

PEDAGOGY

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Social and cultural context of teacher's professional activity competence in multicultural education space

It is shown the specifics of the socio-cultural context in the development of professional competence of a modern teacher. The features of professional activity of teachers working in a multicultural educational space are outlined. The article describes the risks of teaching in a multicultural educational environment. Personal characteristics that act as professionally significant predictors of success of a modern teacher working in multicultural education are highlighted. Personal characteristics that act as professionally significant predictors of success of a modern teacher working in multicultural education are highlighted. The article shows the role of awareness of the modern socio-cultural context, the ability to professional reflection, forecasting and preadaptation in setting the further development of the teacher as a professional, reference carrier and translator of progressive values and meanings relevant to socio-historical conditions. analytical and evaluative attitude to their own experience. The paper shows that the level of professional competence, the moral qualities of the teacher, the features of the value-semantic sphere, the ability to social modeling, play the role of a certain semantic reference point in the personal and semantic self-determination of students. The aim of the study was to study the expression of elements of professional competence of a teacher in a multicultural educational environment. As well as the analysis of the modern socio-cultural context as a space for the development of professional competence of a teacher. The results of a diagnostic study of the professional competence of teachers: teachers of Russian language and literature and primary school teachers working in a multicultural educational environment are presented and interpreted.

Key words: socio-cultural context, teacher, professional competence, multicultural environment.

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