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TECHNOLOGY OF THE DEVELOPMENT OF LYCEUM TEACHERS' PEDAGOGICAL CULTURE IN THE SYSTEM OF METHODOICAL WORK

The article considers the technology of development of professional culture of lyceum teachers in the system of methodical work. It is substantiated that the creation of a united methodological platform "Pedagogical culture of lyceum teachers" on the basis of the city scientific and methodological centre allows building a clear strategy for professional development of specialized schools teachers, organizing continuous monitoring of the process and objective evaluation of its effectiveness. It is noted that important elements of the proposed technology are permanent monitoring and feedback. Monitoring is carried out by surveys at the initial and final stages. Feedback is provided by organizing a discussion after each event, as well as discussions on social networks and messengers. The program of pedagogical culture development covers all school year, the subject is multifaceted and actual, all teachers of city lyceums are involved in it that allows to make development of pedagogical culture systematic, constant, comprehensive and general. The proposed technology provides systematic acquaintance of lyceum teachers with advanced educational experience. The proposed technology (creation of the "Pedagogical culture of lyceum teachers" platform) provides the implementation of pedagogical conditions for the development of pedagogical culture of lyceum teachers and is characterized by such features as systemic (maximum consideration of various aspects of pedagogical culture of teachers), consistency and regularity (it is extended for the next year, events take place weekly) and generality (total coverage of teachers of the city's lyceums). The proposed technology allows overcoming the differences between the organization of methodological activities aimed at improving the professional culture of teachers in different institutions of specialized education in the city.

Keywords: lyceum teachers; pedagogical culture; «Pedagogical culture of lyceum teachers» platform; system of methodical work; technology of pedagogical culture development.

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Introduction. The urgency of the study is due to the existing in Ukraine deep socio-economic, political transformations in society, highlighting the problem of secondary education, which today is becoming a leading factor in determining the life trajectory of the individual. Trends in the development of Ukraine education necessitate the introduction of innovative processes in the educational system, replacement of outdated standard educational models and technologies with new, non-standard, creative, progressive and at the same time effective and adapted to the present conditions.

The pedagogical culture of teachers is most closely related to socio-pedagogical (it reflects the value of social consciousness), collegial-pedagogical (it implements ideas, concepts, norms that determine the content of pedagogical activities within individual educational associations) and individual-pedagogical individual attitudes, worldview, ideals and motives

of the teacher, correlated with public and collegial consciousness and values.

In the conditions of the New Ukrainian School, the teacher's personality is subject to increased requirements for professional and personal qualities. Teacher's status and role as a professional and cultural personality are determined by pedagogical culture. The pedagogical activity of a modern teacher is constantly transformed to the requirements of the new educational field. The teacher is called to respond to the challenges of time, to be professionally mobile, to have a set of social, professional, personal competencies that will ensure the development of his pedagogical culture.

An important role in ensuring the reform of education belongs to the improvement of scientific and methodological work in the educational institution through the introduction of modern educational, management technologies, stimulating professional growth and improving their professional skills.

Literary review. Scientific thought convincingly proves the possibility of a deeper understanding of the crisis of society, global trends in social systems and, in particular, education, from the standpoint of culture as a system of higher order. The need for research and solution of the problem of development of pedagogical culture of lyceum teachers in the system of methodical work, its relevance and expediency are due to the existing contradictions between: the objective need of society for highly professional teachers who have an open cognitive position, able to think logically, creatively, critically, and insufficient focus of teachers on the development of their pedagogical culture in the system of methodical work; the urgent need for pedagogical practice in the scientifically sound technology of development of pedagogical culture of lyceum teachers in the system of methodical work and the insufficient level of theoretical development of this problem; awareness of the priority of developed pedagogical culture of teachers in the system of methodical work and insufficient work in modern pedagogical science and practice of effective educational activities aimed at developing its components, as well as the unwillingness of lyceum teachers to implement them.

