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Publicação Contínua

Managing the pedagogical culture of university teachers in the context of the impact of COVID-19


Gerenciando a cultura pedagógica dos professores universitários no contexto do impacto da COVID-19

Gestionar la cultura pedagógica de los docentes universitarios en el contexto del impacto del COVID-19

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Abstract: The main purpose of the article is to study the features of the pedagogical culture of university teachers in the context of the impact of COVID-19. New trends in education that emerged at the turn of the second and third millennia, the emergence of new paradigms of education, a new system of social values and goals of education, its dialogue with human culture as its creator and subject capable of cultural self-education, stimulated a special interest in the study of the phenomenon of "pedagogical culture" and its components. The events taking place in the world as a result of the spread of the coronavirus infection COVID-19 refer to a global emergency of a nature. Of course, in these forced conditions, it is difficult for teachers to simultaneously master new methods and tools of distance learning, develop methodological support for the disciplines taught, or transform it into a digital form and immediately introduce it into the educational process. As a result of the study, the main trends in the development of modern pedagogical culture of university teachers in the context of the impact of COVID-19 were identified.

Keywords: Distance education, Pandemic COVID-19, Pedagogical culture, Universities, University teachers.

Resumo: O objetivo principal do artigo é estudar as características das atividades dos professores universitários sob a influência do COVID-19. Os eventos que ocorrem no mundo como resultado da disseminação da infecção por coronavírus COVID-19 referem-se a uma emergência global de natureza. Esta é a mensagem principal que cada pessoa deve entender. É importante lembrar que às vezes é quase impossível influenciar as circunstâncias e condições externas que contribuem para o desenvolvimento de estresse e ansiedade nas pessoas. A pandemia criou muitos problemas e desafios em todas as esferas sociais nos níveis macro e micro: saúde, educação, cultura, economia, produção e outros. Problemas e desafios educacionais se aplicam a todas as faixas etárias e níveis escolares. Cada uma delas é atualmente reconstruída sem a preparação prévia de ambas as partes envolvidas no processo educativo: professores e alunos, professores e alunos. Essa circunstância provocou uma série de resultados negativos em relação à qualidade do processo de ensino e formação em educação. Como resultado do estudo, foram identificadas as principais tendências e características das atividades docentes dos professores universitários, bem como as mudanças em suas atividades durante a pandemia.

Palavras-chave: Educação a distância, Pandemia COVID-19, Pedagogia, Professores, Universidades.

Resumen: El objetivo principal del artículo es estudiar las características de las actividades de los docentes universitarios bajo la influencia de COVID-19. Los hechos ocurridos en el mundo a raíz de la propagación de la infección por coronavirus COVID-19 hacen referencia a una emergencia de carácter mundial. Este es el mensaje principal que toda persona debe entender. Es importante recordar que a veces es casi imposible influir en las circunstancias y condiciones externas que contribuyen al desarrollo del estrés y la ansiedad en las personas. La pandemia ha creado muchos problemas y desafíos en todos los ámbitos sociales a nivel macro y micro: salud, educación, cultura, economía, producción y otros. Los problemas y desafíos educativos se aplican a todos los grupos de edad y niveles escolares. Cada uno de ellos se reconstruye actualmente sin la preparación previa de ambas partes involucradas en el proceso educativo: docentes y alumnos, docentes y alumnos. Esta circunstancia provocó una serie de resultados negativos en relación con la calidad del proceso de enseñanza y formación en la educación. Como resultado del estudio se identificaron las principales tendencias y características de la actividad docente de los docentes universitarios, así como los cambios en sus actividades durante la pandemia.

Palabras clave: Docentes, Educación a distancia, Pandemia COVID-19, Pedagogía, Universidades.

INTRODUCTION

Pedagogical culture is a complex socio-pedagogical phenomenon that should be considered as an integrated unity of certain structural components harmoniously combined with each other: scientific worldview and scientific knowledge, erudition, spiritual wealth, special personal qualities (humanism, justice, tactfulness requirements, striving for self-improvement), culture of pedagogical thinking, psychological, pedagogical and methodological training, perfect mastery of pedagogical techniques, positive pedagogical image, external aesthetic appeal.).

A university teacher must have a perfect command of the pedagogical culture, because just as no one can give another what he does not have himself, so cannot develop, educate and teach one who is not himself developed, not educated, not educated. Therefore, back in 1639 at the Sorbonne, in the Magna Carta of universities, formed in order to unite them, it was proclaimed that the higher school is an institution for the reproduction and transmission of culture.

