



The young scholars

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Success as the parameter of development of professional-psychological culture of the teacher of the higher school in conditions of modernization of education.

Modern cultural the paradigm of development and modernization of education within the limits of the personality-focused approach makes special demands to the person of the teacher, setting a high level of development of its professionalism, success in professional work. As the basic factor and a parameter of success of the teacher the level of development of its professional psychological culture acts. A consequence of increase of professional psychological culture of the teacher is the increase of its success that is correlated with requirements of development of formation in conditions of its integration into world educational system.

Transformation of a modern education system is connected with reorientation of its basic target determinant and a transition to a context of cultural paradigms. Modern Russian education has obviously raised its status in world educational community, presenting the ideas of humanization, humanity its value and semantic orientations, the purposes, forms, technologies and the methodology, the personality-focused approach and culture adequacy, acceptances and judgements of universal values, self-development and self-actualization of a person, development of its freedom and spirituality that assumes revision of the maintenance and technologies of education (A.G. Asmolov, E.V. Bondarevskaya, I.F. Isaev, I.B. Kotova, S.V. Nedbaeva, V.A. Slastenin., E.N. Shiyanov, I.S. Yakimanskaya, etc.).

According to the « Concepts of modernization of the Russian formation for the period till 2010» and, answering social and economic changes on a boundary XX – XXI centuries, there is a modernization of vocational training. In all fields of activity of the person becomes more actual an increase of professionalism and success of experts. In this connection today the growing attention is given to the quality of preparation of experts of the higher school experts.

Achievement of the above mentioned educational purposes is connected with the personality of the teacher as a compiler of knowledge and with a level of his professionalism, creativity, success and his professional-psychological culture.



One of the parameters of success in activity of a modern teacher, in our opinion, is the level of his professional psychological culture. From these independent phenomena two phenomena are investigated widely enough.

The significant contribution to research of professional psychological culture have brought A.A. Derkach, N.I. Isaeva, E.A. Klimov, L.S. Kolmogorova, N.V. Kuzmina, N.I. Liffintseva, G.I. Marasanov, O.I. Motkov, L.F. Mukhametzyanova, N.N. Obozov, A.B. Orlov, A.V. Petrovskiy, L.A. Petrovskayj, N.T. Selezneva, E.E. Smirnova, etc.

The category «professional success of the teacher» began to be considered in scientific researches only in the end of XX of a century in works of V.I. Bakshtanovsky, V.I. Bodnar, E.S. Zair-Bek, E.I. Kazakova, E.S. Natanzon, O.M. Simanovskaya, S.L. Soloveychik, etc. The problem of interpretation of success and failure in pedagogical activity have studied M.G. Garunov, P.I. Pidkastyj, L.M. Fridman, etc. [2, p. 4].

However, many aspects, concerning success in pedagogical activity, remain insufficiently studied. One of actual problems is practically absence of the scientific researches studying professional psychological culture of teachers in a context of professional success. Insufficient investigation and the urgency of the given problematics researches with the purpose to establish an opportunity of success growth of teachers in activity by increasing of their professional psychological culture were the reason for our investigation. In our research we assume, that between a level of development of professional -psychological culture of the teacher and the success in his professional work a direct dependence is observed.

During an experimental research we used a method of expert estimations and we have divided tested teachers on successful and unsuccessful. As criteria of success we have allocated: objective, subjective, productive remedial, normative, individually-variable, creative, predictable, qualitative and quantitative, criteria of a cash level and professional adherence. [3; 4].

Studying is professional-psychological culture of the teacher, we unite with N.I. Isaeva and we consider the given phenomenon as integral and a dynamic new growth of the person, keeping in mind that its formation and development occurs through three meaningful spheres:

- 1) the attitude to (auto psychological culture « I-concept»);
- 2) the attitude to others (socially-psychological culture - «Other»);
- 3) the attitude to activity (professional culture) [1].

Experimental data of our research shows, that successful teachers have high parameters in all three directions: they are teachers with effective joint activity, they point to steady high results of communicative and organizing abilities, organizing of pedagogical activity, of the high reflection level of emotional acceptance of other people.

During our research it is revealed, that the level of is professional-psychological culture of unsuccessful teachers of high school is low enough, that confirms our initial theoretical assumption. At the given category of teachers the conventional attitude to professional work, inability to form motivation to training among students, weak



development of communicative and organizing abilities, difficulties in mastering by new active methods and forms of training is marked reflection level of all this testifies also that the cognitive component in the structure of the professional-psychological culture is not formed.

The analysis of results of the given psychological techniques defining a level of development of professional-psychological culture of teachers, allows to approve, that the group of unsuccessful teachers has lower level of development in comparison with successful ones.

After carrying out in group of unsuccessful teachers the program of increasing their professional-psychological culture we have repeated experiment after carrying out in group of unsuccessful teachers the program of increasing their professional-psychological culture. We ascertained increase of success on all criteria characteristics in most case in group of unsuccessful teachers using a method of expert estimations. According to the results of repeated experiments in a group of unsuccessful teachers the increase of the level of development of their professional-psychological culture is also marked.

Hence, direct dependence between a level of success of the teacher and a level his professional-psychological culture, degree, supposed by us theoretically, proved to be true experimentally.

Thus, a successful teacher shows a harmony of a level of claims, self-estimations and others motive - estimated structures of the person, a harmony of the purposes, problems and the reached results that testifies the high level of development of the professional-psychological culture.

The Literature

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4. A.N. Chekmarev. TQM-modern mechanisms of improvement of quality of preparation of experts. Bryansk: BGTU, 1999.