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Alimova K.,*¹ Nurzhanova S.,¹ Aralbayeva A.²

^{*1}Abai Kazakh National Pedagogical University
Almaty, Kazakhstan

²Taraz Regional University named after M.Kh. Dulaty
Taraz, Kazakhstan

METHODOLOGICAL CULTURE OF A TEACHER IS A MEANS OF MASTERING THE PHILOSOPHY AND METHODOLOGY OF PEDAGOGY

Abstract

The article considers the formation of a methodological culture of future teachers as an urgent problem. It is noted that one of the qualitative indicators of a new type of teacher is the culture of his methodological activity, and it is stated that methodological culture is formed in the process of mastering philosophical and pedagogical methodology. When forming the methodological culture of a teacher, the criteria of culture in research activities were guided by. The qualities and abilities of a teacher in a professional research culture are grouped into four main components, the criteria for evaluating and reflecting their qualitative qualities in the field of technology are recorded. It was also shown in the form of a table that the formation of a methodological culture of a teacher is based on a system of methodological, theoretical and scientific – methodological knowledge, the general teaching methodology is determined by logic aimed at the didactics of secondary and higher pedagogical education. In addition, it is analyzed that scientific and methodological work is a prerequisite for the formation of a methodological culture of a teacher, the accumulation, promotion, dissemination and use of innovative pedagogical experience is a way to form a methodological culture of a teacher, the introduction of advanced experience in the educational process of a school is a tool for the formation of a methodological culture of a teacher, the relationship between pedagogical science and practice is a prerequisite for the formation of a methodological culture of a teacher.

Keywords: methodology, culture, methodological culture, pedagogical culture, methodological component, theoretical component, methodological component, technological component.

Қ.Ш. Алимова,^{1*} С.А. Нұржанова,¹ А.Ф. Аралбаева²
^{1*} Абай атындағы Қазақ ұлттық педагогикалық университеті
Алматы қ., Қазақстан
² М.Х. Дулати атындағы Тараз өңірлік университеті,
Тараз қ., Қазақстан

ПЕДАГОГТИҢ ӘДІСНАМАЛЫҚ МӘДЕНИЕТІ – ПЕДАГОГИКАНЫҢ ФИЛОСОФИЯСЫН ЖӘНЕ ӘДІСНАМАСЫН МЕҢГЕРУ ҚҰРАЛЫ

Аңдатпа

Мақалада болашақ педагогтердің әдіснамалық мәдениетін қалыптастыру өзекті мәселе ретінде қарастырылған. Жаңа типтегі жаңа педагогтің сапалық көрсеткіштерінің бірі – оның әдіснамалық қызметінің мәдениеті екендігі аталып көрсетіліп, әдіснамалық мәдениет философиялық және педагогикалық әдіснаманы игеру барысында қалыптасатындығы баяндалған. Педагогтің әдіснамалық мәдениетін қалыптастыру кезінде мәдениеттің критерийлері, ғылыми-зерттеу қызметіндегі критерийлері басшылыққа алынды. Педагогтің кәсіби зерттеу мәдениетіндегі қасиеттері мен қабілеттері төрт негізгі компонентке топтастырылып, өзінің технология саласындағы сапалық қасиеттерін бағалау мен рефлексия жасаудың өлшемдері жазылды. Сонымен қатар педагогтің әдіснамалық мәдениетін қалыптастыру – әдіснамалық, теориялық және ғылыми-әдістемелік білімдер жүйесіне негізделетіндігі, оқытудың жалпы әдістемесі орта және жоғары педагогикалық білім беру дидактикасына бағытталған логикамен анықталатындығы кесте түрінде көрсетілді. Сонымен қатар, ғылыми-әдістемелік жұмыс – мұғалімнің әдіснамалық мәдениетін қалыптастырудың алғышарты екені, инновациялық педагогикалық тәжірибені жинақтау, насихаттау, тарату және пайдалану – мұғалімнің әдіснамалық мәдениетін қалыптастыру жолы екені, озат тәжірибені мектептің оқу-тәрбие үдерісіне ендіру – педагогтің әдіснамалық мәдениетін қалыптастыру құралы екені, педагогика ғылымы мен практиканың өзара байланысы – педагогтің әдіснамалық мәдениетін қалыптастырудың алғышарты екені талданады.

