

THEORETICAL GROUNDS FOR THE DEVELOPMENT OF PROFESSIONAL CULTURE OF PRODUCTION TRAINING MASTERS

Lilia Chohut,

Postgraduate Student at the Institute of VET of the NAES of Ukraine

<https://orcid.org/0000-0002-0994-4978>

e-mail: chogutka@ukr.net

Paper.

The relevance of the study is determined by the affiliation of the training of teaching staff for vocational education (hereinafter: VE) to the priorities of the Framework of the State targeted social program for the development of vocational education for 2022-2027.

Objective: To provide a theoretical analysis of the problem of the development of professional culture and to clarify the conceptual and categorical apparatus of research.

Methods: study and analysis of philosophical, general scientific, methodological, psychological, and pedagogical literature, the legal framework, and educational and planning documentation - in order to determine the state of the problem; Synthesis of the information - obtained with the aim of defining research directions (clarification of hypothesis, conceptual apparatus); comparison - for comparison of the approaches of researchers to solving the problem of the formation and development of the concept of «professional culture»; synthesis - to support the conceptual-categorical apparatus of research.

Results: scientific literature, instructional-methodological, and legal documents have been studied; theoretical analysis of the development of «professional culture» pedagogical phenomenon problem has been performed; researchers' approaches to solving the formation and development of professional culture of the master of industrial training problem have been analyzed; the conceptual and categorical apparatus of research has been clarified.

Conclusions: in modern pedagogical science, the problem of training a highly educated, professional, and mobile specialist is a continuation not only of the national, but also of the world traditions of philosophical and pedagogical thought; the development of the professional culture of VE workers problem is not sufficiently represented in the country's scientific heritage (research is sparse, fragmented, and does not reflect a systemic view of the problem); «the professional culture of the master of industrial education» concept is defined as the integral quality of the individual, which contains a set of interrelated components (professional pedagogical self-awareness, pedagogical knowledge and professionally relevant key skills, pedagogical and professional experience, pedagogical values and convictions); and contributes to the achievement of success in professional pedagogical activities, domestic and professional communication, self-development and self-improvement of a specialist's personality, his or her continuous strive towards the pedagogical ethos.

Keywords: vocational education, professional culture, master of industrial education, self-education, pedagogical consciousness.

Introduction. Modernization of vocational education requires the establishment of a clear mechanism for improving the quality of training. The professional image of a pedagogical worker in a modern VE institution, his or her values, and professional culture are of great importance both for improving the quality of vocational education and for accelerating educational reforms in general. This is why the training of new types of vocational and pedagogical personnel for the modern vocational education system is stated as a priority in the Framework of the State targeted social program for the development of vocational education for 2022-2027 (Government portal: unified web portal of executive bodies of Ukraine, 2021).

Sources of Research. In pedagogy and psychology, there has long been no systematic research on the phenomenon of master's professional culture. Many studies have covered its individual components: competence in communication (T. Hordon, Y. Yemelianov); intellectual and legal competence (O. Radkevych, M. Kholodna); social competence (V. Kunitsyna, R. Hintch, R. Ulrich); digital competence (O. Bazeliuk, V. Bykov, O. Humennyi, M. Yershov, A. Zuieva, A. Kononenko, L. Lypska, M. Pryhodii, O. Spiryn); pedagogical and foreign-speaking competence (L. Bazyl, S. Leu, L. Pukhovska), key competencies (H. Odnoroh, V. Radkevych); values and beliefs (O. Asmolov, L. Yershova, A. Kalenskyi, P. Luzan, V. Orlov); self-awareness (L. Bozhovych, I. Chesnokova). The theoretical and practical questions of the cultural approach to professional and pedagogical activity were uncovered by I. Androshchuk, I. Bashkirova, I. Kyiashko, V. Lola, S. Pryima, V. Nikitina. Some aspects of the professional culture of the educator are also presented in the publications by V. Radkevych, S. Brychok, L. Komisarovoi, S. Sysoievoi, V. Kovalchuka, O. Pavliuk, A. Rubtsovoi, and others. In a number of studies, the psychological culture of the personality is considered in the context of subjective experience of the person (L. Diomina, I. Ralnykova) and the age characteristics of its formation are studied (L. Kolmogorova, D. Kashyrskii). Research by scientists of the distance vocational training laboratory of the Institute of VET of the NAES of Ukraine, dedicated to the study of the methodological basis for the development of industrial education masters of VE institutions professional competence (Kruchek, 2021), is of great importance for the study of the peculiarities of the professional culture of industrial apprentices. At the

same time, a holistic study of the development of the professional culture of industrial education masters problem, taking into account all the aspects of this problem, described in the works of the above-mentioned scientists and researchers, remains relevant.

