

ETHICAL AND TEACHING CULTURE: Concept and Logical Framework Analysis

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General Terms:

Pedagogical culture, ethical and pedagogical culture, ikonnativny style, between subjects, the environment of professional interaction

The article gives a brief overview of the development of ideas about ethics and pedagogical culture, marked structural components and concluded that the task of modern higher education is to prepare specialists meeting ikonnativnomu style within the environment of professional interaction subjects.

Ethiko-pedagogical culture: idea and logical-structure's analysis

Pedagogical culture, ethiko - pedagogical culture, iconative style, interaction of subjects, environment of professional interaction.

There is a survey of development ideas of ethiko-pedagogical culture. This article presents the structure's components and speaks about the main problem of modern high education which is in preparation of future specialist corresponding iconative style in conditions of environment of subjects' professional interaction.

In connection with the modernization of education, finding ways to humanize the educational process has been a surge of interest in the study of the teacher and his professionalism, values teaching activities (V.I.Andreev, E.V.Bondarevskaya, I.F.Isaev, O.A.Lapina, A.V.Mudrik, V.A.Slastenin, I.V.Fedosova, N.E.Schurkova, etc.) and individual self-manifestation. It is recognized that the problem of the formation of ethical and pedagogical culture as a culture of dignity and the universal education of the modern teacher in vocational education remains open. First, teacher education in our public consciousness for many reasons not related to the elite, and secondly, to be examined trends in culture teacher to create a model of the modern teacher, the appropriate "time and space" (D.I.Feldshteyn).

In recent years, we have conducted a study on how to build ethical and pedagogical culture of the teacher-intellectual, professional, capable of self-improvement, self-development of the individual in accordance with the dynamics of modern society.

The prototype we are studying the concept of "ethical and pedagogical culture" are the two well-known term:

1. "Teaching Ethics" as the science of the specific teaching of morality, designed to study the forms of moral attitudes of people in the whole pedagogical process;
2. "Teaching Culture" as a set of achievements in the field of training and education, which includes three main components:
 - a) general culture, as a measure of the development of human achievement;
 - b) professionalism, made up of an active subject of ownership and technology education;
 - c) professional and personal qualities - moral, ethical and social aspects inherent to the teacher [3, p. 226]

For our study of fundamental importance to the selection of the third component in the structure of the concept of "pedagogical culture." We believe that "ethical and social aspects inherent in the teacher" are the main structural element in the teaching of culture in general. This integrated personal formation provides a culture of professional conduct of the teacher at all stages of the educational process.

Culture of professional behavior, just like the teaching activity specific. The peculiarity of this phenomenon, as the E.V.Bondarevskaya, is ethical and educational component, "in all the circumstances of pedagogical interaction ... teacher observes the rules of morality and ethics teaching, showing dignity, kindness, self-control, the culture of communication, understanding, tact, has a voice, facial expressions, gestures, different friendliness, responsiveness, attention to the people involved in moral self-improvement" [2, p.222]. Based on this, a culture of professional conduct of the teacher, with all the character of a variable one of its manifestation in educational activities, is based on a system of norms, rules,

teaching morality that every teacher needs to know, accept and, according to them, to act in the teaching practice of interaction with stakeholders pedagogical process.

Taking into account that the rules, regulations and educational requirements of morality are the same for all teachers, regardless of their social origin, place of residence, we believe it is necessary to emphasize that, becoming a personal education, teacher morale often beyond the scope of educational activities at the level of everyday life and becomes a means of affecting the morale of the society, its culture, because by itself, it (the teacher morale) to provide a lesson: forms the spiritual world of the future members of society, and lays its moral basis, develops in children's own moral consciousness and behavior. In other words, being transformed under the influence of pedagogical activity and society, "professional and personal qualities, morally-ethical and social aspects inherent teacher", acquire the status of ethical and pedagogical culture.

This approach to understanding the ethical and pedagogical culture does not contradict existing research and teaching culture, and educational activities, and is an attempt to some of the provisions outlined in the work of scientists.

So N.N.Maslennikova [7, c. 11] considers the pedagogical culture as a dynamic system of universal pedagogical values, creative ways to develop educational activities and personal achievements of people who are engaged in teaching and training.