Түйін сөздер: әдіснама, мәдениет, әдіснамалық мәдениет, педагогикалық мәдениет, әдіснамалық компонент, теориялық компонент, әдістемелік компонент, технологиялық компонент.

Алимова К.Ш.,*¹ Нуржанова С.А.,¹ Аралбаева А.Г.²
¹Казахский национальный педагогический университет имени Абая
г. Алматы, Казахстан
²Таразский региональный университет имени М.Х. Дулати
г.Тараз, Казахстан

МЕТОДОЛОГИЧЕСКАЯ КУЛЬТУРА ПЕДАГОГА – СРЕДСТВО ОВЛАДЕНИЯ ФИЛОСОФИЕЙ И МЕТОДОЛОГИЕЙ ПЕДАГОГИКИ

Аннотация

В статье рассматривается формирование методологической культуры будущих педагогов как актуальная проблема. Подчеркивается, что одним из качественных показателей нового педагога нового типа является культура его методологической деятельности, отмечается, что методологическая культура формируется в процессе освоения философско – педагогической методологии. При формировании методологической культуры педагога руководствовались критериями культуры, критериями в научно-исследовательской деятельности. Качества и способности педагога в культуре профессионального исследования сгруппированы в четыре основных компонента, записаны критерии оценки и рефлексии его качественных качеств в области технологии. Также было показано, что формирование методологической культуры педагога основывается на системе методологических, теоретических и научно – методических знаний, общая методика обучения определяется логикой, ориентированной на дидактику среднего и высшего педагогического образования. Кроме того, научно-методическая работа является предпосылкой формирования методологической культуры учителя, накопление, пропаганда, распространение и

использование инновационного педагогического опыта-путь формирования методологической культуры учителя, внедрение передового опыта в учебно-воспитательный процесс школы – инструмент формирования методологической культуры педагога, взаимосвязь педагогической науки и практики – способ формирования методологической культуры педагога анализируется предпосылка.

Ключевые слова: методология, культура, методологическая культура, педагогическая культура, методологический компонент, теоретический компонент, методологический компонент, технологический компонент.

Basic provisions. Currently, during the modernization of the education system carried out in our country, one of the most pressing problems is the formation of a methodological culture of a teacher who can independently create a space for pedagogical activity. The problems of the educational process cannot be solved in the usual ways. The school, including the system of additional education, needs specialists with methodological competence. Therefore, in the last decade, methodological aspects of pedagogical education were in the attention of the pedagogical society, and today, the formation of a teacher's methodological culture is an integral part of his professional-pedagogical training, which is approved by the state standard of a specialist.

Introduction. In his speech at the August Conference of teachers, the president of the Republic of Kazakhstan K.-Zh.Tokayev connected the intricacies of teacher training with the knowledge of the Kazakh people. And this, in turn, increases the need for future teachers to develop a methodological culture, that is, to strengthen their practical training in the process of obtaining higher education in an innovative way for their future professional activities and aimed at the professional and personal development of the future teacher[1]. In this regard, the formation of the future primary school teacher's ability to use the knowledge, skills and abilities acquired in the updated educational process in a practical way in professional activities, in accordance with which the formation and implementation of the teacher's methodological culture in the development of education becomes the priority task of any educational organization.

The effectiveness of the development of education, training, upbringing is determined by the methodological culture of the teacher-educator. Without methodological knowledge, it is impossible to competently conduct scientific research, structure and analyze the quantitative data of experimental work. The skills of planning, implementing and describing scientific research, conducting research reflection are integrated into the concept of "methodological culture of a teacher". Methodological culture is accompanied by a scientific search for students of higher educational institutions and at the same time is its result. Having a methodological culture, the future teacher learns to think, taking into account methodological knowledge.

This means that each teacher must learn to study his professional activities, understand the effectiveness of the methods used in teaching, analyze and compile the results and content of education, as well as understand the initial views and principles of such research for himself. The methodological training of the teacher requires theoretical reasoning and practical actions. The content of methodological training consists in high professionalism, flexibility of thinking, methodological reflection, the ability to scientifically substantiate, the ability to critically and creatively apply some concepts, forms and methods of cognition, the assimilation of knowledge aimed at changes in the conditions of management and assembly, professional activity.