The purpose of the article - to provide theoretical analysis of the development of professional culture problem and to clarify the conceptual and categorical apparatus of research.

Methods: study and analysis of philosophical, general scientific, methodological, psychological and pedagogical literature, the legal framework, and educational and planning documentation - in order to determine the state of the problem; Synthesis of the information obtained - with the aim of defining research directions (clarification of hypothesis, conceptual apparatus); comparison - for comparison of the approaches of researchers to solving the problem of formation and development of the concept of «professional culture»; synthesis - to support the conceptual-categorical apparatus of research.

Results and discussion. Singling out pedagogical culture of masters of industrial education as a separate pedagogical phenomenon may be theoretically correct if one adheres to the views of philosophers and cultural scientists (L. Kohan, Y. Vyshnevskiy, V. Benin and others) that every human activity forms its own culture. Pedagogical culture, on one hand, is an element of general culture, a cross-cutting «subset» of society, and on the other - a special subsystem, a specific kind of culture with only its inherent characteristics. Identifying the professional culture of the master of industrial education as a phenomenon requires special attention due to specific nature of pedagogical activity and continuous increase in requirements of the master's personality. The professional culture of the Master of Industrial Training is based on sufficiently high industrial and technological experience, and it is a guarantee for the preservation of professional education workers category. A well-developed professional culture encourages masters to engage in permanent self-learning, self-development and self-education, which are the cross-cutting characteristics of an educator, and which will serve as a bright example of lifelong learning for the students. Professional culture is the guarantor of the preservation of the stock of professional and

pedagogical workers among the experienced producers, as it contributes not only to the professional development of a specialist, but also to the personal development.

The high level of development of professional culture means that the master of industrial training is convinced of the true pedagogical methods, forms and methods of vocational training employed by him; he is therefore able to act independently and analyse the results of his activities. This is possible only if the apprentice has an established professional culture, which implies a certain pedagogical identity, pedagogical experience, and a system of values and beliefs. The leading link in this structure of professional culture of industrial training master is professional pedagogical self-awareness.

Thus, it can be argued that the professional culture of the master of industrial learning is an integral quality of the individual, containing a set of interrelated components (professional pedagogical consciousness, pedagogical knowledge and professionally relevant key skills, pedagogical and professional experience, pedagogical values and convictions) that contribute to the achievement of success in professional pedagogical activities, domestic and professional communication, self-development and self-improvement of the personality of a specialist, his or her continuous strive towards the pedagogical ethos.

Professional activity as a socio-cultural phenomenon has a complex structure, including goals, objectives, subject, means, methods, and results. The high level of professional culture of a specialist is characterized by the developed ability to solve professional tasks, that is, the developed professional thinking and consciousness. The components of a professional culture are axiological, technological and personal creativity.

Professional culture is the measure and method of creative self-realization of the personality of an industrial education master in VE institutions in various types of pedagogical activities and communication, aimed at mastering, transferring, and creating pedagogical values and technologies.

The *axiological* component of professional culture comprises a system of universal and professional values and a set of axiologically weighted vocational and educational knowledge and skills that are of great social and professional value and

that act as pedagogical values.

The *technological* component of professional culture is the process by which a master of industrial education directly implements his or her vocational and pedagogical functions, performs his or her pedagogical tasks, formulates and achieves his or her pedagogical goals.

The *personal and creative* component of professional culture characterizes the personality of the apprentice as a subject of pedagogical activity endowed with pedagogical creativity and certain personal qualities (initiative, individual freedom, autonomy, responsibility, willingness to take risks, independence of judgement) and values (moral, aesthetic, legal, etc.) capable of building harmonious relations with oneself and the world, creating and developing oneself, influencing others in their professional activities in a good way (Popchuk, 2009).

Conclusions. It has been established that in modern pedagogical science the problem of training a highly educated, professional, and mobile specialist is a continuation not only of the national, but also of the world traditions of philosophical and pedagogical thought. It has been established that the problem of developing the professional culture of VE workers in the national scientific heritage is insufficiently represented (studies are few in number, fragmented, do not reflect a systemic view of the problem). The concept of the «professional culture of the master of industrial education» is defined as the integral quality of the individual, which contains a set of interrelated components (professional pedagogical self-awareness, pedagogical knowledge and professionally relevant key skills, pedagogical and professional experience, pedagogical values and convictions), contributing to the achievement of success in professional pedagogical activities, domestic and professional communication, self-development and self-improvement of the personality of a specialist, his continuous strive towards the pedagogical ethos. Further research will focus on the development of a model and methodology for the development of a professional culture of construction-related vocational training.

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