

Technology of Future Teacher Development as the Subject of Professional Culture

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Abstract

The article aims to present the educational technologies that develop subjective qualities of future teachers. Our experimental 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 subject of the professional and pedagogical culture actively learns the pedagogical culture' artifacts, realizes creativity, designs a cultural educational area for the pupils. In the structure of the teacher professional culture there are three components: evaluative, active and creative. Their subjective development 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, subject of culture, subject of professional culture, culturological approach in education

1. Introduction

Today in modern pedagogy the attitude to professional knowledge and competence as professional education goal is being overcome (Zeer, 2006). With regards to education the professional competence of a teacher is not the only goal-result of higher professional education. In a teaching profession all ultimately depends on the teacher's personality and his professional culture (Slastenin, 2010). However the focus on teacher's personality development as a subject of professional culture is not the object of research yet.

We consider educational technology as a specially organized and consistently realized activity to achieve planned didactic goals. The researchers have identified the following main characteristics of the education technologies: system, conceptuality, diagnostic, efficiency и reproducibility. Educational technology is the unity of content, forms and methods of education that ensures the achievement of the planned results.

The operational side of pedagogical activities can't be separated from its personal and subjective options. The real subjects of the educational process are the main elements of any educational technology (Vigotsky, 2006). That is why the efficiency of any technology is determined by the extent to which it presents a person and his qualities' realization.

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 (Isaev, 1993; Bagnovskaya, 2011; Muddasir & Tasleemam, 2012).

2. Methodological Framework

Our theoretic research is based on the model of the teacher as the subject of the professional culture (Fatihova, 2003). It includes the values, activity and personality creative components. This teacher understands the cultural values on a person-semantic level transmitting them in his professional activities. He demonstrates a culture of solving pedagogical problems and a high level of a professional competence. He is able to show creativity.

Our research has revealed the following levels of subjective future teacher's cultural development: adaptive, reproductive, reproductive-creative, creative. The personal subjectivity mastering value, activity and creative components of the professional culture at each level has its own characteristics.

Degree of pedagogical values' learning, level of a special competence and degree of creative potential realization are the criteria according to which future teachers can be attributed to one or another level of subjectivity.

One of the main objectives of our study was to elaborate technological strategy of the future teacher's development as the subject of professional training in the course of professional training. This problem was solved by modeling the pedagogical conditions for the development of a student's subject position in the process of mastering the pedagogical culture.

3. Results and Discussions

We have identified the following general technological characteristics of future teacher development as the subject of professional culture:

- development of subject being "I" of the student;
- disclosure of the student's creative potential;
- individual approach to his training;
- dialogization of the educational process;
- stimulation of the cognitive activity;
- cooperation of the educational process subjects.

In developing the formatting experiment program we proceeded with the following positions. The learning process should be based on the stages of student mastering the content of pedagogical culture and leveling characteristics of the subject of professional culture. Each stage of mastering pedagogical culture should be provided with a set of technologies that ensure the development of the student's level of subjectivity and its transfer to a higher level.

In order to activate the students' subjective properties at all stages of professional training we used:

- complete assimilation of knowledge technology;
- meaning-search dialog technology;
- active learning (problem method of teaching, educational discussions, role -playing games, case-method);
- analysis of the ethical and communicative situations;
- solution of pedagogical problems.

During teaching practice students were given a variety of practical tasks that develop future teacher's subjectivity.

Stage of assigning the content of professional pedagogical culture is more complicated, as it involves deep personal qualities of the student. At the stage of selecting learning technologies we proceeded from the fact that cultural values should not be realized personally, but also emotionally experienced. Therefore, reflection methods, personal experience, meaning-search dialog and modeling role positions were used in the educational process.

We used creative tasks, role-playing games and self-development training at the stage of self-actualization of the future teacher as the subject of professional culture.

Re-diagnosis the levels of development of the future teacher's individuality as a subject of the professional culture was carried out after completion of the experiment. The results of the last measurement of experimental and control groups are listed in the tables. Students of different pedagogical university faculties involved in the experiment – 100 (experimental group – 50 students, control group – 50 students).

Table 1. Results of mastering the value-based component of the pedagogical culture (%)

Levels	Adaptive	Reproductive	Reproductive-creative	Creative
Experimental group	-	14,0	42,0	44,0
Control group	8,0	40,0	32,0	20,0

Diagnostic results indicate that the students of the experimental group have achieved a higher level of value mastering of the pedagogical culture.

Table 2. Results of mastering the activity-based component of the pedagogical culture (%)

Levels	Adaptive	Reproductive	Reproductive-creative	Creative
Experimental group	-	20,0	48,0	32,0
Control group	-	42,0	36,0	22,0

Diagnostics has showed that the students of the experimental group demonstrated more developed communicative, organizational and structural competence.

Table 3. Results of mastering the creative-based component of the pedagogical culture (%)

Levels	Adaptive	Reproductive	Reproductive-creative	Creative
Experimental group	-	36,0	38,0	26,0
Control group	4,0	52,0	26,0	18,0

The results of the experimental group on this criterion (creative potential realization) are significantly higher in comparison with the control group.

4. Conclusions

The experimental results indicate that a significant number of students of the experimental group (56,0%) is at the reproductive and creative level of development of subjectivity. Only 40,0% of the students in the control group are at a given level. Higher adoption rates of the values of pedagogical culture at the level of personal meaning, development of creative thinking and analytical skills are also observed in the experimental group of students.

The overall average level of personality development of the student's individuality as the subject of pedagogical culture in the control group is characterized as reproductive (44,0%).

The results of our research showed that the meaning-search dialog technology to master the values component of the pedagogical culture; creative development technology to master the personal-creative element and tasking technology in mastering activity component contribute to the development of the student as the subject of professional culture.

Our theoretical approach to implementing the cultural functions of pedagogical education can be regarded as one of the promising areas of pedagogy, pedagogical culturology and higher education.

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