Since the basis of pedagogical activity is the organization of interaction between the teacher and the pupil, one of the most important conditions for ensuring its effectiveness is a developed communicative culture (culture of communication). The basis of the culture of pedagogical communication is the social and pedagogical culture of the individual - this is the level of its development, manifested in the system of needs, social properties, style of activity and behavior (Aperribai et al., 2020).

Improving the culture of communication is the growth of a common culture. Attention should be focused on what cannot be separated from each other. The culture of communication has deep roots and is closely connected with the personality traits of the teacher, his motives and value orientations, self-awareness, and professional attitudes. The culture of communication between teachers affects the effectiveness of the educational process, the establishment and strengthening of a positive spiritual and moral atmosphere of the participants in the interaction.

The pedagogical culture of a university teacher is a source of manifestation of his scientific and general erudition, pedagogical skills, culture of speech and communication, spiritual wealth, a manifestation of his creative individuality as a reflection of the result of constant self-improvement and self-development. In our opinion, pedagogical culture is the harmony of the culture of creative knowledge, creative action, feelings and communication.

The COVID-19 pandemic has shaken schools and education systems around the world, impacting educational opportunities. Due to the pandemic, many students have lost knowledge and skills, and have also forgotten previously mastered academic disciplines. In addition, school drop-outs have occurred in many cases, and dropout rates have increased in some countries. These effects were particularly strong among students from disadvantaged backgrounds, leading to

an increase in educational disparities within countries. In addition, these effects were more pronounced in the Global South, leading to an increase in educational disparities between countries. It is likely that these educational losses will limit opportunities for individuals and countries. Hanushek and Woessman estimate that students' lifetime income will fall by 3% as a result of pandemic-induced educational losses.

These educational losses were the result of the health, economic and social consequences of the pandemic, as well as the direct impact of the pandemic on educational institutions. Outside schools, the pandemic has taken a toll on the physical and mental health of students, their families, and close relatives of those infected. It has turned into an economic disaster for millions of people around the world, slowing down the functioning of the global economy, increasing unemployment and leading to the closure of companies and reduced demand for goods and services during full or partial lockdowns designed to contain the spread of the virus. Measures restricting in-person meetings and travel have undermined the functioning of various institutions and the well-being of people. Moreover, the economic impact of the pandemic has spilled over into the education sector. This has had a negative impact on the ability and willingness of students to learn and teachers to teach, and has also limited the amount of support received by both. As part of social distancing measures taken to contain the spread of the virus, educational authorities have suspended in-person learning. In most parts of the world, schools were among the first to close and one of the last to reopen, seriously undermining educational opportunities. Across 33 OECD countries, the average duration of school closures was 70 days, with significant differences between countries in terms of duration, ranging from 20 days in Denmark and Germany to over 150 days in Colombia and Costa Rica. Comparative assessments such as PISA found that schools remained closed longer in countries where students performed at a lower level (Lizana et al., 2021).

Under these circumstances, teachers and education managers have been forced to innovate to continue learning despite the disruption of the pandemic and to make up for the loss of learning due to the shortcomings of alternative educational channels that have been hastily established for distance learning. While the net impact of the pandemic on education has been negative, there have also been positive effects. Importantly, educators have developed many innovations to support educational opportunities during the lockdown. New research on these innovations makes a valuable contribution to knowledge about the promise and limitations of digital education strategies, as well as the conditions that support such teacher-led innovation and the effective use of digital pedagogy. However, it must be recognized that the digital alternatives created during the pandemic were largely improvisations: they were not the result of careful planning and design, and to date, researchers have described or studied only a small number of them. Significant differences exist between countries in terms of the effectiveness of

distance education strategies, and within countries in terms of how students from different social backgrounds could and can be involved in the implementation of these strategies.

Each emergency situation is always characterized by duality, because, on the one hand, it carries a threat, danger, destruction for the individual, and on the other hand, it appeals to resilience, courage, and provides opportunities to increase stress resistance. Of course, this period of time will end, dividing our life history into a pandemic and after a pandemic. But now our life is being significantly transformed, as a result of which a significant number of people experience at least anxiety, discomfort, and sometimes panic. The usual rhythm of life has changed. As experts have already noted, coronavirus is not only a medical, but also a psychological disease that requires study and the formation of adequate behavior in relation to oneself and the environment, which deserves support and compassion (Kryshtanovych et al., 2020).

