# Formation Of a Project Culture Among Future Teachers

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**ABSTRACT**

The main purpose of the article is to discuss the factors that influence the formation of management culture in the context of improving modern education and their main features. In the process of developing the model, the author focuses on the formation of management competence in the forms of humanitarian education technology in the formation of three areas of training for management activities: targeted, educational, action and practical. Each of them suggests the formation of appropriate values for students of pedagogical universities. The author concludes that every child should have as high an education as possible, so the quality of education can only be improved if the education system is led by a strong, intelligent, knowledgeable and qualified, and most importantly, highly cultured leader.

**Keywords:** Teacher-psychologist, model, motivation, management, formation.

The role and place of personal computers and information technology in society has changed dramatically over the last 10 years. In the modern world, having access to information technology is equated with qualities such as the ability to read and write. A person who skillfully and effectively owns technology and information, has a unique, innovative way of thinking, has a radically different approach to the assessment of the problem, the organization of their activities.The scientific-practical conference discussed the process of informatization, the formation of information competence of the future specialist. Today we will focus on the problem of shaping the information culture of the teacher.The difference is in the functions, mechanisms, substantive characteristics and means of improvement; the latter is manifested by the fact that the improvement of social competence goes through study, expansion of knowledge and accumulation of experience. Social intelligence develops through formation of socially desirable personal and communicative properties, improvement of mechanisms of mental regulation, self-control and self-regulation.Social intelligence encompasses individual propensities, abilities, traits facilitating development of abilities and skills of social actions and contacts through personal experience. Social intelligence contributes to a person's ability to envisage the development of social interactions, heighten intuition, foresight and provides psychological endurance. A distinctive characteristic and a feature of a person with a high level of social intelligence is sufficient social competence in all its aspects.The structure of social intelligence of prospective psychologists includes such components as cognitive, emotional, communicative and behavioral, which are disclosed through the following functions: communication; analysis and forecasting of situation development; emotional penetration into the context of the situation; adaptation to the changing conditions of interaction; development of a specialist through interpersonal communication.

The teacher's information culture has immutable and evolving components. An integral part of the teacher's information culture is a special case of the individual's information culture and the specialist's information culture. Describes the general features that reflect the universal structure of information knowledge and skills: the ability to navigate information resources according to the profile of activity, mastering information retrieval algorithms, mastering analytical and synthetic data processing skills, general rules of use know preparation of information products, mastering new information and communication technologies. The variable section reflects the specifics of a teacher's professional activity: the creation of information and educational products.Mastering the integrated information culture, the information world of explanation and understanding is one of the tasks of training a modern education specialist. Information culture is becoming a new important quality of professional training for education professionals in the XXI century.As part of this article, in order to improve the efficiency of social intelligence formation in future teachers and psychologists in the course of the educational process, we put forward the following pedagogical conditions since the conditions of social intelligence formation have not been studied and analyzed in the psychological and pedagogical literature:inclusion of information on social intelligence, social relations, social interaction results forecast into the psychological courses syllabus;design of a training program comprising a variety of forms and methods of training aimed at the development of cognitive, motivational and behavioral components of social intelligence: lectures, conversations, debates, practical trainings with the use of simulation methods, group interviews

It is known that the professional orientation of future teachers has a clear purpose is a focused, systematic process. Modern pedagogical and psychological the process of professional adaptation of future professionals in research The stages are described differently.

In particular, the stages of adaptation explains as follows:

1) Equilibrium - the mutual values between the individual and the environment a balance in the form of respect for the system and norms of behavior emergence;

2) false adaptation - external adaptation to the conditions and its unity of attitude towards norms;

3) adaptation - recognition and acceptance of the values of the new environment;

4) analogy - the mental reorientation of the individual, the former views, orientation, transformation of institutions.

