PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROJECT CULTURE OF VOCATIONAL TEACHERS

Svitlana Kravets

Candidate of pedagogical sciences, senior researcher, senior research officer of the laboratory of foreign systems of vocational education and training, doctorate student of the Institute of vocational education of the National academy of educational sciences of Ukraine, https://orcid.org/0000-0002-8878-6241,
e-mail: sveta.kindz@ukr.net

Abstract.

The relevance The formation of a project culture in the personality of a pedagogical worker influences his professional development and the ability to carry out educational activities and organize the educational process. For this, specific pedagogical conditions must be distinguished, which would comprehensively contribute to solving research tasks regarding the positive dynamics of the studied phenomenon.

Objective: To substantiate the pedagogical conditions for the development of project culture in teachers of vocational training.

Methods: Theoretical: theoretical analysis - to study scientific literature - to determine the complex of pedagogical conditions for the development of project culture in teachers of vocational training; analysis and synthesis - to substantiate the content of the pedagogical conditions of the project culture of teachers of vocational training. Empirical: expert evaluation - to select the most effective pedagogical conditions of the studied phenomenon; statistical: ranking - to identify more significant pedagogical conditions of the project culture of teachers of vocational training.

Results: The definition of "pedagogical conditions" as the main methodological concept of the study of the development of project culture in teachers of vocational training has been determined; the interpretation of the definition of "pedagogical conditions for the development of project culture of teachers of vocational training" has been characterized; it has been determined that the development of project culture in teachers of vocational training is subject to certain pedagogical conditions, which are based on the purposeful selection of content, forms, methods necessary for the implementation of this process and the achievement of relevant didactic goals; by methods of expert evaluations and ranking, a list of the most significant pedagogical conditions of the project culture of teachers of vocational training has been identified, and their significance in the development of the studied phenomenon has been proven.

Conclusions: Each of the outlined pedagogical conditions for the development of project culture in teachers of vocational training is aimed at forming their professionalism, creative potential, and pedagogical skills; the identified pedagogical conditions will be taken into account in the future in the development of the relevant methodology, which will ensure the systematicity, consistency, and purposefulness of the studied problem.

Keywords: *education, pedagogical conditions, project culture, teachers, vocational (vocational-technical) education, institutions of vocational (vocational-technical) education.*

Introduction. The effectiveness of the educational process in institutions of various types and forms of subordination depends on organizational, pedagogical, material-technical, psychological, social, and cultural factors. In specific studies concerning the development of relevant processes, phenomena, and objects, these are integrated by a set of the most priority circumstances and determine the content of pedagogical conditions.

Considering that the level of formation of project culture in the personality of a pedagogical worker influences his professional development and the ability to carry out pedagogical activity and organize the educational process, it is undeniable that for this process, such pedagogical conditions must be distinguished, which would comprehensively contribute to solving research tasks regarding the positive dynamics of the studied phenomenon.

Sources. Based on the study of scientific works on the essence and significance of pedagogical conditions, we observe their important role in ensuring the quality of the educational process. For example, E. Khrykov (2011) notes that pedagogical conditions do not contradict the laws and principles but ensure harmonization, optimization, and effectiveness of the educational process, contribute to its quality improvement; P. Luzan (2004) considers pedagogical conditions as circumstances that provide a series of factors and give the teacher the opportunity to organize active educational-cognitive activity of students; V. Manko (2000) understands them as an interconnected set of parameters and external characteristics of the educational process to ensure a high level of its effectiveness; according to S. Alekseeva (2020), they are a component of the educational process, which allows fulfilling specific pedagogical tasks.

In turn, the researcher A. Lytvyn (2014) notes that pedagogical conditions are a complex of specially designed general factors influencing external and internal circumstances of the educational process and personal parameters of all its participants; which ensure the integrity of education and upbringing in the information-educational environment of the educational institution according to the requirements of society and labor market demands, contribute to the comprehensive harmonious development of the personality and create favorable opportunities for revealing its talents, considering needs, and forming universal and professionally important qualities, key qualifications, general and professional competencies. O. Radkevych (2020) interprets pedagogical conditions as circumstances that facilitate the effective formation or development of the pedagogical process, phenomenon, object.