Psychological problems as a result of a person being in a crisis situation, to which the pandemic has led, will not disappear with the end of quarantine, they will not be fleeting. We will experience the negative consequences of this phenomenon in the coming months and even years, so there is an urgent need to provide the population with information about timely, and preferably premature, psychological prevention and hygiene. Professional psychologists cannot but react to this process, stay away from the described events; their activities should be targeted and proactive.

Online education at universities caused by the pandemic required a qualitative reorganization of the specific educational process. The leading figure in this process - the university teacher - faced many problems. He had to rebuild communication with students and the way of teaching relevant knowledge in a new way, forming a future specialist.

In practice, this reorganization concerns, on the one hand, a change in the personality of the teacher as a whole, and on the other hand, a change in the way of teaching, communication with students. The reason is the essence of online learning. In itself, this is a way of teaching that excludes direct communication, and most often the teacher sees not students, but only their initials, in contrast to distance learning.

Consider the features of the professional activities of teachers of general secondary education institutions during remote work and provide practical psychological advice on psychological prevention and psychohygiene of the professional activities of teachers in the conditions of the introduced quarantine. Mental hygiene is an integral part of general hygiene, covering a set of measures to preserve and strengthen mental health, providing the best conditions for a person's mental activity. One of the sections of mental hygiene is the mental hygiene of labor activity. The main task of the psychohygiene of the professional activity of teachers in emergency situations should be the development of measures to maintain their health and

performance, the provision of advice on optimizing the regime of work, rest, etc. (Koper & Bennett, 2008)

Teachers now find themselves in an unconventional, unusual for them format of life and work. Quarantine during a pandemic is radically different from the usual annual quarantine during the flu, primarily in duration. Of course, today's quarantine cannot turn into an additional vacation.

The modern world constantly makes new challenges, so the ability to quickly adapt to changes and be flexible is relevant. The introduction of information and communication technologies into the educational process is not a tribute to fashion, but today's condition. After all, in order to interest students, to concentrate their attention, a teacher has to compete with a well-organized world of mass media, so the information competence of a teacher becomes a key component of mastery. The better the teacher's training in this area, the easier it is for him to choose from among the possible training options. It is obvious that today distance education has demonstrated a number of complex challenges for all participants in the educational process - from the lack of high-quality digital content and Internet coverage, especially outside the big city, to the unwillingness and unwillingness of parents to do what only teachers have always done. Unfortunately, most of the participants in the educational process were not prepared for such a rapid development of events. Due to the introduction of distance learning, teachers, parents, and students are nervous.

METHODOLOGY

The main purpose of the article is to study the features of the pedagogical culture of university teachers in the context of the impact of COVID-19. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction. In addition, a survey method was used to determine the most significant factor influencing the pedagogical culture of university teachers.

RESULTS AND DISCUSSION

If we turn to the origins, then the teaching profession owes its origin to the allocation of education as a special social function. This was preceded by the formation in the structure of social production of a specific type of activity, the purpose of which was to prepare new generations for life on the basis of the fundamental achievements of the culture and science of mankind. Traditionally, teaching activity is defined as an educative and educational impact on a student. Thanks to this influence, the student's personal, intellectual and activity growth is carried out.

Teaching activity is structured, and this structure consists of: motivation, pedagogical goals and objectives, the subject of pedagogical activity, pedagogical means and methods for solving the tasks, the product and result of the teacher's activity.

The professional activity of a teacher requires overcoming many contradictions between such factors as the dynamics of professional tasks and the teacher's readiness to implement them, the dynamics of educational policy and the teacher's desire to take a clear, consistent position, the teacher's personal need for creative self-realization and the possibility of satisfying it (Marek et al., 2020).

In the preparation of a university teacher, a special place is occupied by the formation of pedagogical culture, since the title "teacher" acquires its true meaning when it is inseparable from the concept of "culture". Only in a cultural environment can specialists be formed who are able to think freely and broadly, create intellectual values that the school and society as a whole always need. Culture is the basis for the formation of the teacher's personality.

In modern conditions, the pedagogical culture of a teacher is a complex and complex phenomenon (Table 1).

Table 1

Components of pedagogical culture as a manifestation of the teacher's creative individuality.

