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Future preschool teacher's professional culture formation in professional training process

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Resume. A future preschool teacher's professional culture formation necessity question in the professional training process is revealed; different approaches to the definition of «teacher's professional culture» are analyzed; future preschool experts' leading personal professional and meaningful qualities as to the general culture and spiritual development formation are described.

Key words: *professional training, pre-school education expert, expert's leading personal professional and meaningful qualities, teacher's professional culture, self-improvement.*

Problem statement, its connection with important scientific and practical tasks. Higher education updating in Ukraine essentially changes the system of preschool education experts' professional training. It requires significant improvement of students' youth different aspects training for their future professional activity because a preschool teacher is an important person who determines quality and dynamics of the children's harmonious development, their tolerance and their future education level.

Necessity of a future preschool teacher's professional culture formation efficiency increasing and professional culture question are modified in the following documents: The laws of Ukraine "On Education" (2001), "On Preschool Education" (2001), "On Higher Education" (2014), Basic component of preschool education (2012), in the draft of Concept of Educational development of Ukraine in 2015-2025 (2014). New tasks, priorities and modernization directions of integrated educational system in these legislative and legal documents are outlined. Among them

is new formation specialists' training – professionals oriented at constant professional and cultural improvement.

Pedagogical profession presents high requirements to a modern teacher's personal and professional qualities. Combination of these requirements is expressed in necessity of high professional culture acquiring by a specialist, personality's important factor formation expressed in different ways of pedagogical communication, which presupposes knowledge acquiring, a teacher's developed professional culture, clear word outlook, corresponding thinking culture, clear vision of topical educational problems and professional competence formation required for participating in educational activity, the first element of which is preschool education [6].

Taking into account innovative changes in educational space, a future preschool teacher's professional culture formation problem with the purpose of person's self-improvement in the intellectual and professional spheres requires wider theoretical research and its practical interpretation.

Analysis of the latest researches and publications on the given topic, emphasizing of unsolved parts. Features of future preschool specialists' professional training were studied in researches of L. Artemova, A. Bohush, I. Dychkivska, N. Yemelianova, L. Zahorodnia, N. Kovalova, N. Lysenko, O. Polishchuk, T. Ponimanska, T. Tanko, A. Fedii and others. Structure and content problems of future educators' psychological and educational and professional training were covered by A. Aleksieieva, H. Belenka, O. Bohinich, Y. Kosenko, M. Mashovets and others.

Works of a number of scholars are dedicated to different aspects of future preschool teachers' training: H. Belenka (professional competence formation), L. Zahorodnia (bases formation of pedagogical technology), A. Zalizniak (preparation for work with parents as for preschool children's moral upbringing) T. Kulakova (communication in professional activity), O. Kucheriavyi (organization of professional self-education), I. Sliptsova (readiness formation to interact with preschool children), S. Strilets (development of preschool children's reading

culture in the context of innovative technologies usage in pre-school education) and others.

In addition, theoretical and methodological principles of future preschool specialists' training in modern conditions are determined by scientists, it is proved that the essence of professional and educational training is a system of meaningful and pedagogical, organizational and methodological measures aimed at ensuring of a future teacher's readiness for pedagogical activity.

The analyzed legislative and legal documents, scientific works relating to modern training system of preschool teachers testified that future preschool teachers' professional culture formation is ignored by researchers. Besides, state of preschool education and social challenges caused a number of contradictions between:

- objective need of pre-schools for highly qualified specialists and missing level of a future preschool teacher's professional culture formation;
- necessity to use modern academic material in the process of future pre-school teachers' professional training and insufficient work of effective pedagogical conditions of their professional culture formation.

Overcoming of revealed contradictions causes need of scientific understanding and problem solution of a future preschool teacher's professional culture formation in the professional training process.

The article is aimed at revealing a future preschool teacher's essence and content in the professional training process.

Statement of the main material. Nowadays culturological approach as for teacher's professional education is getting more importance and value. Professional culture takes a special place in structure of a personality's culture, as in the professional activity process personality's culture acquires its comprehensive and effective implementation. Moreover, all kinds of personality's culture are eventually accumulated in such activity.

Elements of different cultural types that are a part of a specialist's professional culture (as subcultures) have a certain hierarchy depending on specialization and

professional activity and also on the specific tasks which a specialist solves in each particular life situation [4].