The theoretical foundations of the study are scientific explorations and studies of foreign scientists, which reveal the essence and functions of pedagogical technologies (Dron J., 2021; Tinnell T. et al., 2019), their role in the sustainable development of society (Mishra P. & Koehler M. J., 2006), teaching improvement (Aimah S. I. & Bharati D. A. M., 2017); specifics of teacher training, in particular, in the international context (Schmidt W. H. et al., 2011); features of the teacher competencies' formation in terms of Knowledge Based Society (Naumescu, A. K., 2008). Scientists insist that pedagogical competences are the key to efficient education (Suciu A. I. & Măță L., 2011), teacher characteristics and student achievement gains are related (Darling-Hammond L., 2000; Wayne A. J. & Youngs P., 2003). Competency principles of development of pedagogical culture reflect all leading components of the specified culture — motivational, cognitive, communicative, and attributive.

Particular attention is drawn to the process of pedagogical culture formation (Minzhanova N. A. & Ertysbaeva G. N., 2016), continuing professional development (Rahman S. et al., 2020), formal and informal learning opportunities (Richter, D. et al., 2011). Thorough research of teacher professional development is presented in the works of M. Nind and S. Lewthwaite (Nind M. & Lewthwaite S., 2018). The authors emphasize the importance of development of teacher's leadership qualities and motivation as components of pedagogical culture (Reeves T. D. & Lowenhaupt R. J., 2016).

Despite the significant theoretical achievements of modern scholars in solving this problem,

the researchers did not pay sufficient attention to the development and justification of the content and technology of pedagogical culture of lyceum teachers in the system of methodical work.

The aim of the article is to determine and substantiate the technology of development of pedagogical culture of lyceum teachers in the system of methodical work. Realization of the research purpose provides the decision of a number of **the tasks**:

- to substantiate the content and technology of development of pedagogical culture of lyceum teachers in the system of methodical work;
- to develop recommendations for the development of pedagogical culture of lyceum teachers in the system of methodical work.

Materials and methods. The following research methods are used to achieve the goal and solve the tasks: theoretical: study and analysis of research literature to determine the essence of pedagogical culture of teachers, its components and identify its structural components, elucidation of innovative technologies for the development of pedagogical culture of lyceums teachers; synthesis, comparison, concretization, systematization and generalization contribute to the justification of the conditions for the development of pedagogical culture.

The development of the methodology of our study is based on an interdisciplinary study of the problem. As a result of the methodological analysis of the problem of development of pedagogical culture of the teacher it is substantiated that the system approach provides connection of all methodological ones. For example, the system of teacher competencies allows defining one of the leading competency approach, teacher culture as a systemic phenomenon — culturological, personality as a systemic object — personality-oriented, system of professional values — axiological approach to the study of the object of research. It is through synergetic that it is possible to develop and apply an integrated approach to pedagogical systems in the context of the development of teachers' pedagogical culture.

It should be noted that there is a close relationship between personal and activity aspects of the pedagogical culture of teachers as a methodological phenomenon, their interdependence as those that implement the individual nature of pedagogical activities, taking into account all changes in the level of pedagogical culture.

Thus, the methodology of the personal-activity approach makes it possible to analyze the subjectivity of the teacher's personality, his life and professional self-determination and cultural identification. According to such specifics of personal and activity aspects of development of pedagogical culture of the teacher, we establish its dependence

on the general level of competence of the teacher — general cultural, special, professional, communicative and others. Therefore, an important element of the methodological basis of our study we consider the competence approach to the development of pedagogical culture of teachers.

Research results and their discussion.

The formative stage of the pedagogical experiment (2020–2021) was conducted to test the effectiveness of the implementation of certain pedagogical conditions, in particular, unification and integration of methodological activities for the development of professional culture of lyceum teachers by creating a united platform that develops and plans, manages and carries out constant monitoring of efficiency; creation on the basis of this platform of the educational and methodical environment which motivates and stimulates teachers of lyceums to development of professional culture; organizations through this platform of effective exchange of experience between lyceums, methodological developments in certain fields of knowledge; active involvement of lyceum teachers in getting acquainted with the achievements of advanced educational and methodological innovation.

We offer such technology of development of pedagogical culture of teachers of lyceums in system of methodical work which provides pedagogical conditions for it, namely — the organization on the basis of the city scientific and methodical centre of the specialized platform for development of pedagogical culture of teachers of profile school «Pedagogical culture of lyceum teachers». The creation of such platform allows coordinating the methodological activities of individual lyceums, to develop a single plan-schedule, to organize constant monitoring.

