

Management of Pedagogical Culture in Higher Education Institutions in the Post-Pandemic Environment

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Abstract

The main purpose of the study is to analyze the main features of the pedagogical culture management system in the context of a post-pandemic. Education is the main social institution in which they are professionally engaged in the transfer of the cultural experience of mankind to the next generations. The cultural foundations of management in this area are extremely important. Therefore, the management of pedagogical culture is relevant. Methodology implies the use of modern research methods. Based on the results of the study, key aspects of the pedagogical culture management system in the post-pandemic conditions were identified.

Keywords:

Management, Pedagogical Culture, Culture, Post-Pandemic, Education.

1. Introduction

In the everyday consciousness of people, including teachers, the perception of culture in general (including pedagogical) is firmly rooted solely as the creative results of spiritual activities. That is, culture, culture, pedagogical culture seem to be simple additions to everyday affairs, a secondary factor in human life, usually often considered only in the aspects of spiritual and moral, moral and aesthetic and educational interpretation of the connection between a person and cultural heritage. However, culture is both a prerequisite and a criterion for evaluating all human activity; it is a universal factor in human existence, uniting practical and spiritual activity, attitude towards the world and people, towards oneself. Culture permeates all spheres of human life - from material production and the sphere of needs to the greatest manifestations of human creativity. It affects the socio-psychological

manifestations of the life of the individual: work, activity, life, leisure, ethics, etiquette, thinking, eloquence.

The formation and development of pedagogical culture requires a certain methodological reorientation of pedagogical and scientific personnel, the study of the classical philosophical cultural heritage, understanding the experience of the lights of pedagogical science, the definition of conceptual approaches to studying the phenomenon of pedagogical culture and its role in the managerial activity of the leader and the formation of his personality.

In a broad sense, culture is a concentrated experience of previous generations, allowing each person to assimilate this experience and participate in its accumulation. And the school, accordingly, is a social institution for the purposeful and purposeful transfer of such experience. That is why it is important and relevant today.

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2. Methodology

To characterize the features of managing pedagogical culture, the following methods were used: induction and deduction, comparison and systematization - to characterize the modern understanding of the essence of the features of managing pedagogical culture, synthesis and analysis of the development trend of features of managing pedagogical culture; morphological analysis - to clarify the significance of

the features of the management of pedagogical culture; abstract-logical - for theoretical generalizations and conclusions of the study.

3. Research Results and Discussions

New trends in education that emerged at the turn of the second and third millennia, the emergence of new paradigms of education, a new system of social values and goals of education, its dialogue with human culture as its creator and subject capable of cultural self-education, stimulated a special interest in studying the phenomenon of "pedagogical culture" and its components

Today, it is generally recognized that education in the modern world as a cultural and social institution is experiencing a deep crisis, which is a reflection of the global civilizational crisis. Overcoming it is associated with a "turn" to man in all areas of human life, in particular in the field of education. It is known that any educational system is based on a certain understanding of the world and a person, which determines its goals and objectives of education, content, methods, means and forms of organization of the educational process. Recently, the ideas of humanization have become widespread, which, unfortunately, did not sufficiently contribute to the refusal of the educational system to focus on knowledge, skills and abilities as a general goal. Of course, knowledge, acting as the basis of developmental education, is necessary, but they are only an intermediate, and not the final result of education. The process of humanization involves rethinking the goals of education, the transition from "knowledge of centrism" to "human centrism". The cultural-historical aspect in pedagogical research today is of fundamental importance, since it involves a retrospective and socio-cultural analysis of the study of the problem of general cultural training of the future teacher. The cultural-historical approach in the study of the problem of general cultural training of a teacher is interdisciplinary and is focused primarily on the use of data from the history of philosophy, the history of psychology, pedagogy, and the history of science in general. The most important component of cultural and historical analysis is the study of: pedagogical values, technologies, forms and results of pedagogical creativity as a synthesis of subjective and objective, professional and

pedagogical culture as a form of manifestation of the general culture of the individual.

Higher education and scientific research act as important components of the socio-economic, spiritual and cultural development of people and society as a whole. Access to higher education should be possible at any age in order to receive quality training, update knowledge and acquire new skills. A feature of modern society is its focus on scientific knowledge. Today, higher education is one of the main evolutionary aspects of the humanization and democratization of society as a whole. Its development can be attributed to the number of important priorities.

Pedagogical culture is a part of the universal culture, embracing the unity of both the direct activity of people in the transfer of accumulated social experience, and the results of this activity, fixed in the form of knowledge, skills and abilities. Pedagogical culture is considered at different levels: scientific-pedagogical, social-pedagogical, professional-pedagogical and personal. At the scientific and pedagogical level, pedagogical culture is an integral part of universal and national culture and covers the sphere of pedagogical values, containing scientific theories, pedagogical consciousness and thinking, examples of practical activity. Socio-pedagogical culture works as a means of pedagogizing the surrounding reality. In the context of the professional and pedagogical level, pedagogical culture is considered as a sphere of professional activity, covering the requirements of society at a particular stage of its development, the patterns of cultural and professional identification of a teacher. Pedagogical culture is often considered as a personal characteristic of a teacher.

