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Pedagogical conditions for the formation of Professional and Pedagogical Culture of a Teacher of agricultural vocational training

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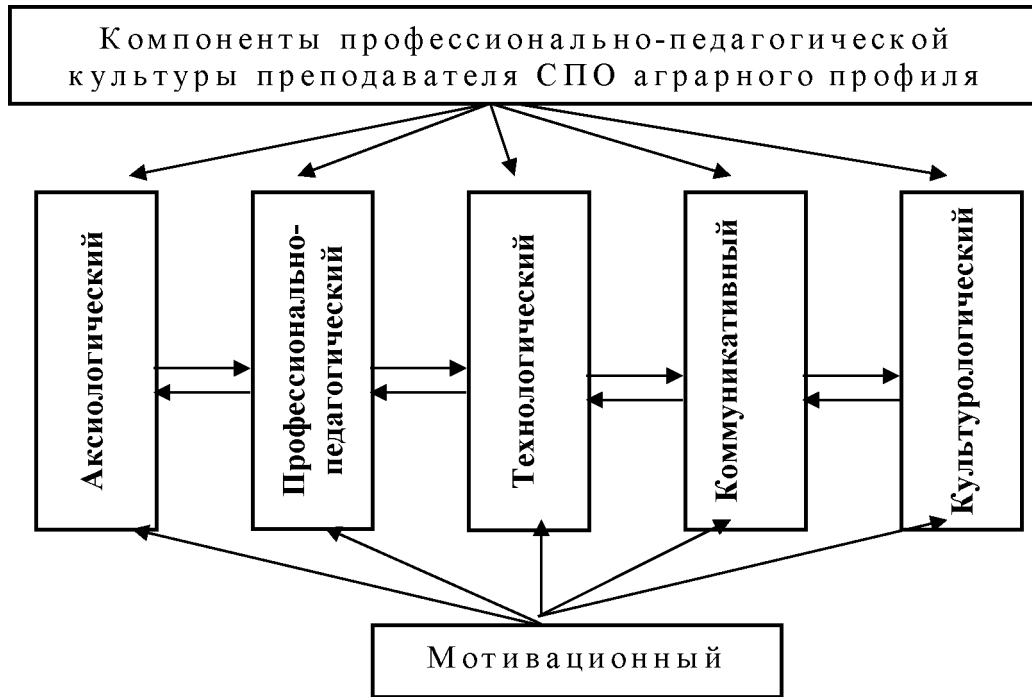
Abstract. The need for professionally trained staff of agricultural teachers for secondary vocational education institutions in the agricultural educational cluster of the Belgorod region is constantly growing. However, the problem of choosing pedagogical conditions for the successful formation of professional and pedagogical culture of future agricultural teachers in the course of their training remains

insufficiently studied in pedagogical theory and University practice. The purpose of this study is to solve this problem. The results of testing, survey and questionnaire indicate that all components of the professional and pedagogical culture of an agricultural teacher - motivational, axiological, professional and pedagogical, technological, cultural and communicative - need to be improved and developed. Experimental data, literature research, and generalization of practical experience have shown that three conditions are the most optimal: 1) creating a pedagogical environment for the formation of professional and pedagogical motivation and value attitude to the profession of a teacher of professional training; 2) the inclusion of students in practice-based learning based on contextual approach, enabling to form the components of professional pedagogical culture in the process of educational, quasiprofessional and professional activities; 3) familiarizing students with the basics of the hermeneutic approach in teaching and engaging them to interact with teachers and students of the faculty of secondary vocational education on the basis of mutual understanding and empathy.

Keywords: components of professional and pedagogical culture, agricultural University, secondary vocational education, agricultural teacher, interaction, pedagogical environment, practice-oriented training, hermeneutical approach.

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Fig. 1. Components of the professional and pedagogical culture of a teacher of secondary vocational education in an agricultural profile

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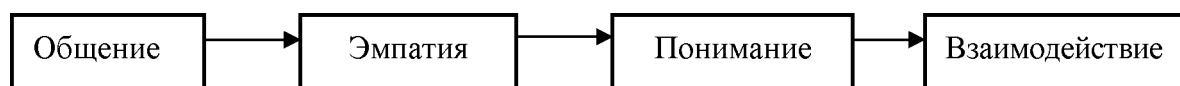
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[Petrosky, 2016]. [, 1981, 1991, 2004]. [Petrosky, 2016]. « » [, 1991, . 61]. [Petrosky, 2016]. « » [, 1981, . 20]. « » [Johnson, 2002, . 3]. (), () [, 2000]. [, 2014]. , 12 : [, 2018]. « »



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Fig. 2. Algorithm of pedagogical interaction

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9. 2015. -
10. 2016. , 6 (95): 42-46. -
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11. 2002. - : 212-220.
12. 2004. - , 1 (1): 20-30. -
13. « » , 208 . -
14. 2014. - . 243 .
15. 2016. -
16. 2018. , 66 . -
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21. 2018. : , 4 (4): 73-82. DOI: 10.18413/2313-8971-2018-4-4-0-7. -
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