Material and technical base, personnel and information support of city scientific and methodical centre allow the «Pedagogical culture of lyceum teachers» platform to organize systematic and regular activities for the formation of professional culture of senior specialized school teachers.

The program of development of pedagogical culture covers all school year, the subject is multifaceted and actual; all teachers of city lyceums are involved in it that allows making development of pedagogical culture systematic, constant, comprehensive and general.

An important element of technology is the organization of systematic work on the exchange of experience. The topics of the round tables are related to the profiles of training in lyceums. Each of the educational institutions has something to share with others in terms of specialized training.

The proposed technology of development of pedagogical culture of lyceum teachers in the system of methodical work provides the organization on the basis of the «Pedagogical culture of lyceum teachers» platform of systematic acquaintance of lyceum teachers with advanced educational experience.

We believe that in terms of studying the development of pedagogical culture of teachers at the formative stage, it is necessary to pay attention to the formation of creativity, i.e. creative competencies, without which modern activities in specialized education are much more difficult, if not impossible. The desired qualities of a teacher include:

- ability to creative professional and methodical activity (openness to innovative activity; creative view of events, phenomena);
- manifestation of non-traditional thinking (ability to generate new ideas; extraordinary thinking; ability to abandon stereotypical ways of thinking; formed creative imagination, fantasy);
- original solution of pedagogical situations (ability to quickly, atypically solve various problem situations);
- ability to creatively comprehend and produce new methodological ideas.

The ability of lyceum teachers to be creative, generate unusual, original ideas, deviate from traditional schemes and quickly find a way out of various problematic situations is one of the basic competencies of a teacher in the context of secondary education reform.

Important elements of the proposed technology are performance monitoring and feedback. Monitoring is carried out by surveys at the initial and final stages. Feedback is provided by organizing a discussion after each event, as well as discussions on social networks (Facebook page) and messengers (Viber group). At the end of the school year, participants are interviewed to find out their wishes and expectations for the next year.

The proposed technology (creation of the «Pedagogical culture of lyceum teachers» platform) provides the implementation of pedagogical conditions for the development of pedagogical culture of lyceum teachers and is characterized by such features as systemic (maximum consideration of various aspects of pedagogical culture of teachers), consistency and regularity (it is extended for the next year, events take place weekly) and generality (total coverage of teachers of the city's lyceums). Typological characteristics of the «Pedagogical culture of lyceum teachers» platform in the form of a diagram are presented in *Fig. 1*.

These characteristics imply the effectiveness of the proposed technology for the development of pedagogical culture of lyceum teachers in the system of methodical work. However, its effectiveness requires experimental verification, which is a prospect for further research.

The formation of professional values awakens in teachers of lyceums responsible attitude to pedagogical and professional-methodical activity, motivates to creativity, forms in imagination model of pedagogical culture of methodical culture in system of methodical work which serves as a reference point in professional-methodical self-development.