Materials and methods. An analysis of the scientific literature from the point of view of studying the concept of "methodological culture" showed that this concept has a dual character. On the one hand, methodological culture is considered as a synonym for the concept of "methodological competence", and on the other hand, as a synonym for the concept of "research culture". Supporter of the first position M.A. Kapshutar considers methodological culture as a component of professional culture, which includes the following components: value consciousness, systemic knowledge in the field of methodology of scientific knowledge, the ability to design, implement and evaluate the process of scientific search; meta-ability; experience in the examination

of scientific activity [2]. Well, a supporter of the second position, P.I.Pidkasisty defines as the content of methodological culture: the ability to analyze, scientifically substantiate and critically understand one's own scientific activities, the ability to creatively apply certain concepts, forms and methods of cognition [3].

Pedagogical activity should be carried out on the basis of professional-based, methodological knowledge that allows you to quickly make new non-traditional decisions. Therefore, methodology often leads to knowledge of the system of positions, the logic of scientific research. Knowledge on the methods of research activity is methodological in their status. In the process of forming the professional and didactic competence of future teachers, it is necessary to establish a specific area of application of methodological knowledge at a certain stage of scientific and cognitive and practical activity, to determine the usefulness of conclusions and recommendations at seminars, conferences in the direction of pedagogy methodology and pedagogical research, to form students' skills to study their work on the basis of pedagogical knowledge.

The logic and structure of the teaching profession still remain in the industrial and educational paradigm of thinking. Consequently, the formation of professional and didactic competence of teachers contributes to an integrative perception of the world, the ability to see the essence of activity from a cultural and contextual point of view. The formation of the professional and didactic competence of teachers not only enriches them with data on culture, but also helps them to realize themselves, form their personality, rise to a higher level from a professional point of view. The requirements of the state educational standard are also relevant here. Although modern standards emphasize competence, it still needs to be achieved. The main essence of the teacher's activity is not only the training, education, development of the student, but also the ability to creatively organize the management of these processes in new ways. One of the qualitative indicators of a new type of teacher is the culture of his methodological activities.

According to the scientist M.A. Kudaikulov, the effectiveness of any activity is realized in the unity of knowledge, skills and motivation [4]. Problems of forming the culture of a future specialist according to the study of the scientist N.B.Krylova, the indicators of the culture of a specialist include: the level of thinking space, the direction and degree of formation of the worldview, the social significance of the norm of personal activity, the assimilation of various methods and techniques of activity, the characterization of emotional perception and intuition. At their heart is the general indicator of the development of personality culture as a measure of comprehensive creative activity [5].

Studying the scientific works of the above scientists, pedagogical culture is considered as an integral quality of the teacher's cultural abilities in the field of his specialty, high professionalism of the teacher's internal qualities, full mastery of the teaching methodology of the discipline, etc. And in accordance with the process of continuous progress of society (civilization, Open Society, globalization), special attention is paid to the cultural direction in education.

Pedagogical culture is a method of creative activities, a part of universal culture, in which the spiritual and material values of upbringing and education are expressed on a large scale, carry out the process of upbringing, education, ensure the historical process of socialization of the individual, the exchange of generations [6].

Components of pedagogical culture: socio-pedagogical, scientific-pedagogical, professional-pedagogical, personal. Pedagogical culture can be considered in different directions: the system of values regulating pedagogical activity (axiological direction); the direction of activity (goal, method-method, means of pedagogical activity, the level of its improvement, evaluation criteria and the result); the direction of the individual (generalized reflection of the personality of the teacher).

The ultimate goal of pedagogical activity is given by the scientist V.L.Benin in his doctoral research work "theoretical and methodological foundations of the formation and development of pedagogical culture". The author identifies the indicators of the personality orientation of the

teacher's pedagogical culture. Consider the constituent parts of pedagogical culture as invariant and variable:

- invariant part: the humane attitude of the teacher towards children, his qualities inherent in the educator; psychological and pedagogical competence and high pedagogical thinking, the ability to solve the emerging innovative problem from the student's point of view; the professional culture of the teacher's personality, the ability to self-develop, the ability to self-regulate his activities, the ability to communicate with students;

- variable part: High knowledge in their subject, the ability to work through the content of training and innovative technologies, creative orientation in their activities, the ability to set their own pedagogical activity on the basis of a personality-oriented system (Didactic, Educational, methodological), the ability to compose author's educational projects. The levels of pedagogical culture of the teacher were determined as follows: high (personal creativity); sufficient (professional aptitude); general (non-professional reproductive); unsatisfactory [7].

