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## **Formation of pedagogical culture of future primary school teachers**

**Abstract:** This article reveals the importance of pedagogical culture for education. There are various approaches to its definition. It considers the problems of the formation of pedagogical culture of future primary school teachers.

**Keywords:** culture, pedagogical culture, formation of pedagogical culture, primary school teachers, higher education, etc.

The emergence of new needs and categories of life, among which the determining ones are the integration and globalization of social, economic and cultural processes, Ukraine's entry into the world economy and information space, in the time dimension of which, the ability to independently and actively act, take decisions, as well as flexibility to adapt to rapidly changing conditions of life, to think in accordance with the standards and requirements of dynamic cultural reality, to promote the rights of a human as the highest social value, disclosing its fullest capabilities, meeting diverse educational needs, ensuring priority of universal values, harmonizing relations of a human with the environment, society and nature becomes very important and requires development of new approaches to the formation of culture.



In a modern society, only a competent, independent and responsible personality with distinct civic position, i. e. an educated person, can upgrade the society, ensure independence of Ukraine, develop its economy and culture.

Unfortunately, over the last hundred years, the humanity, which has enriched in science, technology, in all spheres has moved much farther than during all ancient history, has made very little changes in itself. Instead, now it's time for pedagogy — time for improving an individual.

**The object of the article** is formation of pedagogical culture of future primary school teachers.

**The purpose of this article** is to determine the nature of pedagogical culture in higher education and to cover the most efficient ways of its formation.

The culture of teaching is a part of human culture. It embodies spiritual values of education (pedagogical knowledge, theories, concepts, gained teaching experience, professional ethics) and material values (training and education means), as well as methods of creative educational activities that contribute to socialization in specific historical conditions.

As modern school is reorienting according to demands of market structuring of all social life spheres in the state, the role of a teacher, as a central figure in organization of educational process, has changed. School needs a teacher who would perform his job professionally. There are grounds to talk about the tendency of diversification of teachers in terms of skill. The so-called elite teacher appears. His features are: professionalism, self-confidence, optimistic perception of the world, perseverance, creativity. Such a teacher has a sense of modernity in educational reality. He combines a narrow specialization with wide world outlook; he is always ready to master new forms, methods, technologies of training and education, providing confidence in the future.

Today, a higher educational institution aims not only at providing knowledge, but also at shaping personality of a teacher, who, according to Taras Shevchenko, would be an apostle of truth and science and personification of the nation's conscience, which requires a cultured teacher [2]. A cultured teacher is not a model of formal etiquette noble, but an intelligent person with his highest spiritual essence, with creative and humane way of worldview. Therefore, the problem "From an educated person to a cultured person", becomes particularly relevant today, which means revival of national intellectuals, creating domestic preconditions for development of creative individuality. Only in a cultural environment, specialists able to freely and widely think can emerge, and they can create intellectual values, which always were requested by society and by school in particular.

In scientific and educational research, there is a significant experience of scientific explanation of the phenomenon of "pedagogical culture" of:

– future teachers: M. Vasilieva, T. Volodko, P. Vorobyov, O. Garmash, V. Grin'ova, T. Ivanova, N. Krylova, I. Nikiforova, V. Sukhantseva, P. Scherban, etc.;



— educators: O. Bondarevskaya, V. Mayboroda, M. Bukach, I. Vidt, B. Dyachenko, S. Yelkanov, I. Zyazyun, M. Stepko, P. Lifintseva, V. Lugovy, O. Rudnytska, M. Skrypnyk, V. Sheiko, etc.

There are various aspects of professional activity of a higher education teacher, and ways of forming his pedagogical culture are found (A. Barabanshchikov, N. Demianenko, S. Vitvytska, O. Gura, I. Isaev, A. Korzhuyev, S. Mutsinov, S. Odaryuk, V. Popkov, V. Slas-tionin, etc.). However, despite there are a large number of scientific papers on the issue of pedagogical culture in modern science, it is still one of the most controversial.

Formation of pedagogical culture characterizes a creative personality who always reflects, thinks alternatively, is not satisfied with obtained achievements, looks for causes of phenomena, has developed desire for creation. Formation of pedagogical culture means developing identity, independence of judgments in future teachers, in combination with respect for views of others, self-esteem, ability to navigate in the world of spiritual values, ability to take decisions and take responsibility for their actions and deeds [3].

Actually, the actual problem in the current situation of higher education, among the most important tasks, is to train primary school teachers, since formation of a student's individuality begins with the initial level. Requirements for teacher change according to historical periods and social order of the society.

The need of schools in teachers with a high level of pedagogical culture at the present stage of reforming education in Ukraine becomes apparent.

An important condition for improving the training of pedagogical personnel of Ukraine is the study and understanding of the experience of foreign high school. Indeed, the system of higher education in developed countries is more agile, mobile and responsive to changes in the economy, science and culture.

There are interest and diversity of scientific opinion on the issue of pedagogical culture in Western Europe and the USA. B. Sugarman (UK), H. Black, J. Carter, P. King, A. Gerald, A. Dodge, B. Kaufman, D. Leonard, A. Maslow, E. Melbi, M. Flenders (USA), J. Tronsher (France) and others have shown the most activity in the development of this problem.

Foreign philosophers and sociologists — D. Beckhurst, H.- G. Gadamer, N. Smelser, psychologists — R. Boerne, L. Kohlberg, A. Colby, E. Fromm, N. Haan, C. Jung, teachers — K. Arnepihen, T. Gregory, M. Lipman, K. Patterson, L. Ratey, J. Tukker and others are interested in the problem of pedagogical culture of future teachers.