Nº	Components of pedagogical culture
1	Erudition, scientific knowledge, scientific worldview
2	Communication culture
3	Psychological-pedagogical and methodical preparation, pedagogical skills; personal qualities (spiritual wealth, humanism, justice, tolerance, openness, optimism, striving for self-improvement)
4	Developed professional and pedagogical thinking, professional competence
5	Pedagogical technique (as a set of methods of self-control and methods of influencing others by verbal and non-verbal means)

The activity of a teacher is determined by the framework of the educational system, the growing volume of up-to-date information and routine methods of its development, storage and transmission, the society's need for educational services and a reduction in the reserve of working time, a decrease in the number and relatively insufficient material level of teaching staff, etc.

For example, new generation educational standards require the introduction of a competency-based approach. Accordingly, the faculty of the university faces a number of tasks: changing the educational and methodological complex of disciplines; development of classroom technologies and classes within the framework of independent work of students aimed at the formation of competencies; creation of textbooks, teaching aids and guidelines that meet the requirements of the new generation of educational standards.

At the same time, the university teacher needs to clearly present the algorithm for the formation of the competencies of students and graduates of the university. To this end, it is important to improve one's own level of education, enhancing competence and professionalism.

The issue of changing the pedagogical culture of teachers in the present educational space, as well as the consequences resulting from the manifestation of quarantine restrictions in the world, in our opinion, is an important and urgent issue.

In order to practically determine the most influential factors influencing the pedagogical culture of university teachers, a survey was conducted among teachers of the higher educational institution of Ukraine "Lvivska Polytechnic" about which factors are the most influential on the pedagogical culture in the context of the impact of COVID-19 (Figure 1.). It should also be noted that the entire survey process was carried out in accordance with the ethical standards of the survey. All survey results were used solely for scientific purposes, all respondents' data remained anonymous.

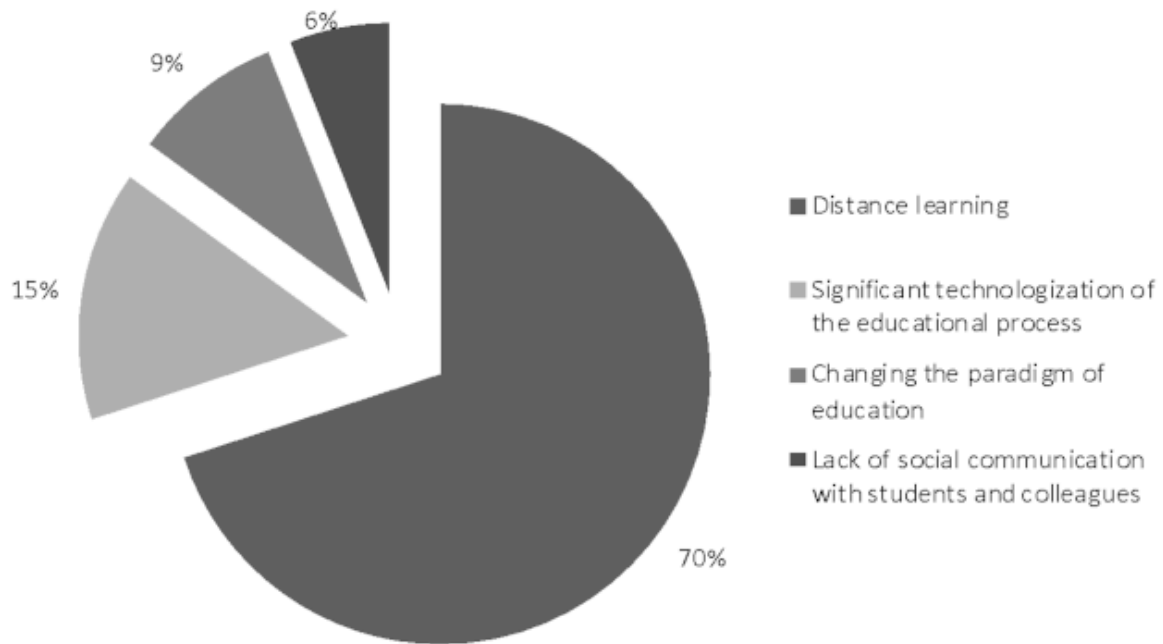


Figure 1

The main factors are the most influential on the pedagogical culture in the context of the impact of COVID-19.