When forming the methodological culture of a teacher, we can be guided by the following criteria of culture:

- reproduction of the flow of information in the mutual spiritual relations of people;
- free activity of a person, his desire to receive new information;
- the ability of a person to change the positions of the subject and object in the process of activity, the presence of the abilities of the informant and its carrier;
- the ability to gradually disseminate and improve philosophical knowledge, to use it as necessary to increase one's social activity;
- be able to understand the basics of cultural and historical development;
- possibility of free exchange between the executor and the client
- the ability to understand concepts, the ability to present any conclusions, the ability to analyze them, and most importantly to distinguish them from the second, the ability to see contradictions in the obtained truth;
- learning the laws and principles of logic

Results and discussion. In the work of Sh.T.Taubaeva, when analyzing approaches to the study of scientific and pedagogical literature and developing a model of professional training, it was possible to group the qualities and abilities of a teacher in a professional research culture according to four main components. They are: methodological, theoretical, methodological, technological and defined their criteria and indicators. The components of the formation of a culture of research by teachers are inextricably linked. In addition, the criteria obtained from the components (motivational, content, process, evaluative and reflective) are prepared.

The methodological component is manifested in the desire and interest of the future teacher in methodological knowledge, methodological foundations, the content of knowledge, the ability to apply them in their practice and evaluate their methodological knowledge, skills and experience.

The theoretical component is characterized by an interest in the content of the theories and disciplines studied at school, the system of knowledge, the skills, skills of their implementation, the ability to think about experience and theoretical knowledge, skills that serve as the basis for the formation of a research culture.

The methodological component is expressed in the desire to know the methods of teaching disciplines of the state educational standard, the level of assessment of one's professional competence, the system of knowledge about didactic skills and the ability to apply them in practice, methodological knowledge, skills, skills.

The technological component is measured by the teacher's desire and interest in the implementation of research culture in practice, the desire for innovative activities in teaching, the ability to select and apply the pedagogical technologies used, literacy in information and computer technologies, their use in the educational process and assessment of their qualitative qualities in the field of technology, reflection.

And measurements from components: The motivational dimension is expressed in the fact that the teacher has a constant desire, desire and needs for a research culture, the desire for professionalism, the search for innovation in his activities, understands the place, meaning of professionalism and takes steps accordingly;

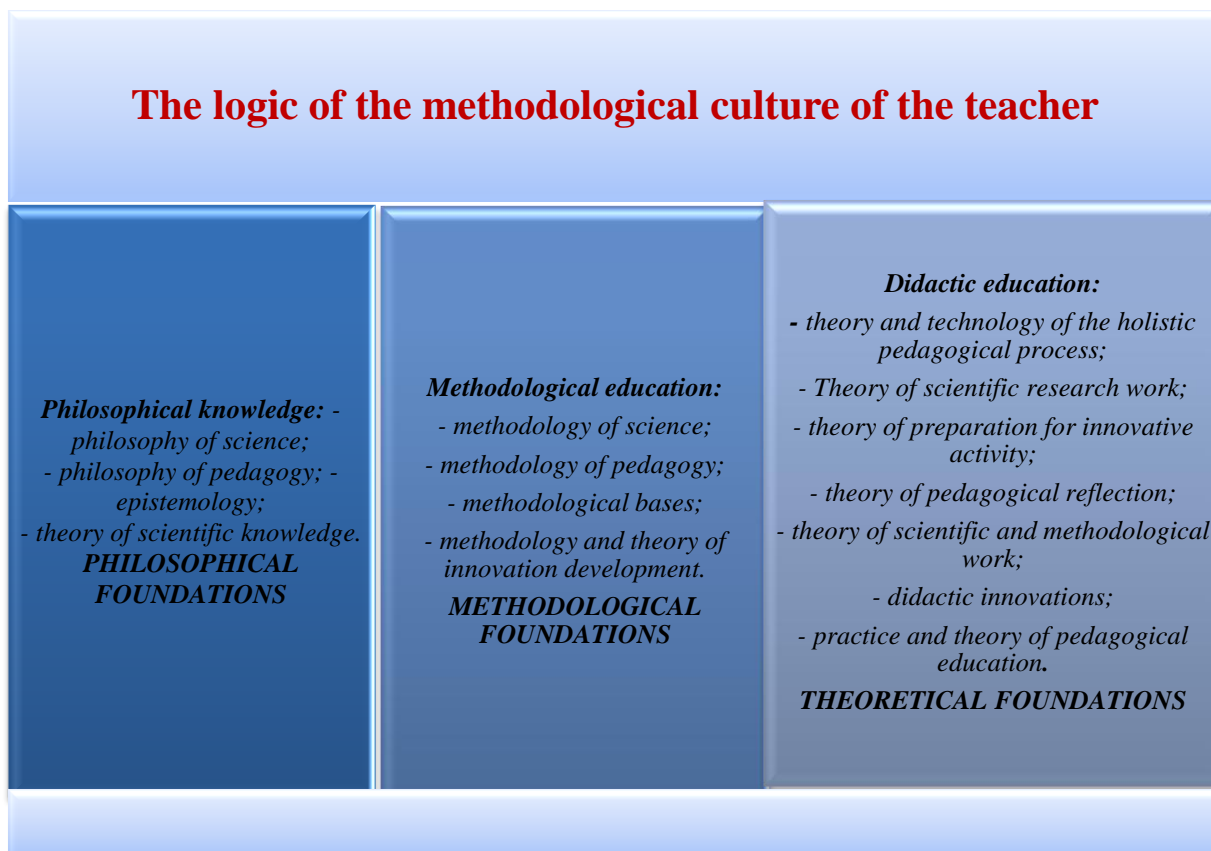
The content dimension is characterized by theoretical and practical blocks, that is, the level of psychological, pedagogical and subject-theoretical training of a teacher, a system of knowledge based on the laws of a single pedagogical process, didactic qualifications and literacy, and a system of knowledge about research culture.