As an independent personality, a cultured person is capable of self-determination in the world of culture. From a pedagogical point of view, this means the further development of self-awareness, independence, independence of judgment, combined with respect for the views of other people, a sense of self-respect, the ability to navigate the world of spiritual values, the ability to make decisions and be responsible for one's actions, to make an independent choice of the content of one's life, style behavior, ways of their development, etc. The formation of a person of culture begins in the family, continues in educational institutions, therefore, a professional in the field of education must be deeply aware of the place and role

of educational processes in world culture, in its historical and national forms, combine deep fundamental theoretical knowledge and practical training. It is these specialists that should be trained by a university teacher, who himself has a high level of cultural development in general and pedagogical culture in particular. The allocation of pedagogical culture as one of the most important components of the culture of society is due to the specifics of the pedagogical activity of the teacher, aimed at the formation of a personality capable of reproducing and enriching the culture of society in the future. In the educational process, the main means of transmitting culture, spiritual values is the unique individuality of the teacher as a carrier of culture and the subject of interpersonal relations with the unique personality of a constantly changing and enriching student. Pedagogical culture is a phenomenon of the teacher's manifestation of his own Self in professional and pedagogical activity through the unity of his goals, motives, knowledge, skills, qualities, abilities, relationships, united in a certain system of pedagogical values. Existing objectively, relatively autonomously, pedagogical culture as a system of values functions through the subjective spiritual world of each teacher.

Pedagogical culture is a special education, a dialectical integrated unity of pedagogical values, between which there are certain connections and relationships that are formed, implemented and improved in various types of professional and pedagogical activities and communication, determining the nature and level of the latter.

The successful fulfillment of these tasks largely depends on the quality of the scientific and pedagogical staff of higher education. Its quality is an integral characteristic that combines the level of professional and competence of a teacher in the area that relates to his academic disciplines, possession of teaching methods, pedagogical skills, general and professional and pedagogical culture. This quality is also influenced by the social competence of the teacher, his psychological focus on pedagogical activity and his personal traits and qualities that are extremely important for her. Unfortunately, the practice of evaluating and attesting teachers is usually limited to professional competence and formal indicators of methodological work. The level of development of his pedagogical culture often remains behind the scenes.

Considering the significant role of the teacher's pedagogical culture in ensuring the proper fulfillment of his social mission, it is important to comprehensively analyze its essence as a specific phenomenon. We are talking, first of all, about the nature of the influence of pedagogical culture on the formation of professional and social competence of future specialists, on their personal development and socialization. At the same time, the complexity and multidimensional nature of the problem requires limiting the identification of specific relationships between this culture and one or another factor in the educational process, which seems important from the standpoint of proper preparation of students for successful life and work.

Numerous special purposeful studies and observations and comprehension of more than half a century of practical teaching experience in higher education allow the author to come to such considerations. Firstly, education in general and higher education in particular, by their very essence and nature, by their purpose and social significance, are characterized by a clear culture-forming orientation. Indeed, all the tasks of education in training, education, socialization and personal development of a student as a future specialist should be permeated with the formation and development of his general and professional culture. The determining prerequisite for their proper implementation is the high level of general and professional-pedagogical culture of the teacher. It is no coincidence that it is believed that only a person can prepare a person. So, the teacher's personality appears for students as a source not only of professional knowledge, but also of spirituality, morality, culture and a system of life goals and values. Secondly, culture, as an integral attribute of society, acts as a living organism, constantly evolving in accordance with social development. It includes the achievements of scientific, technological and social progress, and changes in the content and nature of relationships between people and the organization of their joint activities, and the evolution of the system of life values and ideals.

A real professional pedagogical culture functions and develops exclusively in the space of education values, since it itself is one of its important values. As a real value, pedagogical culture is associated with the teacher's love for students and the desire to really help them become both great specialists and happy,

decent people. It encourages the teacher to their own active self-education, self-education and self-improvement, regardless of age, acquired knowledge, scientific degrees and academic titles. The culture of professional activity leads the teacher's need for creativity both in the scientific field and in teaching, directs his innovative thinking to the further development of his pedagogical skills.

The professional culture of the teacher, due to its relationship with the value system of education, encourages him to philosophical understanding of the essence and meaning of his activity, to the proper mastery of the logical and methodological principles of this activity, which contributes to a significant increase in its quality and efficiency.

4. Conclusions

Summing up, it should be noted that pedagogical culture is a personality trait of a teacher, his behavior in the context of teaching and educational activities. In some cases, they also talk about psychological and pedagogical culture - a specific professional category, which reflects the level of mastery of pedagogical experience by the teacher.

The presence of these character traits characterizes the level of culture of the teacher, his ability to influence the learning process. The teacher's culture presupposes the presence of a pedagogical orientation of the personality, reflecting a person's inclination to learning activities, his ability to achieve his goals. Without a broad outlook, at least the basics of psychological and pedagogical erudition, a tolerant attitude, calmness and selflessness, a desire to improve in one's profession, the ability to organize joint activities, the teacher will not be able to achieve their goals. It is not enough to know your subject perfectly, you need to be able to express your knowledge in an interesting and understandable way. The formation of a pedagogical culture should begin from the first year of university. And the teacher must improve his qualifications during the entire time of work.

Pedagogical tact is the teacher's ability to correctly express his requirements and requests. A good teacher knows how to demand certain tasks without being rude or picky. The teacher knows how to give orders at the request, but at the same time, his request is not like a prayer. A high psychological and pedagogical culture implies the ability to carefully

listen to the interlocutor, regardless of his character. It does not matter for the teacher whether he is talking to a boy or a girl, an adult or a child. He will listen to his interlocutor, even if the statements are not entirely correct, and only then will he express his opinion. Again, gently, without rudeness and ridicule.

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