In striving to achieve results, a combination of defined conditions can influence the course of the educational process or phenomenon, contributing to its effectiveness. Since we are revealing the meaning of the concept "pedagogical conditions," it is logical to state that this refers to circumstances related to the managerial aspects of planning, organizing, and conducting the educational process in an institution of professional (vocational-technical) education, and with the external and internal educational environment in which the educational, scientific-research, and educational activities of students take place (Kravets, 2019). This activity is primarily aimed at enabling them to acquire professional knowledge, skills, and competencies, developing high personal qualities, and forming professional competence, among others.

The purpose of the article is to substantiate the pedagogical conditions for developing the project culture of teachers in professional education.

Methods: theoretical: theoretical analysis - to study scientific literature - to define a complex of pedagogical conditions for developing the project culture of teachers in professional education; analysis and synthesis - to substantiate the content of pedagogical conditions of the project culture of teachers in professional education; empirical: expert assessment - to select the most effective pedagogical conditions of the studied phenomenon; statistical: ranking - to identify more significant pedagogical conditions of the project culture of teachers in professional education.

Results and discussion. The development of the project culture of teachers in professional education is subject to certain pedagogical conditions based on the purposeful selection of content, forms, methods necessary for the realization of this process, and achieving corresponding didactic goals. They also include aspects that facilitate the harmonization and optimization of the educational process, should not contradict pedagogical laws and principles, and contribute to enhancing the effectiveness of pedagogical activity (Khrykov, 2011).

Components of pedagogical conditions affect the elements of the educational process, in particular: the organization of education, distribution of educational time, planning and methodology of teaching material; the availability of educational aids, textbooks, information resources; creating a comfortable educational environment, using technical equipment and other material resources; implementing various teaching methods, including interactive, group, project, and others; ensuring an individual approach to personality, taking into account its individual needs and features; creating conditions for the safety and health of the individual, compliance with sanitary and hygienic norms and safety rules; creating an atmosphere of mutual understand-

ing, cooperation, and trust, positive interpersonal relationships. With such an approach, didactic goals are achieved, the effectiveness of the pedagogical process is ensured, and the harmonious development of the personality is facilitated.

Pedagogical conditions are an artificially created environment in the educational process that facilitates the achievement of the set goal (Krivonos, 2016). V. Manko (2000) shares a similar view, considering that pedagogical conditions should be seen as factors influencing the process of achieving the goal. These conditions are divided into external (educational environment, atmosphere of cooperation, communication, etc.) and internal (individual properties, skills, motivation, etc.). Therefore, pedagogical conditions are a combination of internal parameters and external characteristics of functioning that ensure high effectiveness of the educational process and meet the psycho-pedagogical criteria of optimality.

In accordance with the tasks set, we generalize the conditions that allow creating an optimal environment for the development of the personality of a professional training teacher capable of solving professional tasks related to designing, planning, organizing, and controlling the implementation of projects. Such conditions include various aspects regarding the creation of a comfortable and safe environment; providing an individual approach to the personality considering their psychological features and needs; using effective methods, taking into account individual peculiarities; organizing cooperation to achieve common goals; creating conditions for the development of creative and cognitive abilities of the personality.

It is important for our research that pedagogical conditions are a set of actions and interactions that ensure progressive changes in the holistic functioning of the educational process and contribute to the formation of relevant competencies, including project competency. We agree with Y. Shafran (2018), who believes that pedagogical conditions are factors that arise in the process of professional training and determine the formation of professional competence. Project competence is an integral characteristic of the subject of activity, manifested in the ability and readiness of the personality for independent theoretical and practical activities in developing and implementing projects in various fields of social practice (Krivonos, 2016).

The process of forming project culture is personally significant and considered successful if the individual: realizes the value and meaning of their own existence, other people, living beings; possesses the basic foundations of culture at the level of general culture competence; achieves methodological competence in one or several subject areas as a level of education; can establish successful social communications; reaches a level of socialization that ensures autonomous life activity; is capable of developing a technology for achieving goals, predicting results, adjusting their own activity; has methods of orientation in the labor and services market, self-presentation of professional abilities; realizes the need for continuous self-education, self-development (Kovalchuk, 2011). In general, project culture and project competence are interconnected, as project culture can influence which competencies are considered important for the successful execution of projects, while project competence can help realize this culture.