The technological dimension can be seen in the ability to apply their professional research culture in practice, in the ability to implement didactic skills, in the ability to apply teaching methods and technologies.

Manifestations in practice of the ability to analyze and evaluate the achievements and shortcomings of one's professional research activity, the ability to control one's pedagogical activity, knowledge of methods for diagnosing the result to the evaluative-reflective dimension [8].

The formation of the methodological culture of a teacher is an educational process, educational practice, based on a system of methodological, theoretical and scientific-methodological knowledge, determined by logic from the general, methodological knowledge of professional education to the individual, that is, the general teaching methodology is focused on the didactics of secondary and higher pedagogical education (Table 1).

Table 1



To master the methodological culture, each teacher must have the training in which he has fully mastered the relevant philosophical, methodological and special didactic knowledge mentioned above, study the methods of research activities and methods of their selection, be guided in the appropriate categorical apparatus, existing methodological approaches, concepts and theories. In the

research activities of a teacher who has mastered methodological culture, the following criteria should be guided by:

- belonging to one of the scientific schools and deep mastery of the characteristic research apparatus;
- orientation to methodological approaches, concepts and theories existing in pedagogical science;
- to see their features in the study of a certain type of pedagogical objects;
- correct use of pedagogical terminology;
- ability to identify and justify the relevance of research problems;
- is the predictability of thinking;
- is the ability to formulate a hypothesis, plan and test it;
- ability to carry out research in accordance with such methodological guidelines as "object and subject of study", "goal", "relevance", "novelty";
- ability to present research results in the form of a pedagogical project. The highest level of methodological culture of a teacher is the mastery of research activities.

Thus, the invariant components of the teacher's methodological culture are: preparation for the implementation of the theory and technology of the holistic pedagogical process; preparation for research work; preparation for pedagogical reflection and self-expression. And the variable parts of the methodological culture of a teacher are: preparation for scientific and methodological work in educational organizations; preparation for the study, generalization and use of advanced pedagogical experience; preparation for the introduction of pedagogical scientific achievements into educational practice; preparation for the interaction of pedagogical science and educational practice; preparation for innovative and didactic activities; preparation for research activities.

Conclusion. In conclusion, the methodological culture of the teacher is developed on the basis of the research activity of the teacher and is oriented in the paradigms of Science and education. It is knowledge that allows the teacher to master, teach pedagogical values and educational technologies, reason pedagogical facts, phenomena, results, laws, theories, make predictions and build his own system of innovative and didactic activity on its basis. Thus, the methodological culture of the teacher – affects the success and effectiveness of the teacher's activities in the search for new knowledge.

A teacher who is able to effectively, correctly solve any problem that has formed his own methodological culture, capable of labor and cognitive activity, will always be a specialist who meets the requirements of society.

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