As we can see from figure 1, the most significant factor that today, in the context of the impact of quarantine and pandemic restrictions, has the greatest impact on the pedagogical culture of university teachers is the introduction of distance learning.

In addition to the above, a university teacher is not only a specialist teaching students. It is also a researcher who conducts scientific work. However, in this case, a problem arises: the lecture load of the teacher, which exceeds 600 hours, takes a lot of time. Accordingly, in order to conduct scientific activities and immerse yourself in research and experimental work, the teacher must find time and energy. Therefore, in the university it is necessary to regulate the classroom load in such a way that the teacher has the opportunity for self-development and scientific research. In this case, the university may well become a so-called scientific and experimental platform, to which the government actually directs higher educational institutions. The development of the scientific potential of the university is difficult to implement without the participation of the teaching staff in this process. It is important to build the management of a higher educational institution in such a way that serious attention is paid to research activities. To do this, it is important not only to enable teachers to engage in this activity, but also to motivate them to carry it out. The development of the scientific potential of a higher educational institution makes it possible to improve the quality of educational services, as well as to strengthen the competitiveness of the university.

Like any other type of human activity, the activity of a teacher is characterized by purposefulness, motivation; objectivity.

An important factor influencing professional activity is the self-consciousness of the individual, the so-called "I-concept". As you know, the "I-concept" is not static, but acts as a dynamic psychological formation. The professional "I-concept" of a person can be real and ideal. The real "I-concept" reflects the person's ideas about who he is. The ideal "I-concept" reflects the person's ideas about what it should be. The mismatch between the real and ideal "I-concept" can have both negative and positive consequences.

On the one hand, the mismatch between real and ideal concepts can become a source of intrapersonal conflicts. On the other hand, it is precisely this inconsistency that is the main source of professional self-improvement of the individual and the desire for development. Much in this process is determined by the degree of mismatch and its intrapersonal interpretation (Mtawa, Masanche Nkhoma, 2020).

Professional and labor activity takes the lion's share of time and should act as a plane within which a person must and / or / seeks to realize himself as a person. Depending on what attitude a person has to work, how he perceives successes and failures, victories and defeats, his emotional state and well-being depend, which to a large extent influences the formation of the effectiveness of his work. Professional self-consciousness acts as a personal regulator of professional and creative self-development of a teacher of a higher educational institution.

The structure of the professional self-awareness of a university teacher consists of: "actual self" (how the teacher sees himself today), "retrospective self" (how the teacher sees himself from the initial stages of work), "ideal self" (how the teacher would like become), "reflexive self" (that, from the point of view of the teacher, other employees of the university see him). "I am relevant" can be recognized as an element that occupies a central place in the professional self-awareness of a teacher. This element is based on three others, where the "retrospective self" in comparison with the "actual self" gives a scale of one's own achievements and self-esteem criteria. The "Ideal Self" can be recognized as a holistic perspective of the individual on himself. This affects the process of self-development of the teacher in the professional field. The "Reflexive Self" is associated as a social perspective of the teacher's personality.

Self-assessment plays an exceptionally important role in the structure of professional self-awareness of a teacher of a higher educational institution. Self-assessment is a specific expression of a person's attitude to himself, describing the general orientation, the "sign" of a person's attitude to himself, and can often be quantified. In the structure of professional self-assessment, two aspects can be distinguished: assessment of one's professional level and competence; assessment of one's own personal qualities in comparison with the ideal.

The self-assessment carried out within the framework of these aspects affects professional adaptation and professional success.

In addition to the above aspects, it is advisable to single out the self-assessment of the result and the self-assessment of the potential in

the structure, which, respectively, are associated with the assessment of what has been achieved and satisfaction (dissatisfaction) with the achievements.

Such aspects of self-assessment influence the formation of university teacher's confidence in their own abilities. It is worth noting here that low self-esteem of the result does not at all indicate a "professional inferiority complex", but, on the contrary, in combination with a high self-esteem of potential, it is a factor in self-development. A certain self-assessment pattern is the basis of teacher's self-development motivation.

It should be noted that the highest efficiency of the activity of a university teacher will be achieved by implementing the specified hierarchy of components, thereby contributing to an increase in the level of educational services provided to the consumer, and, as a result, increasing the overall competitiveness of a higher educational institution.

