

MECHANISMS OF DEVELOPING PEDAGOGICAL CULTURE AMONG TEACHERS IN GENERAL EDUCATION SCHOOLS

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Abstract:

Pedagogical culture plays a crucial role in the professional development of teachers and the quality of education they provide. This article explores the mechanisms underlying the development of pedagogical culture among teachers in general education schools. It examines various factors, including continuous professional development, collaborative learning environments, mentoring programs, and organizational support, that contribute to the enhancement of pedagogical culture. Understanding these mechanisms is essential for educational policymakers, school administrators, and teacher trainers to design effective strategies for cultivating a strong pedagogical culture in schools.

Keywords: continuous professional development, collaborative learning environments, mentoring programs, organizational support.

Introduction:

Pedagogical culture encompasses the values, beliefs, attitudes, and practices that characterize the teaching profession. It reflects the collective understanding of effective teaching and learning within a school community. Cultivating a strong pedagogical culture among teachers is essential for fostering continuous improvement, promoting collaboration, and ensuring student success.

Continuous Professional Development: Continuous professional development (CPD) is a cornerstone of enhancing pedagogical culture among teachers. CPD opportunities, such as workshops, seminars, conferences, and online courses, provide teachers with the knowledge, skills, and strategies necessary to excel in their profession. By staying abreast of the latest research and best practices in education, teachers can refine their instructional methods and adapt to evolving educational trends.

Collaborative Learning Environments: Collaborative learning environments foster the exchange of ideas, experiences, and resources among teachers, leading to



the cultivation of a rich pedagogical culture. Peer collaboration, team teaching, and professional learning communities enable teachers to share successful teaching practices, discuss challenges, and collectively problem-solve. Collaboration encourages reflective practice and promotes a culture of continuous improvement.

Mentoring Programs: Mentoring programs provide novice teachers with guidance, support, and mentorship from experienced colleagues, contributing to the development of their pedagogical culture. Mentors serve as role models, offering practical advice, sharing pedagogical insights, and providing emotional support to novice teachers. Through mentoring relationships, novice teachers gain confidence, develop their teaching skills, and internalize the norms and values of the teaching profession.

Organizational Support: Organizational support from school leaders and administrators is crucial for fostering a positive pedagogical culture. Schools that prioritize teacher well-being, professional growth, and collaborative learning create an environment conducive to the development of pedagogical culture. Supportive leadership, clear communication, and recognition of teacher achievements reinforce the importance of pedagogical excellence and create a sense of belonging among educators.

Conclusion:

The development of pedagogical culture among teachers in general education schools is a multifaceted process that requires attention to various mechanisms. Continuous professional development, collaborative learning environments, mentoring programs, and organizational support are key drivers of pedagogical culture enhancement. By investing in these mechanisms, educational stakeholders can cultivate a strong pedagogical culture that empowers teachers, promotes student learning, and contributes to educational excellence.

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