From the point of IF Isayev, pedagogical culture - is internalized common culture, performing the function of a specific projection of general culture in the sphere of educational activities, and this system formation consisting of a number of structural and functional components, selectively interacting with the environment [6, p.8]

L.I.Duhova, L.S.Podymova define pedagogical culture as hard-coded system, elements of which every teacher must master [5, p.25].

E.G.Vrublevskaya in their study draws attention to the fact that pedagogical culture "is a component of human culture that develops in the projection of personal culture to the level of professional and educational activities," the dynamic state of personal culture of the teacher as to the tasks of professional pedagogical activity "[4, .11-13].

LA Baikov [1, p.24], exploring issues of humanization educational system, believes that pedagogical culture - "a harmony of pedagogical thinking, knowledge, feelings, manifested in teaching positions, and professional skills, contributing to the successful implementation of creative teaching activities and the efficient organization of pedagogical process. "

To understand the significance and place of ethical and pedagogical culture represent the whole system of teaching culture in the form of its parts (steps) in the way of the ascent:

- The general culture as the basis for the choice of professional readiness of values;
- The ethical and pedagogical culture as a clarification of the meanings of ethics and rules of professional activity of the teacher;
- Professional competence as established professional activities;
- Awareness of professional identity;
- Pedagogical culture as an awareness of professional identity, sense of interaction in a professional environment (teaching authority), and as a virtue of social responsibility for the results of their labor.

Submitted division is conditional. We believe that the ethical and pedagogical culture - it is not only part of the teaching culture, is its core, the most important component that is present in all types and forms of educational activities. Based on the general culture of the individual, ethical and pedagogical culture expands and enriches its specific content and, at the same time, influences, informs and raises the level of professionalism. Climbing to the pedagogical culture points the way future teachers to cultural identity and personal professional transformation. This fundamentally changes the formation of professionals towards full compliance with the needs of the individual, features educational activities and culture of the society.

To ensure the ascent to the pedagogical culture of professional teacher education should be kulturosoobraznym.

Cultural Approach - a methodological basis for the design and development of each stage of the ascent. The starting point in this theoretical development are the following ideas:

1. Culture - it is the main dominant of human existence, power frequency factor of self-development, creativity, innovation, a means of human self-realization, the fundamental system of knowledge.
2. Culture is constantly changing as the world changes, its values and the man himself, but the basic elements of culture, the constant model of the spiritual life are typical at all of humanity or a separate ethnic group. This position suggests that it is these constants define a meaningful level of culture.
3. Culture - a measure of the moral and spiritual development of the person as a whole, its essential powers, identity, correcting mechanisms transforming activity, facilitate changes in the personal and professional positions in the educational and human-scale entry into society.
4. Human culture - that's what it takes as a value. However, what is not realized and accepted by man from the diversity of cultural heritage affects the perception of the world and the activities of the individual. Continuing this thought, we can add

that unconscious, missed values form the "background culture" and identity manifests itself in activities and as a result of the conscious and unconscious of determining "[8, p. 29].

5. The world of culture - it is the world of the man himself, he created and changing under his influence. This kind of education, built around a core of significant values, which range in kulturosozidayushey activity expands and changes.

6. Studies V.A.Remizova, L.A.Baykovoy etc. There is a special look at the culture of the person as "the harmony of his inner life and external activities, the external manifestation of this inner world" [1, p.21]. "Kltura of personality and how intrapersonal characteristics, and how the system reasonable self-restraint, self-discipline person. It is in this context is the antipode of permissiveness, a sign ordering the person in the world and in themselves "[8, p.26].

7. The man looked through the two roles in culture: the object activity and activity in raspredmechivaniya, which allows him to cultivate, enrich, evolve, becoming a product of culture, personality culture. "The personality of culture - the subject kulturogeneriruyuschy, not content" set givens ", paving the design paradigm of thinking, principles of learning, the laws of life, models of development, etc. Cultural identity, finally, creatively oriented (rather than destructive) to approve the moral and humanistic principles of human existence and humanity "[8, p.27.]

8. "Culture in the functional aspect of personality is a dynamic process in which the law is manifested its kulturogeneticheskaya and activity-culture-creative nature, the nature of its real cultural existence." [8, p.25].