Features of the personal orientation of the teacher lead to the specification of the leading motives of pedagogical activity and the definition of the motivational complex of the teacher in the modern world (Škobo & Đerić-Dragičević, 2019).

As you know, motivation occupies a special place in the structure of professional activity. It is not just the level of intelligence, the maturity and completeness of professional knowledge, skills and abilities that distinguish a "strong" specialist from a "weak" one. The level and structure of motivation plays a leading role in the productivity of pedagogical activity. True, not all parameters of pedagogical activity strictly depend on the level of motivation of the teacher. So, for example, there is no significant connection between the motivation of a university teacher and the adequacy of the teacher's ideas about the personality of a person studying.

Baimetov, studying the motives of pedagogical activity, combined them all into three groups: duty, interest and enthusiasm for the subject, enthusiasm for the process of communication with students (Midgette et al., 2018).

According to the nature of the predominance of these motives, four groups of teachers are distinguished (Table 2).

Table 2

The main groups of teachers according to the nature of the predominance of motives of pedagogical activity.

Motive	Group of teachers
Duty	with a predominance of debt motives
Interest and enthusiasm for the subject	with a predominance of interest in the discipline being taught
Enthusiasm for the process of communication with students	with the dominance of the need for communication in the context of the educational process
	without a leading motive

Of these groups, the first is the most numerous, and the last, on the contrary, has the smallest number of representatives. It is worth noting here that the requirements of a versatile motivated teacher to students are harmonious and not excessive, while the dominance of a sense of duty encourages authoritarianism.

Zakharova, specifying the types of professional motives of the teacher, along with incentives for motivation, personal self-realization, highlights material incentives.

Concretizing, it can be noted that incentives associated with material rewards can also include an increase in the category, weakening of requirements and control; motives of external self-affirmation, that is, self-affirmation through a positive assessment of others - in another language, the motive of prestige; professional motive in its most general form acts as a desire to teach and educate; the motive of personal self-realization lies in the perception of pedagogical activity as an opportunity to realize oneself as a person and a professional.

Self-realization motives play a leading role in the teacher's positive perception of innovations in the professional field and occupy a leading place in the system of innovation motives. If they are combined with professional pedagogical motives, then this teacher achieves a high level of creativity, success in professional activities without pragmatic motivation. In this case, the teacher enjoys his own professional activity, which has a deep personal meaning for him.

Summing up the analysis of the specifics of the motivation of higher education teachers, it can be noted that the effectiveness of teaching work depends on the structure of motivation and the presence of creative needs in it. The motives of pedagogical activity can be grouped into the following groups: motives of duty; motives of interest and passion for the subject; motives for engaging in communication with students.

The main types of teacher's professional motives are: material incentives, motives associated with self-assertion; professional motives; motives of personal self-realization (Zhalagina, 2003).

In modern science, the term "motive" (motivation, motivating factors) often refers to completely different phenomena. Motives are called instinctive impulses, or logical circuits, as well as experiences of emotions, interests, desires; in the general list of definitions of "motive" one can also find such as life goals and ideals.

Indeed, the motives of human behavior and activities can be various motives: interests, there is a positive attitude of the individual to certain objects (objects, phenomena, activities), which depends on their significance and emotional attractiveness; moral and political instructions, ideals, beliefs (as components of a person's worldview); emotions and feelings (love, hate, etc.).

The system of basic "sense-forming" motives that determine a person's attitude to the world around him is one of the leading elements in the personality structure (that which directs and determines the goals of our activity and behavior).

Therefore, we can say that motives are the substantive embodiment of human needs and play an important role in activating behavior in all spheres of life (professional, life, household). They are the key to understanding human behavior and the possibilities of influencing it (Teelken, 2018).

If we single out common features in the motivation of university teachers and the motivation of workers in other fields of activity, it can be noted that the general is represented by definitions of key concepts (i.e. motivation, motive, need, interest), which are defined equally for all social categories, by general theories of motivation, which determine the laws of its formation and functioning (for example, the theory of the hierarchy of needs by A. Maslow is applicable to explain the formation of the motivation of university teachers in the same way as for all other groups), motivation in the professional activities of a teacher and management of the teaching staff plays the same important role as in managing the activities of any other professional groups.

Specific features in the motivation of a university teacher lie in the sphere of orientation and motivational structure of the personality. Here is the specificity of the motivation of a university teacher, which, although it develops according to general laws, requires determining what kind of motives underlie the activity of the teacher, what direction the teacher's personality has. If motivation as a process is formed and develops according to certain general laws, then its qualitative composition is the structure of motivation, the motivational sphere of the personality, as a result of this process, a purely specific phenomenon.