Project culture encompasses ways of thinking, approaches to work, values, and principles that define how an individual works on projects. For instance, project culture may include collaboration, communication, innovation, and dynamism. Conversely, project competence encompasses the knowledge, skills, and abilities that aid in successfully executing projects. For example, project competence may involve project management, teamwork, strategy development, and planning. Thus, the synergy of project culture and project competence can determine the success of projects. For instance, if project culture supports communication and collaboration, then project competence in teamwork can become a key factor for a project's success. Additionally, project competence can help embody the values and principles of project culture into actual activities.

Therefore, the development of project culture is about forming the ability to successfully and efficiently organize, plan, and execute projects. A high level of project culture development implies knowledge from various aspects of project management, skills in managing projects, including understanding project methodology, mastering planning techniques, communications, work coordination, results evaluation, etc. According to the set objectives, it is necessary to discuss the conditions that enable the creation of an optimal environment for the development of project culture.

To determine the pedagogical conditions for the development of project culture among vocational education teachers, our study employed the focus group method and expert evaluations.

The focus group method was used to generate pedagogical conditions for the development of project culture among vocational education teachers. This method involves collecting data and discussing with a professional group of specialists the issues of developing project culture among vocational education teachers. The main advantages of focus groups as a research method are professional evaluation (systematization, generalization, justification, identification of weaknesses and strengths of the studied process), interactivity (opportunity for discussion, generating new ideas, debating), flexibility, and cost-effectiveness (conducting a focus group session does not require complex equipment or infrastructure). As a result of the focus group's work, a list of relevant pedagogical conditions for the development of project culture among vocational education teachers was substantiated, requiring further elaboration: specification and evaluation. The processing of focus group results was conducted using the expert evaluation method, which involved selecting the most effective proposals. Specifically, expert evaluation is a method that involves professional assessment and expert determination.

Expert assessment of the pedagogical conditions for the development of project culture among professional education teachers was conducted by two groups of experts, according to a specially developed methodology, which ensures objectivity in data processing, interpretation of results, and orientation towards a high level of result stability under standard conditions with repeatability of measurements.

The expert assessment was carried out through ranking (the process of determining ranks as relative quantitative assessments of degrees of difference according to qualitative characteristics, i.e., arranging magnitudes in a certain order according to the degree of importance and significance). If, in the expert's opinion, a pedagogical condition most significantly influences the development of project culture among professional education teachers, it is assigned rank 10; the least influential condition is assigned rank 1. The determined sum of ranks allows for the calculation of significance indicators and the construction of a matrix of transformed ranks of pedagogical conditions for the development of project culture among professional education teachers.

For evaluating the consistency of experts' opinions, the concordance coefficient was calculated, the significance of which is verified by Pearson's consistency criterion ($\chi 2$).

According to the procedure, expert assessment involves identifying the most significant pedagogical conditions that contribute to the development of project culture among professional education teachers. The results of processing expert information and evaluating the consistency of experts' opinions demonstrated a high level of agreement among experts regarding the significance of the proposed pedagogical conditions for the development of project culture among professional education teachers.

Thus, the formation of motivation among professional education teachers for the development of project culture is the first pedagogical condition. We believe that the development of project culture among professional education teachers will be much more effective if there is organized, continuous work on forming motivation. In modern scientific and pedagogical research, motivation is defined as a set of motives, which can be ideals, professional values, goals, interests, personal needs. It should be noted that positive motivation can play the role of a compensating factor in the case of insufficiently high abilities, while developed abilities cannot replace the absence of a motive and guarantee success in the process. A motive act as a conscious factor that determines the direction of actions and deeds of a person. Motivation is a set of internal and external driving forces that prompt a person to action, set the boundaries and forms of activity, and add direction to this activity, aimed at achieving certain goals (Dykan, 2008). The influence of motivation on a person's behavior depends on numerous factors, which form groups: needs as the basis of activity; reasons that determine the choice of activity, depending on the orientation of the person; subjective experiences, emotions as forms of regulation (self-regulation) are largely individual and can change under the influence of feedback from the person's activity.

Motivation, as a personality trait, is a system of goals and needs that drive active knowledge acquisition, mastery of skills and abilities, and a conscious attitude towards the profession (Pinska, 2009). The formation of teachers' motivation in vocational training for developing project culture depends on: the awareness of immediate and prospective goals; creating an image of a successful professional in the chosen field; understanding the theoretical and practical significance; novelty of information; professional orientation; maintaining interest; creating a positive psychological climate.

