena that have human origins. .

Taking into account the traits of culture, revealed by the analysis in oppositions "natural - artificial", "material-ideal", "biological-social" the following definition has been formulated: culture is a set of artificial by nature, human by origin, social by destination material objects, which reflect the needs, ideas and images of the human world, the experience of their production, use and evaluation in terms of social interaction and cooperation. Culture reflects and affirms the human capacity to create his own world, different from the world of nature.

By its origin and content pedagogical culture is derived from the phenomenon of "culture". According to its content and forms it represents an independent direction in the development of practical human activity, performing in the overall context of culture the function of the human experience storage in the creation of the objects of culture in all their diversity.

The study defines educational culture as a set of artificial by nature, human by origin, social by destination material objects, which reflect the needs, ideas and images of the human world, the experience of their production, use and evaluation in terms of social interaction and cooperation. Pedagogical culture reflects and accumulates all the diverse social experience of teaching and education gained in various fields of human life, in different forms of its organization, at different historical stages of social development of the individual and humanity in general.

We believe that professional and pedagogical culture is a special kind of pedagogical culture of society in which there is concentrated an experience of

special socially organized practice of training and education of the younger generation in educational institutions to meet the specific needs of a particular society and ways to implement educational and teaching activities, social requirements which normalize it and the ways of mastering this activity.

Unlike pedagogical culture, a bearer and a source of creation and reproduction of professional and pedagogical culture is a professional group of teachers that is self-differentiated on the basis of the specialization of activities carried out in the system of social production, consolidated in education according to the occupation. In the phrase "primary school teacher's professional and pedagogical culture" the concept "culture" is a statement of human and thus artificial forms of experience due to which this problem is to be resolved; "pedagogical" means the specific form and content of the experience by whose means the solution of the task is provided; "professional" defines the social context within which primary school teacher's pedagogical culture exists and is implemented as a holistic, socially significant experience.

We found out that the essence of pedagogical culture is revealed in the following: in educating and teaching in accordance with the diverse needs and interests of certain social groups person who is capable of joining to their life; in the tradition of family, religious, confessional, handicraft and other types of upbringing that formed within certain social groups and showed features of their philosophy, thinking, relation to the man himself; in values that determined the feasibility and orientation of people's training and education in different social conditions; certain rules of behavior of a teacher and his students, the teacher and parents, teachers and social group that appointed him to perform the educational activities; special language, terminology, coding content of educational activities in the works of folk pedagogy, scientific, religious, philosophical treatises; reveals a definite opinion on the mission of trained and educated man, the essence of educational activities and requirements for its organization.

Reproducing essentially general structure of culture and being distinguished in the depths of pedagogical culture, professional and pedagogical culture of primary school teachers reveals its essence through: the presence of artifacts, which reproduce the experience of training and education of children in primary school gained in practical activities of special professionally trained group of teachers; system of professionally-defined rules and moral standards of conduct that coordinate the relations of primary school teacher and his students, their parents and other participants of the educational process; the system of orders, commands regulating the objectives, means, principles of pedagogical activity performance in primary schools in form of curriculum, syllabus, textbooks, teaching methods, instructions; the system of values that define the social and professional status of primary school teachers in society and the educational system, their rights and duties, professional requirements to his personality; a system of knowledge, which reflects in the form of signs available in society

and in the educational reality thoughts concerning the content of primary education and its role in child's development; the nature, structure, content and technologies of primary school teacher educational activity.

Also, it should be noted that in modern education primary school teachers' professional and pedagogical culture as a set of generalized and reproducible forms of cultural experience manifests itself in a variety of techniques and technologies of training and education. It is realized in different educational materials (academic subjects), with different purposes, but in homogeneous by age social status children's groups, in unified establishments of primary education.

Culture of the society does not exist outside the culture of its subjects. It is a condition, shape and combined result of culture-correspondent activity of all members of society, in the process of which the values are fixed and new values are created. At the individual level personality's culture provides the conscious attitude to the principles of culture, the ability to reproduce them in own activity.

Summing up the different approaches, we can say that the culture of the personality who belongs to a particular professional group and the culture of professional activity performed by personality are distinct phenomena. In the first case, professional and pedagogical culture defines certain moral norms of social behavior dictated by group interests, typical features of a professional group's outlook, theories and conceptions that capture the ideals and ideology of professional activity, technology of its implementation. In second case it is gained and implemented by personality as an integral part of the professional activity, as a system of compulsory for keeping norms, rules that define the objectives, methods of interaction with all other individuals that are included in the scope of this activity on the basis of their rights, freedoms and responsibilities, interests and capabilities.

We have proved the importance of the components of primary school teacher's professional and pedagogical culture, that is: cognitive component, which is formed out of knowledge about the goals, purpose, modalities of teachers in the system of primary education, child as an object and subject of the educational process, methods of using this knowledge within human-oriented interaction of a teacher and his students as participants of the educational process; action-behavioral component formed from the system of culture-correspondent actions of primary school teacher, his behavior, skills, actions and deeds of all the participants of the educational process according to the standards set forth in the public education system; value-orientation component as a system of moral orientations, attitudes and motivations that determine the orientation of humanistic orientation of teacher's actions to provide in the educational environment natural rights and freedoms and interests of each student and other participants of the educational process.

The mentioned components of primary school teacher's professional and

pedagogical culture are formed during special training for the profession and on the basis of self-determination. They characterize the teacher by his ability to introduce the child to the culture, to teach him to see, to feel, to think, to adapt to life, to commit acts of self-actualization and self-determination within the cultural experience reproduced in the society. To do this, the teacher should perform his professional activity in cultural forms, organizing educational environment so that culture-correspondent being would actualize for him and his students involved in this medium.

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**STUDENTS' INVOLVEMENT TO PROFESSIONAL SELF-
IMPROVEMENT DURING THE SOCIO-PEDAGOGICAL PRACTICE**

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Abstract. *Socio-pedagogical practice lets future social teachers formulate professional positions of social worker, outlook, behaviors and professional ethics. Such an activity gives an opportunity to master techniques and technologies of social and educational activities, form ability and skills, such as contractual, organizing, investigative and communicative. Such a practice allows the students get to know the modern educational work in different institutions, consolidate and deepen knowledge in socio-pedagogical subject courses and shape the readiness to educational institutions. When future social teachers do practical work, they obtain professionally significant and personal skills,*