

THEORETICAL CONTEXT OF FORMATION OF THE MORAL CULTURE OF A  
FUTURE TEACHER OF PRIMARY SCHOOL BY THE MEANS OF INFORMATION  
AND COMMUNICATION TECHNOLOGIES

The article analyzes the nature and content of the concept of "moral culture", provides theoretical analysis of the process of formation of moral culture of the future teacher of primary classes by means of information and communication technologies. "Moral culture", as an integral concept, reflects the worldview, moral and cultural feelings, beliefs, ideals, norms and principles of human behavior, activity, as well as the real level of human relationships. The author substantiates the idea of a holistic approach to the formation of a future elementary school teacher, which is considered as an important methodological basis for his integrity, acquisition of a humanistic worldview, beliefs and actions. This means that the personality must be considered not one-dimensional, but multidimensional, in the totality of its qualities, properties, cultural and moral values, etc. We consider this approach to be expedient because in its extreme it does not deny the so-called "knowledge" approach, because knowledge was and will remain an important element of productive preparation of the future teacher, the mean of his moral culture formation. The author notes that this is how paradigms change in the cognitive process of educational phenomena, in particular this refers to, that the change of paradigm, which has existed for several centuries, namely: "knowledge is power" (F. Bacon), a new paradigm - "cognition is power" is increasingly approving, it allows to solve positively the issues of child and human-centrism, and consequently humanism in human relations. Knowledge as a humanist-oriented force is based primarily on spiritually meaningful, equitable relationships between the subjects of the educational process. On this basis, the future elementary school teacher should acquire a wide range of knowledge, especially in the fields of morality, culture, art, psychology and pedagogy. According to the analysis of the research, the author concludes that the programs and curricula of a significant number of pedagogical universities violate the principle of unity, integrity in teaching the humanities. There is a so-called "fractionality", fragmentation

of teaching that in its turn creates a situation in which knowledge remains "dead", unclaimed.

The article emphasizes the problematic nature of knowledge. Thus, the traditional (linear) approach in this matter is changing to nonlinear (synergistic), and this, in its turn, directs the consciousness of the future teacher to the critical denial of "old" knowledge, to find out the cause of the emergence of new ones, that is, identifying the contradictions that constantly accompany the process of new knowledge emergence, filling them with new content and meaning. The traditional approach, until recently, was based on a rationalist principle, according to which knowledge and cognition of truth are achieved only on the basis of reason. Today, the situation has changed dramatically, that is why more and more scientists (not just representatives of theology) are of the opinion that there is knowledge of the highest essence that cannot be perceived and understood by the reason alone. The way of such knowledge cognition is the spiritual experience of a human.

Attention is drawn to the fact that the use of information and communication technologies in the formation of the moral culture of the future elementary school teacher has almost unlimited possibilities in acquiring a variety of knowledge by the future teacher. At the same time, attention is drawn to the fact that the use of information and communication technologies has both positive and negative aspects. The following are considered positive: much greater than in the traditional use of forms and methods of teaching and up-bringing the possibilities of individualization and differentiation; increasing the level of activity of the subjects of study, their curiosity and development of thinking; promoting motivation for learning that is based on identifying and meeting learning needs; significant improvement of conditions for independent work of students, etc. The negative aspects include: not enough high level of strength of knowledge; the reluctance of a large number of students to memorize the necessary knowledge, since it is easy to find and reproduce on a computer; insufficient level of mastering information and communication technologies by the teaching staff, etc. The fallacy of such judgments is that, firstly, true knowledge is not just information that can be easily reproduced when necessary, knowledge is an incentive for moral, cultural action. It should be stored in a specific system. Free possession of acquired knowledge from various fields of science acquires the status of

functionality, therefore, of subjective value. Second, the student should be well aware of the substantive and practical importance of knowledge for their practical activity, and be able to consistently, supplement and enrich it.

The article defines the conditions for the effective formation of moral culture in the future primary school teacher by means of ICT, emphasizes the need to adhere to this process the principle of fundamentalization of education and the development and implementation of strategies for professional use of ICT. In this sense, the author proves that the fundamentalisation of education implies significant changes in traditional teaching technologies. Today, it is important to train a teacher not a subject teacher, but a teacher-methodologist who would be distinguished by the breadth and depth of scientific views and the culture of thinking, both disciplinary and interdisciplinary, systemic. It is on this basis that the future elementary school teacher acquires not only a basic qualification but also a high level of moral culture. The introduction of the principle of fundamentalisation of education more and more enhances the role and importance of ICT in the preparation of future primary school teachers. The main thing is that the use of information and communication technologies occurs at a professional level.

The author emphasizes the position according to which creativity should occupy an important place in shaping the moral culture of the future elementary school teacher. Formation and consistent enrichment of future teacher's creative potential is one of the leading factors of his professional and personal development. According to V. Sukhomlinsky's statement, "... creativity is the invisible threads that connect hearts". Creativity helps the teacher to solve difficult issues that arise during teaching and upbringing. Today, the development of a new direction of pedagogy - information didactics is too valuable; its essence is manifested in the consistent and continuous humanization of the whole cultural and educational environment and society. In order to implement the provisions and requirements of information pedagogy, electronic textbooks are created in many pedagogical institutions of higher education, enhanced training of the teaching staff and legal, medical and psychological support of the educational process is provided.

The article substantiates the idea that Christian values and approaches should be actively used in the formation of the moral culture of future primary school teachers. This

is especially true of the development of conceptual ideas of the disciplines "Christian Ethics", "Family Education" and others. Training of a teacher-leader who is able to lead not only students, but also his fellow-associates is an important aspect of the process of preparing a future elementary school teacher, formation his or her moral culture by means of ICT.

Key words: personality, elementary school teacher, student, teacher's moral culture, information and communication technologies, child-human centrism