In our study, cultural studies approach provides a basis to present the structure and outline the ethical content and pedagogical culture, the starting point, are the essential characteristics of a teacher as a person, a professional and a man of culture.

One can not take into account such features as the space of the university. That space serves undergraduate background component in the future of teacher education specialist. And that it should be filled with a fairly high level of general culture, professionalism, carried by high school teachers.

Based on the provisions set out in the work of scientists who are deeply explored issues of teaching ethics and moral culture of the teacher (V.I.Andreev, I.A.Zyazyun Poltava teachers and staff, VN Naumchik, V. Pisarenko, IA I Pisarenko, E. A.Savchenko, II Chernokozov, VN Chernokozov, L. L.Shevchenko, etc.), we conclude that the range of problems to be solved in the process of ethical and pedagogical culture is quite broad and diverse. It is directly connected with the moral ideas of the teacher of such ethical categories, as a professional duty, educational equity, professional pride, honor and dignity of the teaching, pedagogical tact, conscience, responsibility, authority and teaching others. Our idea is that the basic ethical categories together form an educational authority, the essence of which deserved trust and opportunity to influence not only the students, but other people around the child. This is a qualitative description of the teacher as the subject of academic work, reflecting a high level of ethical soundness, moral and practical readiness for broadcast around cultural values and patterns of life.

Based on the theoretical assumptions underlying the definitions of "educational culture" and "teaching ethics", we have formulated the concept of "ethical and pedagogical culture." This is a high level of ethical soundness of the teacher, which is manifested in ikonnativnom style interaction in the course of professional activities. In this style ikonnativny we consider as a model for behavior in the environment of professional interaction subjects.

Analysis of the research leads to several conclusions.

1. Ethical and pedagogical culture is the leading characteristic not only of the teacher, but in general, educational activities and the space in which it is implemented.

2. Ethical and pedagogical culture can be regarded as an independent phenomenon, not identical to the general culture and professionalism, is it not an isolated phenomenon, but a specific local culture.

3. Etiko and pedagogical culture - is the core teaching of culture, the world of special normative ethical teaching orders and forms of academic work, which is formed at the boundary of a common cultural identity, enriches it and causes the professional activity.

4. B as the subject of ethical and pedagogical culture can be regarded as a person of the teacher, and the combined entity (teacher-student), formed as a result of interpenetration and interaction of two cultures: teacher and child. [4]

5. The result of ethical and pedagogical culture stands ikonnativny style of conduct in this regard, university teachers teaching activities can be a factor in the formation of ethical and pedagogical culture in the preparation of future teachers.

The totality of the above theoretical assumptions allow us to conclude the following: any person as a person is manifested in social and cultural activities, it is a teacher's teaching activities. As mentioned above, in the teaching of the teacher, as a result of involvement in the socio-cultural communication, interaction, communication, relationships, acts as the carrier of culture, its subject, object and product. Teacher - is a person of culture, active interaction and build according to the highest moral values.

Three designated roles in which the teacher stands in the pedal pedagogical activities, the basic essential features of the teacher as a person of culture suggest that the structure of the ethical and pedagogical culture of the teacher can be represented by four main components: content, background, regulatory and productive. (Fig. 2)

Substantial component of the structure of ethical and pedagogical culture specific teachers, given the spiritual and moral dimension of teaching activities. Its main elements are: a) knowledge of the specific teaching of morality and moral foundations of educational activities that form the moral awareness and promote individual self-manifestation.

Background component, as the space of the morals and values of the educational activities. The elements of this component are: the moral conscience of the individual and interaction among professional actors.

Regulatory component of the structure of ethical and pedagogical culture is through the practice of the teacher, full of moral value orientations corresponding to the specific educational activities. Its main elements: a) a permanent self-education and self-management, and b) ethical and pedagogical position, manifested in the pedagogical cycle.

Efficient component structure in the "product" of ethical and pedagogical culture - ikonnativny style, as an example of compliance with professional interaction, professional dignity and universal education.

It is this component can be a criterion elite teaching profession and willingness to practicing.

In summary, it should be noted that the system of formation of the teacher depends on the reasonableness of the components of modern understanding of the ethical, educational and cultural validity of the regulatory component of professional self-manifestation

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