Considering the concept of "pedagogical culture" it is impossible not to reveal another definition as "culture", that is important, too. It includes pedagogical culture and is normative requirements for any particular kind of human activity.

In turn, pedagogical culture includes requirements for training and education and is an integrative characteristic of educational process in the unity of object, subject, content, mechanism, system and aims. It is closely related to the concept of "teacher's professional



culture". However, pedagogical culture is not limited to, as not only professional teachers are involved in training and education, but almost all members of society. Therefore, pedagogical culture is a part of the general culture of society as a whole so of each individual [1]. Thus, on the one hand, pedagogical culture is a special subsystem, a special kind of culture. On the other hand, it's an element, which exists in every culture.

Thus, the term of educational culture is considered from different approaches, but mostly it is understood as:

- a part of the overall human culture, and it is formed in the pedagogical process that changes over time, contains values characterizing an individual and society as a whole (B. Aitmambetova, I. Bech, V. Benin, O. Bondarevska, A. Valytska, A. Garmash, I. Zaharchenko, M. Mykhalchenko, L. Necheporenko, Z. Ravkin, etc.).

- a complex system of values that regulates the pedagogical activities (V. Gryni-ova, V. Zeliuk, V. Paskar, I. Isaiev, N. Krylova, N. Mazur, etc.).

- a higher level of pedagogical skills, education, professional competence, human individuality that are being formed during pedagogical activities (A. Barabanshchykov, S. Iel-kanov, O. Kobenko, S. Mutsynov, M. Skrypnyk, V. Sukhomlynskyi, P. Shcherban, etc.).

A teacher should possess high pedagogical culture for the most effective educational process. This culture is impossible without respect of society to knowledge and the people who produce and distribute it. It is impossible without considering of education as a priority area by the state. Thus, transition of national school to Socratic pedagogy and widespread pedagogical collaboration are impossible only with the energy of enthusiastic innovators. It requires the state goal-oriented program and moral support of society, as repeatedly emphasized by foreign scientists.

Moral support of society involves increasing pedagogical culture in a family. A family comprehensively creates a person, identifying, developing and strengthening behavioural models applied to all sides of life in her mind. A person, matured in a family with an authoritarian pedagogical culture, will probably carry it farther ahead and use it not only for his/her children's upbringing, but for all areas of his/her life. In most cases, the general democratic or authoritarian personality orientation is founded with a type of pedagogical culture of the family, the person is formed in. When much of the population does not have basic educational knowledge, a family will long remain a stronghold of authoritarian parenting.

It means the need for widespread promotion of pedagogical knowledge by all available means. The form of such promotion can be creation of series of entertaining and educational programs in the media (both at the state and local levels), that bring a variety of information aimed at improving the educational culture of a family in the form of games. At the municipal level and taking into account a maximum consideration degree of regional specifics, it is advisable to develop, approve and implement a system of pedagogical education for parents by school. This system must be synchro-



nized with the stage of preparing preschoolers for starting the school and regarded as its important part.

Finally, pedagogical education of pupils can have an important role in enhancing the pedagogical culture of a family and all the society. Preparing pupils for future family life should also include familiarizing them with family pedagogy.

So, taking into account analysis of psychological and educational literature, carried out to determine the research problem, we have concluded that at the present stage of development of educational thought the pedagogical culture of future teachers can be interpreted as a form of cultural personality, which shows in the professional competence of future teachers, in their creative, educational activities, daily life, their ability to constantly acquire new knowledge and skills, thereby enhancing their intellectual level; their ability to solve any educational problems creatively; own not only professional but also human qualities that help them in professional development.

The formation of pedagogical culture is a complex dynamic process of cultural development of personality of future teachers, and it does not exist without activities. Among the most effective means, methods, forms and techniques that contribute to its formation are:

- educational games,
- pedagogical (role) trainings,
- training exercises system,
- solving unusual problems,
- etiquette,
- conversations, debates, discussions,
- oral journals,
- analysis of professional situations,
- case-methods,
- lectures and consultations, workshops, laboratory practical classes,
- independent and individual works, individual and differentiated consultations,
- scientific problem groups,
- monitoring the work of teachers-innovators and teachers-masters, etc.

In this context it is worth to mention the importance of informal education [4] as a source of the formation of pedagogical culture of future teachers. It is understood as an individual cognitive activity of the individual, which takes place during everyday life and is not always focused. It is interpreted as the accumulation of knowledge and skills in the form of life experience. Informal education is a certain way of socialization of the individual, which includes all the means of influence him/her, e. g. media, the Internet, society, cultural, educational and recreational facilities, libraries, museums, theatre, etc., which are not only entertaining, but also informative. The purpose of this education is to introduce the cultural standards, to transfer knowledge and skills.



**Conclusion.** The success of the educational process in school depends on the professionalism of teachers which ensured the effectiveness of the educational process and the formation of pupil's personality. Therefore, the requirements for future teachers are quite high, and the main is to master the high educational culture. The process of its formation continues during all educational activities. We can talk about its completion only conditionally, based on the complete solution of assignments set in each case. The supreme criterion of the formation of pedagogical culture of future teachers is definitely an educated, versatile child who has formed self-esteem, needs for human relationships with others, has positive attitudes to the environment and society.

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