Improving the effectiveness of the process of professional development of future teachers raises the need to address the following issues:

- The teacher of the content of professional adaptation of future teachers modern requirements of the labor market for the training of specialists and determination based on proposals;

- quality acquisition of professional knowledge, skills and abilities identification of pedagogical and psychological factors and conditions that shape the innovative potential;

- professional based on a creative and collaborative environment based on a systematic approach determination of pedagogical conditions of adaptation and application in practice to reach;

- Socio-pedagogical training of future teachers aspects, theoretical issues and services for students' independent learning Develops new publications, electronic textbooks, teaching materials output and implementation

From this point of view, it will be during the research factors influencing the process of teacher professional development and necessary to the task of developing the conditions and justifying it theoretically special attention was paid. This is an important condition for the effectiveness of the tasks an objective that influences the process of professional adaptation of future teachers and is substantiated by subjective (external and internal) factors. Pedagogical Scholar V.A. Slasten's future teachers are professional while studying the issues of formation of readiness is

high professionalism, that is, the objective factors of professional maturity the quality of education, and the subjective factors of a person's ability, professionalism orientation, responsibility for effective solution of pedagogical tasks and introduces an approach to specialization. Also, the pedagogical scientist is a professional adaptation of future teachers.It will also appear in some psychological and pedagogical literature 4 groups of factors influencing the process of professional adaptation of teachers separated. The first group of factors is socio-economic, which is development to young people entering society at different levels offers a variety of areas to use available power and capacity. First in turn, these types of professions, their changes and prospects for development, is concerned with the need of society for this or that specialist. Socio-psychological factors make up the second group. The person in the process the impact of micro, meso, and macro environments on socialization is significant is important. The value orientation of the individual under the influence of the social environment, specific social guidelines for attitudes toward different occupational groups and stereotypes are formed. The third group consists of the original psychological factors, which are personal interests and tendencies general and specific abilities, mental and personal level of development of memory features, specificity of attentional motor skills and etc.These factors and educators will be trained in the future teachers, based on the modern requirements of the labor market the content of the formation of professional flexibility is directly in them determined by physiological, psychological, social and organizational adaptation will be known. Socio-theoretical of students of pedagogical higher educational institutions preparation is influenced by motivational and social factors, and in its content information, knowledge, basics of science acquired in the field of general education important. The pedagogical and psychological preparation of students is educational documents explaining the principles of the process, the content of education and its essence, forms, methods and means of teaching, as well as the personality of the learner knowledge of age and individual characteristics and their psychological state acquire professional knowledge, skills and competencies in management determined by the degree. As part of the research, the skills of practical adaptation of future teachers to their professional activities will be directly related to special-methodical training.

The system of teacher training in higher education

Due to its specificity, the following pedagogical psychology in the context of the study The provision of conditions serves to improve the quality of vocational training found to do:

1. Informative-meaningful conditions. Of course, there will be educational content professional knowledge, skills and is a pre-designed system of skills, including DTS, learning plans, improved curricula, lecture notes, education educational-methodical complexes on the basis of technologies, scientific and educational-methodical, electronic textbooks, control tools: creative pedagogical tasks, situational issues, remote control, creative project work, specializations The course and project work related to

2. Technological conditions. The purpose of the study was to identify prospective teachers developing effective forms, methods and tools of professional adaptation; technological conditions for implementation were taken as a basis. It's professional during the adjustment process:

- problem-based learning;
- Game technologies (role-playing games, entrepreneurship games);
- training, video training,
- Problematic seminars;
- Solving and analysis of pedagogical problems, "Case study";
- small group teaching, micro-lessons;
- creative research methods;
- Methods of designing lessons and educational activities;

Professional orientation of future teachers in higher education institutions one of the important aspects of shaping is a systematic

approach to the process principle. The concept of a systematic approach has been noted differently by researchers are given. In some scientific works, in most cases to the category of integrity limited to substantiation, the feature, event, and an integrated description of the process is created.

The factors that affect the success of the process can be divided into two categories: subjective (internal) and objective (external) factors. The author is a prospective professional the internal factors influencing his professional adaptation to his individual-psychological in relation to the qualities, the objective factors, the environment and the educational conditions offers related aspects.A systematic approach is scientific knowledge and social practice is the direction of the methodology on the basis of which objects as a system acceptance lies. A systematic approach reveals the researcher's object integrity to give, to define different types of its relations and to make them a single theoretical to make visible. A systematic approach to the pedagogical process, starting with the purpose of teaching an integrated system of process and student opportunities to its outcome determined by accepting as.

In a simplified way, we can say the following. The ability to extract, compile, analyze, and create new data based on received data describes what can be called an "information culture". In other words, information culture is closely related to competency-based approaches and skills in different areas.

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