The process of motivating teachers in vocational training to develop project culture will be successful provided there is a development of cognitive interest, components of which include emotional impressions, initiatives, intellectual achievements, etc. The development of such interest is ensured by the use of active methods (discussions, role-playing games, trainings, practical work); emotional intensity; creating a favorable emotional climate; organizing productive intra-group activities; analyzing successes and reasons for failures. It is important in motivation formation to realize the need for achieving success, which fosters goal setting and underlies perseverance in solving professional tasks. We note that if the need for achievement is not realized, there is a high likelihood of decreased activity success. Therefore, it is essential to create necessary factors for its realization (Radkevych, etc, 2020). The use of active and innovative forms and methods, creating a comfortable atmosphere for communicative interaction, awareness of immediate and prospective goals of professional development; identifying with a successful professional model; developing a positive self-concept and adequate professional self-assessment contribute to the active formation of teachers' motivation in vocational training for project culture development.

Another pedagogical condition identified is the necessity to develop a modular program for the development of project culture in vocational training teachers. This condition aims at forming the cognitive component of project culture development in teachers, presupposing knowledge about using principles and methods of project management to achieve results in various fields and the theoretical readiness for its implementation, namely: to implement the modular program according to a clear structure and transparent implementation plan; monitor the program and its components through teacher surveys to assess teaching, learning, and evaluation; use systems of feedback for analyzing evaluation results and expected developments in the subject area, taking into account societal needs and the scientific community; use the obtained information to improve the program as a whole and its components, particularly teachers' knowledge about project culture. This contributes to:

1. Successful project implementation, as it includes knowledge of planning, execution, and control methods and tools;
2. Communication and collaboration: for successful project implementation, it is necessary to know how to effectively communicate with other project participants, how to avoid conflicts, and how to maintain positive relationships;
3. Leadership and team management: for successful project implementation, it is necessary to know how to manage a team and use leadership qualities to achieve common goals;
4. Effective resource use: for successful project implementation, it is necessary to know how to efficiently use resources, budget, time, etc;
5. Risk avoidance and management: for successful project implementation, it is necessary to know how to identify and assess risks that may arise during the project and how to make decisions regarding their management.

The contextual analysis of the content of the modular program for the development of project culture in vocational education teachers should enhance potential opportunities for the formation and expansion of theoretical knowledge and practical skills regarding the possibility of renewing the components of project culture in the educational context. Therefore, it is necessary to promote the development of original authorial programs that improve the system of theoretical and practical training in the development of project culture, both for future teachers of vocational education in higher education institutions and for teaching staff who are upgrading their professional qualifications.

Identifying the pedagogical condition for implementing the technology of developing project culture in vocational education teachers is appropriate. The realization of this pedagogical condition involves developing a set of goals, content, didactic process, and organizational forms for the development of project culture. Developing the technology for the development of project culture in vocational education teachers is intrinsically linked to pedagogical activity and is based on adhering to systemic, culturological, humanistic, competence-based, subjective, personal-developmental, active, and other approaches. It is important to emphasize the significance of the competence-based approach, at the core of which is the orientation towards achieving a symbiosis of knowledge, skills, and abilities, and forming readiness to solve project tasks in the context of modern challenges. The content and procedural aspect of the technology can be implemented both in the educational environment and in the conditions of production and the service sector. In the context of innovative progress in production, technical-technological changes, and dynamic changes in the labor market, the content of the technology for developing project culture in vocational education teachers must

"extend beyond the educational environment, actively utilize the resources of public-private partnership and the possibilities of dual education to study current trends in production and the service sector, have a proactive nature, and be open to re-evaluation, adaptation to new requirements, and priority development directions of the state" (Kravets, 2019).

The implementation of the technology for developing the project culture in vocational education teachers presupposes both the expansion and consolidation of knowledge, as well as the realization of self-control in mastering educational material and self-assessment. Thus, the effective aspect of the technology involves diagnosing the final level of project culture formation in a vocational education teacher, particularly on a reflective basis. Reflective processes enable the reevaluation of personal experience and the design of self-management of one's professional development.