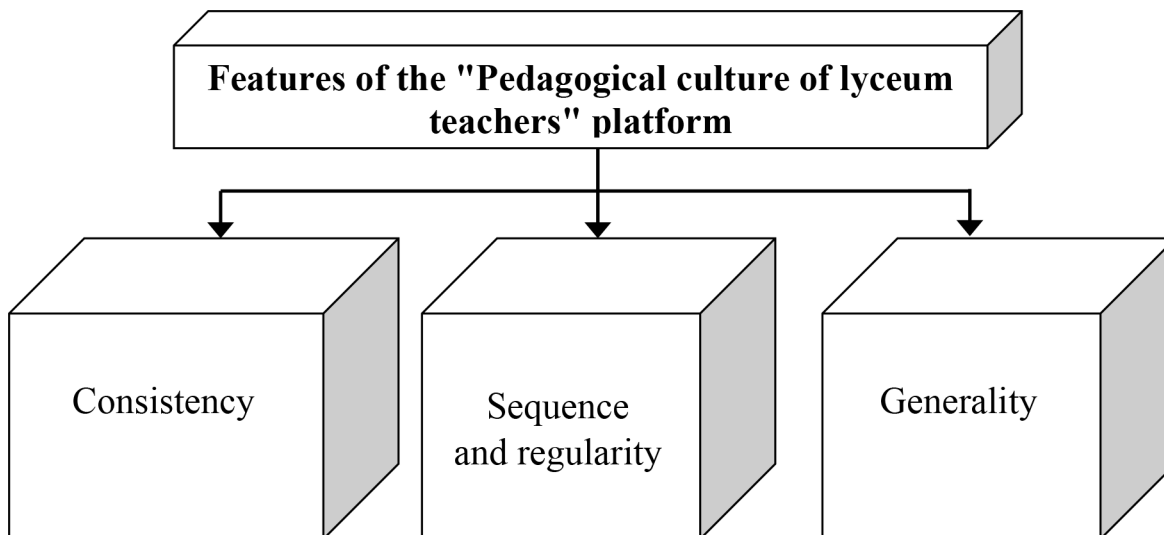


Figure 1. Typological features of the «Pedagogical culture of lyceum teachers» platform

Conclusions. The development of pedagogical culture of teachers is provided by a clear and timely solution of psychological, pedagogical and organizational issues, comprehensive design of appropriate influences on the personality of the teacher, ensuring high efficiency of the educational process. The management of this process should be holistic, systematic, carried out according to a logical program that takes into account the individual characteristics of the teacher, as well as logistical, didactic and

organizational conditions of the educational institution.

The proposed technology (creation of the «Pedagogical culture of lyceum teachers» platform) ensures the development of pedagogical culture of lyceum teachers and is characterized by such features as systematic (maximum consideration of various aspects of pedagogical culture), consistency and regularity (the platform is valid throughout the school year and extended year, events take place weekly) and generality (total coverage of city's lyceums teachers).

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ТЕХНОЛОГІЯ РОЗВИТКУ ПЕДАГОГІЧНОЇ КУЛЬТУРИ ВЧИТЕЛІВ ЛІЦЕЇВ У СИСТЕМІ МЕТОДИЧНОЇ РОБОТИ

У статті розглядається технологія розвитку професійної культури вчителів ліцеїв у системі методичної роботи. Обґрунтовано, що створення єдиної методичної платформи «Педагогічна культура вчителя ліцею» на базі міського науково-методичного центру уможливіє побудову чіткої стратегії розвитку професійної культури вчителів профільної школи, організацію постійного моніторингу процесу та об'єктивне оцінювання його результативності. Зазначено, що важливими елементами запропонованої технології є моніторинг результативності та зворотній зв'язок. Моніторинг здійснюється опитуванням на початковому та заключному етапах. Зворотній зв'язок забезпечується організацією обговорення після кожного проведеного заходу, а також дискусією у соціальних мережах і месенджерах. Програма розвитку педагогічної культури охоплює весь навчальний рік, тематика є багатоаспектною і актуальною, у ній задіяні усі педагоги міських ліцеїв, що дозволяє зробити розвиток педагогічної культури системним, постійним, всебічним і загальним. Запропонована технологія розвитку педагогічної культури вчителів ліцеїв у системі методичної роботи (створення платформи «Педагогічна культура вчителя ліцею») забезпечує системне ознайомлення вчителів ліцею з передовим освітянським досвідом. Запропонована технологія забезпечує реалізацію педагогічних умов розвитку педагогічної культури вчителів ліцеїв і характеризується такими ознаками, як системність (максимально враховані різноманітні аспекти розвитку педагогічної культури вчителя), послідовність і регулярність (платформа діє протягом усього навчального року і пролонгується на наступний рік, заходи відбуваються щотижнево) та загальність (тотальне охоплення вчителів ліцеїв міста). Запропонована технологія дозволяє подолати розбіжності між організацією методичної діяльності, що має на меті підвищення професійної культури вчителів, у різних закладах профільної освіти міста.

Ключові слова: вчителі ліцеїв; педагогічна культура; платформа «Педагогічна культура вчителя ліцею»; система методичної роботи; технологія розвитку педагогічної культури

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