In practice, two forms of education are often confused: "online" and "distance learning". Although distance learning also has significant disadvantages, it is much more effective when an online form of learning is needed. In the context of university education, "the implementation of online learning and research are interrelated and interdependent and require a qualitative change in the interaction between teachers and students in such a way that the qualification standards of knowledge, skills, competencies of bachelors and masters, the development of science, technology and innovation, as well as the interests and needs of students and modern life, as well as the values of the academic community and civilization." (Sydorenko et al., 2020).

All this requires a qualitative restructuring of the activities of a university teacher. He must develop his lectures in such a way that the student understands and assimilates them in the conditions of the Internet space. The teacher must take into account that under these conditions the student is deprived of normal communication with him during the lecture. He cannot talk to the teacher about current problems. At the same time, the teacher is obliged to answer in writing all the questions that students ask him, that is, his workload is much higher than usual. To this, one cannot but add the difficulties that a university teacher faces during a lecture, related to the sometimes unstable Internet network, the problems that arise in

relationships with students, the quality of the technical means used, etc.

Studies show that “for most teachers, this situation was unexpected. No one has ever taught them to teach online. It is one thing to hold a lecture or a seminar in the classroom, and after work for a certain period of time to be present on social networks, it is quite another to conduct online training. Mastering modern technologies and work platforms at the required level at this age requires much more time.” (Benalcázar et al., 2022).

Researchers of distance and online learning have long drawn attention to the fact that when working remotely, all participants in the educational process experience certain psychological difficulties that differ from those difficulties that have to be overcome in the usual classroom training. In particular, it was pointed out that the problem of the lack of a socializing role of education is critical for students, as well as the problem of the lack of quick and direct feedback from the student to the teacher and vice versa. In addition, such important psychological resources that affect learning outcomes as empathy and interaction are partially or completely excluded from the communication process.

It was also pointed out that with distance and online learning in the absence of direct emotional, energetic, suggestive contact between students and the teacher, the effect of depersonalization of the subjects of the educational process arises. This undoubtedly “has a negative impact on the psychological and emotional state of all participants and, first of all, on teachers as people who are responsible for this process and its result.” (Van Nuland et al, 2020).

Interesting research on the possible risks for a university teacher, causing an objective need for online learning. “The fundamental managerial risk is the failure of the summer semester and the academic year, the candidate student campaign, the acquisition of a “doctor”, competitions for the development of academic staff. Decisions and actions are required to minimize it. Risk management is a subject-object interaction. The functional competencies of the participants, their motivation, access to information and communication are crucial. The subjects are the rector's and dean's administration, teachers and students, administration.

The second group of risks is communicative and communicative-technical. The way we communicate has changed. Both teachers and students are informed about the current situation on the university website and by e-mail. However, to comply with technical instructions, to make changes to regulations, personal assistance is required. A possible explanation lies in technical support, digital competencies and self-organization skills. More than 35,000 entries in the distance learning system make it technically difficult to access educational materials.

E-learning is not only virtual rooms. Part of this is electronic knowledge testing systems. With their help, the degree of assimilation of knowledge is objectively checked, the results are immediately analyzed. Internet access is a problem in small communities where

some students find themselves. The next problem and risk is cloud technologies, information security. But also the introduction of standards for unified university platforms, shared resources, integrated management systems.

Fedorov also notes the existing risks for a university teacher in a pandemic. It analyzes the risks of a teacher in distance learning, which we can attribute to online learning. "With distance learning, technological risks associated with the incorrect choice of methods, techniques, ways of implementing the educational process by a university teacher have increased significantly. This is primarily due to the fact that the teacher does not have a real opportunity to adapt the content of the taught discipline to the potential capabilities of the student group, cannot take into account the subjective experience of young people, their communication, stylistic and psychological barriers. Such traditional didactic principles as individualization of education, a student-centered approach, taking into account the characteristics of an inclusive, heterogeneous, multicultural or multiethnic environment are not only not taken into account, but are not even declared. A university teacher solves not strategic or tactical, but operational tasks: he must have time to send students a general text of a lecture, presentations, assignments for seminars (project, research), tests for control, and others (Fedorov et al., 2021).

The group of dispositional risks is associated with different value priorities of teachers and students, with the fact that the teacher imposes his value orientations on students, poorly representing the specifics of the axiosphere of today's bachelors and masters. The experience of teachers from several Tula universities has shown that consultations for exams in a situation of contact learning differ sharply from remote consultations. At traditional consultations, as a rule, questions of a substantive, factual nature, related to the history of psychology, the essence of theories, concepts, the correlation of categories, concepts, with an analysis of the contribution to science of psychologists, prevailed. The wording of the questions showed not only sufficient awareness of the students, but also their interest, turning to various sources of knowledge, attempts to critically review what they read, compare the positions of different authors, and develop their own personal attitude. At remote consultations, all questions were related to the situation of assessment, first-year students were worried: "how will scores be calculated for seminars, for lectures, for a test", "what will they give if there is a controversial assessment for different types of classes" and so on. Questions are one of the most significant indicators that show the difference between alienated information and knowledge personally assigned by students.

The third group of risks - risks of disagreement - is due to the difference in declared and real values and meanings. These risks represent a possible protest of students against falsehood and hypocrisy in a particular educational process. With traditional teaching, these risks become apparent in a situation of controversy, a dispute that encourages students to justify their real, rather than declared, position (Markova, Sedykh, Tsyplakova, Polunin, 2018).

This group of risks is practically not detected in distance learning. The use of ZOOM, Mirapolis, Google Meet or other platforms does not create real opportunities for group discussions or debates. There can only be an illusion of a dispute, that students have different positions. It is difficult to imagine a productive dialogue also in the process of using Skype, Whats App or Viber.

Educational risks in contact education can be associated with the aggressiveness, intemperance of the student or with the teacher's violation of the norms of professional ethics, with his tactlessness, lack of culture. This type of risk often manifests itself in teacher's mobbing: frequent, unfair remarks, sarcasm, humiliation, insults to the student. "The form of distance learning minimizes mobbing, but creates conditions for other threats: numerous and varied manipulations by students, while the teacher becomes the object of manipulation."

CONCLUSION

The allocation of pedagogical culture as one of the most important components of the culture of society is due to the specifics of the pedagogical activity of the teacher, aimed at the formation of a personality capable of reproducing and enriching the culture of society in the future. In the educational process, the main means of transmitting culture, spiritual values is the unique individuality of the teacher as a carrier of culture and the subject of interpersonal relations with the unique personality of a constantly changing and enriching student. Pedagogical culture is a phenomenon of the teacher's manifestation of his own Self in professional and pedagogical activity through the unity of his goals, motives, knowledge, skills, qualities, abilities, relationships, united in a certain system of pedagogical values. Existing objectively, relatively autonomously, pedagogical culture as a system of values functions through the subjective spiritual world of each teacher.

Pedagogical culture is a special education, a dialectical integrated unity of pedagogical values, between which there are certain connections and relationships that are formed, implemented and improved in various types of professional and pedagogical activities and communication, determining the nature and level of the latter. The formation of a teacher's pedagogical culture implies: awareness of one's uniqueness, uniqueness in comparison with other individuals; clear goals and motives for their own self-development; self-affirmation and awareness of the level of formation of one's own competence, which is provided by the system of knowledge and skills, beliefs, self-realization in certain types of activity; value and harmonious unity of individual properties, including creative ones; dynamism and continuity of self-development, constant work on oneself in order to increase the level of one's own culture, including pedagogical one; awareness of one's own importance in personal, professional and social aspects in order to assert oneself in society. The individuality of the teacher is manifested in his spirituality,

spiritual culture, humanistic orientation of professional and pedagogical activity.

Certain open problems and risks in the activities of a university teacher in a pandemic show that, on the one hand, they lie in him, in his readiness to adapt to the implementation of a new form of education. On the other hand, these problems relate to the general organization of the educational process at the university in a pandemic. Their solution is one of the most important conditions for minimizing and overcoming open problems in the activities of a university teacher caused by a pandemic. Distance education is a broader category than distance learning. Accordingly, distance education cannot be implemented without distance learning as an integral form of obtaining knowledge through electronic networks, which should be introduced into the traditional educational process as an independent element. Today, the development of distance learning is a priority direction of state policy, a tool for the global interpenetration of knowledge, technology and capital, which, in particular, helps in the struggle for the market, in solving geopolitical challenges, etc.

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