In the modern digital society, the range of tools for professional development is significantly expanding. Therefore, it is logical to identify the pedagogical condition for using digital resources in the independent development of project culture in vocational education teachers. This can be implemented through the combination of computer, electronic, informational, information-communication, telecommunication, and distance technologies using such digital means as:

1. Electronic textbooks (subject educational systems, subject educational environments);

2. Electronic study guides (educational and educational-control, interactive resources; reference books and dictionaries);

3. Electronic educational-methodical complexes (subject educational and program-methodical complexes, subject educational-methodical environments; innovative educational-methodical resources);

4. Electronic editions of control (tests, test tasks, methodical recommendations on testing; instrumental tools).

The use of digital resources in the independent development of project culture will ensure media literacy for processing and critically evaluating informational data, safety and collaboration on the Internet, knowledge about various digital technologies and devices, the ability to use open resources and technologies for professional development, the formation of skills to effectively use digital services, understanding of coding concepts, elements of artificial intelligence, virtual and augmented reality, etc. Educators must understand how digital resources can support communication, collaboration, creativity, and innovation; be aware of their functional features, limitations, consequences, and risks of use; understand the general principles, mechanisms, and logic underlying the creation of these digital services; know the basics of operation and use of various digital devices, computer programs, and networks; critically evaluate the reliability and authenticity of information sources, the impact of information and data on consciousness and personal development, on decision-making, and also recognize the ethical aspects associated with the use of digital resources in the independent development of project culture in professional education teachers.

Conclusions. Thus, we have identified and justified the pedagogical conditions for the development of project culture in teachers of professional education, which include: forming the motivation of teachers of professional education for the development of project culture; developing a modular program for the development of project culture in teachers of professional education; implementing technology for the development of project culture in teachers of professional education; using digital resources in the independent development of project culture in teachers of professional education. These conditions individually cannot fully ensure the effectiveness of the development of project culture, but their systematic unity will contribute to achieving positive dynamics in the development of the components of the studied phenomenon.

The prospects for further research lie in the development and justification of a model for the development of project culture in teachers of professional education.

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ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ПРОЄКТНОЇ КУЛЬТУРИ ПЕДАГОГІВ ПРОФЕСІЙНОГО НАВЧАННЯ

Світлана Кравець

кандидат педагогічних наук, старший дослідник, старший науковий співробітник лабораторії зарубіжних систем професійної освіти і навчання, докторантка Інституту професійної освіти НАПН України, https://orcid.org/0000-0002-8878-6241, e-mail: sveta.kindz@ukr.net

Реферат:

Актуальність сформованість проєктної культури особистості педагогічного працівника впливає на його професійний розвиток та здатність здійснювати педагогічну діяльність й організовувати освітній процес, для цього мають бути виокремлені конкретні педагогічні умови, які б комплексно сприяли розв'язанню дослідницьких завдань щодо позитивної динаміки досліджуваного феномену.

Мета: обґрунтування педагогічних умов розвитку проєктної культури педагогів професійного навчання.

Методи: теоретичні: теоретичний аналіз – з метою вивчення наукової літератури – для визначення комплексу педагогічних умов розвитку проєктної культури педагогів професійного навчання; аналіз і синтез – для обґрунтування змісту педагогічних умов проєктної культури педагогів професійного навчання; *емпіричні:* експертне оцінювання – для відбору найефективніших педагогічних умов досліджуваного явища; *статистичні:* ранжування – для виявлення більш вагомих педагогічних умов проєктної культури педагогів професійного навчання.

Результати: здійснено визначення дефініції «педагогічні умови» як основного методологічного концепту дослідження розвитку проєктної культури педагогів професійного навчання; охарактеризовано тлумачення дефініції «педагогічні умови розвитку проєктної культури педагогів професійного навчання»; визначено, що розвиток проєктної культури педагогів професійного навчання підпорядковується певним педагогічним умовам, які ґрунтуються на цілеспрямованому відборі змісту, форм, методів, необхідних для реалізації цього процесу та досягнення відповідних дидактичних цілей; методами експертних оцінок та ранжування виявлено перелік найбільш вагомих педагогічних умов проєктної культури педагогів професійного навчання та доведено їх значущість у розвитку досліджуваного явища.

Висновки: кожна з окреслених педагогічних умов розвитку проєктної культури педагогів професійного навчання спрямована на формування їхнього професіоналізму, творчого потенціалу та педагогічної майстерності; визначені педагогічні умови будуть враховані у подальшому при розроблені відповідної методики, що забезпечить системність, послідовність і цілеспрямованість досліджуваної проблеми.

Ключові слова: *навчання, педагогічні умови, проєктна культура, педагоги, професійна (професійно-технічної) освіта, заклади професійної (професійно-технічної) освіти.*