



So, based on the above considerations, conclusion can be made that brining up tolerance of the students of different ethnic groups is an important and essential condition for the effective functioning of society.

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#### **PEDAGOGICAL CULTURE OF TEACHER AS GUARANTEE OF FAIR BEHAVIOUR**

In the modern psychological and pedagogical literature devoted to the problems of culture of pedagogical activity, there is no clear and unfolded conception of understanding of pedagogical activity culture and process of its forming. Category development of this concept has begun only in our days.

From the point of view of educational establishments, pedagogical culture is investigated as an essential description of environment, features of the pedagogical system, process of its motion to the new quality state (G. Zvezdunova, E. Zaharchenko, S. Chorna). In individually-personality sense, it is interpreted as a display of essential properties of the personality, professional activity and communication of a teacher (A. Barabanshchikov, T. Belousova, N. Vorobjov, T. Ivanova).



Culture of a teacher is a complex of personal qualities of a professional teacher that provides his creative self-realization in choosing a productive method of the pedagogical activity [1]. A professional teacher must be a highly spiritual personality, with a high level of the professional culture, because according to K. D. Ushinsky only a personality can form a personality, only a character can form a character, one can give only that what he has, you can educate only those features, which you have yourself.

Pedagogical culture of a teacher is a system formation, which comes out of the professional behavior of a teacher. Therefore, a teacher with a high level of pedagogical culture has theoretical ground of his own pedagogical position, systematic of his pedagogical activity, creation, flexibility and variability in making decisions. Such a teacher has his individual style. He does not only keeps and recreates the spiritual values of education but also creates a form of new technologies, methodologies, didactic and educational systems. Moreover, vice versa, a teacher with a low level of the pedagogical culture shows uncertainty, instability of his own pedagogical position, unsystematic, inconsistency, inability to solve pedagogical problems.

The indexes of a high level of pedagogical culture formation are considered to be: the humanistic orientation of a teacher's personality; psychological and pedagogical competence and developed pedagogical way of thinking; education in the field of a object, which teacher teaches, and possessing of pedagogical technologies; experience of creative activity, ability to motivate his own pedagogical work as a system (didactic, educational, methodical); culture of professional behavior (pedagogical communication, language, appearance).

Pedagogical culture is an integral feature of teacher's personality that designs his general culture on the sphere of profession. It is a synthesis of high professionalism and internal features of a teacher, possessing methodology of teaching and presence of the cultural capabilities. It is a measure of creative appropriation and transformation of the experience accumulated by humanity. A teacher that owns a high pedagogical culture has the humanistic way of thinking and consciousness, creative potential and forms a fully developed personality.

It is as insufficient pedagogical culture that, in my opinion, is the main reason of complications in the pedagogical environment that can generate conflicts. Conflicts destroy the system of mutual relations be-



tween a teacher and students for a long time, because the state of deep stress for a teacher, discontent by the work; such state is increased by the realization of the fact that success in pedagogical work depends on behavior of students, the state of dependence of teacher appears from the “favour” of students. Feelings always represent individual attitude toward everything that takes place. The fear of being incomprehensible, complications in the communication create objective pre-conditions to the conflicts in pedagogical interaction.

No matter how skilful and culturally competent the teacher is, but in the process of working with students even now and then, he will have to deal with conflict situations. Crisis phenomena of political and economic life, considerable leveling of moral values in society, the increase of general nervousness and aggression of teenagers increase probability of their origin.

There are no universal methods of avoiding or warning conflict situations. That is one should be able to manage them. At an effective management of conflicts, their consequences can even play a positive role, be functional, effective, and have an educational significance [2].

A teacher with a high level of pedagogical culture, in our opinion, should firmly know the bases of conflict studies and in every separate case clearly realize, or even feel the presence of possible reasons of conflict at subconscious level, danger of his origin before the first displays of opposition and in time react on barely noticeable signals.

Every culturally competent teacher creates his own “treasury” of experience of facilities and receptions of conflicts warning, based on deep knowledge of such fields as pedagogic, psychology, conflict studies. Such educator creates methodologies of psychological training for both: himself and students, he recognizes the terms of life, interests, inner world of each pupil, trying to build the process of cooperation with students on the principles of humanism.

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## **ІНТЕРНЕТ ЯК СУЧАСНИЙ ЗАСІБ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ**