

Content and Methods of Teacher Professional Culture Forming

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Abstract

The growth of scientific attention to the problem of culture functioning at all levels is due to several factors: scientific interest in humanistic; comprehension of culture as a phenomenon that penetrates all social spheres; scientific integrative processes strengthening; the actualization of humanitarian thinking. Article aims to develop the content, ways and pedagogical means of future teacher professional culture formation. Our research of this process is based on the culturological approach that is one of the modern methodological approaches in pedagogy. The results of the theoretical and experimental research work in the field of teacher professional culture formation are presented. It is needed to rely on a stating that the professional competence of a teacher is not the only goal-result of higher professional education. Modern school education also needs a teacher of high professional culture. In the structure of the teacher professional culture there are three components: evaluative, active and creative. Their formation requires educational training process reconstruction on the principles of culturological approach. Pedagogical experiment has confirmed the effect of proposed conditions and means of teacher professional culture formation. The problem revealed in the article, may be useful for higher school teachers; researchers in the pedagogical problem of education and culture integration; students of pedagogical skills.

Keywords: professional culture, higher school, subject of professional culture, culturological approach, education

1. Introduction

The overcoming the separated institutionalization of education and culture is connected with the implementation of higher teacher training education cultural functions.

The professional education of the XXI century focuses on personal characteristics of the university graduates, their creative skills, mobility and professional culture. The ideal of that is focused to the development of a highly qualified teacher-humanist, a citizen of the country; the teacher-researcher able and willing to innovative creative activity, continuous professional and personal development, productive dialogue in a professional environment. From the standpoint of culture teacher training education represents not only a sociocultural institute with its humanistic and culture-translating functions. At the same time it is a factor of the teacher professional and cultural development.

As a result of research the concept of the culture-creative teachers training education has been developed. The concept leading idea is that educational-training process in a pedagogical university should focus on a teacher as the subject of the professional culture. All components of this process should be subordinated to this goal. We have determined the stages, mechanisms, criteria and indicators and levels of the student's professional culture learning. The experiment (5 years) revealed conditions of this process efficiency.

In this regard the research of content and methods of the teacher professional forming in an educational process is of scientific interest. The professional competency of a teacher is the most important indicator of his professionalism. But pedagogical activity has its distinctive features, being the profession of type "man-man" with its humanistic values. From these positions the problem of a professional culture formation is of a current importance in higher education. In this respect we note that activity and cultural approaches do not contradict but supplement each other. With regard to professional education the competence is a necessary but not the only condition of the professional tasks effective solution. The problem of education and culture integration has an interdisciplinary character. Philosophers regard education as an integral part of culture (Doljenko, 1995; Rozov,

1989; Kagan, 1996). The necessity of educational activity inclusion in the cultural context is substantiated by pedagogical researchers (Bondarevskaya & Kulnevich, 1999; Krilova, 1997).

The strategy of humanization specifies the necessity of teachers who are able to actualize the cultural orientation of education. They should be ready to carry out the cultural functions in a school practice. Teacher as a media of high common and professional culture and pedagogical values becomes the main figure in such educational process. He realizes the cultural mission of education and his profession. He understands a child and is able to support the culture of childhood. Being a subject of the professional culture he is a mediator between a child and culture.

2. Materials and Methods

Our investigation of the content of teacher professional culture is based on culturological approach principles. They are: consideration of the object as a cultural phenomenon; system reconstruction of culture; accounting of subjectivity of cultural development; accounting of activities implementation of a student's subjectivity in culture; the unity of the normative and creative culture.

In terms of systems and culturological scientific approaches we consider a higher teacher training education as a system with its target, content, technological and resultant components. We relied on a stating that educational-training process in a pedagogical university should focus on a teacher as the subject of the professional culture. This idea is closely connected with the patterns of culture development and the essence of the personality-oriented education. It requires all the components of the higher school educational process revision.

Culture-creating goal of the pedagogical education needs transformation of the cultural education content. Its reconstruction expects the student's introduction to the culture and professional values; the complete picture of the professional culture creating; the development of the humanitarian thinking and humanistic position; the discovery of cultural meanings of the professional activity; the development of a personality subjectivity; the inclusion of students in different types of the professional and reflexive activities.

The professional culture formation requires the usage of the personality and activity-oriented educational technologies that have a dialog character and are aimed at the humanitarian thinking, reflection and empathy, the development of student's subjective characteristics.

Professional culture is considered as a result of the educational process in higher school. It should be evaluated in terms not only of competences but also personal characteristics.

Our research was based on a hypothesis that the formation of teacher professional culture is determined by the following educational conditions: the development of students subjective characteristics; stimulation of self-development; awareness of the cultural self-cultivation importance by the student; transition of university training to polysubject form; orientation of the educational process on the model of a subject; a high level of the professional culture of university teachers; maximum usage of the training disciplines humanitarian potential; active learning methods usage and others.

During our research the following diagnostic methods were used: analysis, generalization, comparison, modeling, included observation, interview, testing, expert assessment, documentation study, pedagogical experiment.

On the forming stage of the experiment we used the following educational technologies and methods: meaning search dialogue; the technology of individual creative development; case-method; role-playing and professional games; educational debates; professional problems solution; special tasks for educational practice; role positions modeling; methods of reflection and personally-meaningful feelings; creative tasks and others.

Students of different pedagogical university faculties involved in the experiment—100 people (experimental group—50 students, control group—50 students).

3. Results

To determine the level of the future teacher pedagogical culture formation in the field of education we used a diagnostic system on a ascertaining and evaluation-productive stages of experiment (Table 1).

Table 1. Dynamics of the subject of professional culture forming, in percentage terms

| Levels | Groups | Stages of education | | | |
|-----------------------|------------|---------------------|----|----|----|
| | | 2 | 3 | 4 | 5 |
| Adaptive | Control | 42 | 18 | 8 | 4 |
| | Experiment | 38 | 14 | 6 | - |
| Reproductive | Control | 48 | 60 | 50 | 44 |
| | Experiment | 38 | 38 | 20 | 18 |
| Reproductive-creative | Control | 10 | 18 | 32 | 40 |
| | Experiment | 24 | 38 | 54 | 56 |
| Creative | Control | - | 4 | 10 | 12 |
| | Experiment | - | 10 | 20 | 26 |

According to the survey results we can conclude that the level of evaluative, activity and creative components of pedagogical culture has grown significantly from students who had passed the pilot program. Other students also noticed positive changes that can be explained by professional competence of the university teachers.

The pilot program was based on the theoretical model of the teacher professional culture formation. The model includes the following components: goal, tasks, principles, content, technologies, levels and results. This model allows us to represent the process of professional culture subject formation as a system.

The unit “Goal” includes the idea of the professional training final result—effective functioning of a teacher as a subject of the professional culture.

The goal is specified in the unit “Tasks”: 1) to take values of the pedagogical culture on the level of personal meaning; 2) to master a functional part of the pedagogical culture; 3) to actualize the process of creative self-actualization in a study process.

The unit “Principles” reflects requirements to the university teacher’s activity: cultural orientation of the educational process; “cultivating” and self-development of the student in the field of pedagogical culture; humanitarization of the educational process; hermeneutical principle of the study process; individual creative development; reflexive nature of education accounting.

The unit “Content” includes the complex of knowledge, skills, competencies, professional and cultural values, cultural sense of pedagogical activity; basic culturological, psychological and pedagogical knowledge; knowledge and skills for self-reflection; multicultural knowledge; cultural competencies; subjective experience in learning and professional activity; experience of emotional distress; skills of the search for the meaning; methods of the pedagogical activity and creative self-realization.

In the component “Technologies” the personality-oriented and student-activity learning technologies, that contribute to the realization of educational cultural content are included: the technology of a dialogue; the technology of individual creative development; meaning search technology; active learning methods; case-method.

There are 4 possible levels of mastering the culture in the unit “Levels”: adaptive, reproductive, reproductive-creative; creative.

The unit “Results” contains final indicators of the students’ professional culture: strengthening the option of subjectivity; transition to the following subjectivity level; consolidation of the characteristics of the stage.

4. Discussions

Teachers’ professional capabilities and skills can be regarded as one of the important and basic fields in this regard by which an effective education can be observed (Klarin, 1998). The scientific problem of education and culture integration received considerable attention in culturology and pedagogy. To date, in Russia there are several theoretical models of education based on the cultural principles (Valitskaya, 2005; Slastenin, Isaev, & Shiyanov, 2002; Liferov, 1996; Shurkova, 1998). Some of them relate to the cultural meaning of education and “a man of culture”.

In addition the scientific interest in professional culture of a high school teacher has increased. Research,

humanities, moral, communicative, technological, ethnic pedagogical and other types of teacher professional culture are described in research works of Kraevsky and Bereznova (2008), Kan-Kalik (2000), Markova (1996), Zeer (2006) and others.

However the education technologies and means of future teacher professional culture formation are not still deeply studied in pedagogy. The realization of the culturological approach in higher education is presented in fragments (Gaysina, 2002). At the same time it requires a conceptual system research.

5. Conclusion

Article is devoted to formation of future teacher as the subject of professional culture. The subject of professional culture—is an integral characteristics of the teacher who actively and consciously not only masters artifacts of the pedagogical culture, but also realizes his culture-creative essential nature, creates a cultural space for children.

The main author conceptual idea is: on the basis of the main principles of the culturological approach in education we have developed the content and structure in professional culture of a teacher. It includes three main components: evaluative, activity and personal-creative.

The evaluative component includes the ability to select and evaluate pedagogical values, to be guided by them in the pedagogical activities.

The activity component includes the ability to implement the pedagogical activities at the pedagogical culture level; to use the developing training technologies.

The personal-creative component is characterized by a creative attitude to the profession; self-education and creative self-realization.

We have defined the criteria that allow us to determine the degree of students activity in mastering professional culture: 1) level of mastering the values of pedagogical culture; 2) level of professional competence; 3) implementation of creative potential.

It is proved that the formation of the future teacher as a subject of the professional culture is the result of culture-creative educational process. It has the following features: teacher and student realize themselves as subjects of culture; personality-oriented technologies are being applied; cultural evaluation criteria are being used to determine the level of the graduates readiness to the pedagogical activities.

6. Recommendation

The problem of future teacher professional culture formation requires further research. Thus the points of commonness and difference in the personal characteristics of a teacher with respect to his professional culture and professional competence should be analyzed and discussed.

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