It is necessary to mark that among scientists absence of a consistent approach to the interpretation of the term "culture" and "professional culture" is observed.

S. Honcharenko considers culture as "combination of practical, material and spiritual society acquisitions that reflect historically achieved society and human level development and are embodied in productive activity results." At the same time he emphasizes that education level, people's good breeding and skill level of a certain branch of knowledge or activity is understood under a term "culture" [2, p. 248].

I. Sabatovska observed that "in the second half of the XX century professional culture (as a part of general culture) is being already considered not only as a form of human activity, but also as the most important aspect of individual life, as social activity which consists of interrelated integral phenomena that are not confined to a particular knowledge, abilities and skills complex" [7, p. 206]. B. Hrynova examines professional culture as a certain degree of profession mastering, namely as certain ways and methods of solving professional tasks based on the formed personality's spiritual culture [3].

Professional culture is defined from the point of view of society requirements in the people's cultural level involved in one or another profession activity. It consists in each person's professional activity rising to the general rules of certain kind of work performance. Apparently, being an important indicator of personality's social maturity, professional culture is also a complex of personal knowledge, skills, qualities that define willingness for realization of their essential powers in a particular field of social work.

Professional educators' culture is a derivative from their general culture and psychological focus on educational activity that conduces to formation and professional culture of continuous improvement. A future preschool teacher's pedagogical and professional culture formation lasts during all the period of their training and covers diverse activities. Bases of both professional and general culture are laid by the comprehensive specialist's training, that in our opinion, include the

following: extensive humanitarian training; theoretical and practical training in main subjects; creative training in speciality; training in the field of research work, fundamental methodological and world outlook training; formation of independent creative activity skills [1].

The following obligatory components such as professional knowledge and skills that are formed directly in the process of student's studying are included in expert's professional cultures. Students' acquisition of professional knowledge and abilities system is carried out in the process of purposeful training in the chosen specialization . Therefore, a future preschool teacher's ability to be tactful, reserved, intelligent, to analyze their behaviour, to notice defects in their professional activity, to work hard on self-improvement must be formed during the years of studying.

Among the components of professional pedagogical culture professional skills and professional conduct culture should be mentioned, formation of which ensures teacher's appearance and speech culture, motions and communication culture and emotional culture. To achieve a high level of their formation is possible on the bases of pedagogical technique developed skills. Pedagogical technique presupposes a number of skills and teacher's behaviour that allow them to form personal culture, which in its turn influence a child and forms them as harmoniously developed people [3].

The most important professional culture components are given in the research of A. Omarov: general culture acquiring, involvement to its achievements; professional skills acquiring; full creative professional skills realization; professional competence in their own activity; competent, efficient use of means and methods in achieving the goal; rational work accomplishment; possibility of predicting work results; ability and willingness to convey their learning skills and knowledge; communication culture and professional courtesy. The researcher defines that professional culture, connected with ethical norms, professional competence combined with moral norms force a person to aim at much better professional and personal, social self-expression [5].

Not only professional training, in its turn, but also intelligence components – knowledge, people's history and art interest maintenance, responsibility in solving ethical problem are professional culture indicators.

Teaching staff of preschool and primary education department of Chernihiv T. Shevchenko National Teacher's Training University is working at qualitative educational environment creation that gives an opportunity to train not only highly skilled preschool specialists but also to form general culture and facilitate graduating students' spiritual development. Main purpose of educational process is future preschool teachers' professional training with a new pedagogical thinking – preschool life appears to them in all its uniqueness, complexity and diversity; they understand pre-school children's character, are able to embody general ideas of education into a specific technology, are professionally able to solve problems and tasks arising in real situations of professional activity, must have knowledge in methods of work with preschool children, to know psychological characteristics of their pupils, to create favourable conditions for preschool children's development, education and training, besides, they are obligatory the carriers of panhuman, national and individual humanistic experience.

Valuable component of future pre-school teachers' system is practical training that gives an opportunity to embody various types of professional activity, when conditions for students' self-knowledge and self-determination by various professional roles performance are purposefully created and need for self-improvement forms. It is presented as connection between future preschool specialists' theoretical training and practical training in preschool education establishments.

In 2012-2013 preschool and primary education department of Chernihiv T. Shevchenko National Teacher's Training University had been working at the research work "Theory and practice of elementary education in Ukraine in the second half of the IX – beginning of the XX century" checking up hypothesis about contemporary system of social environment reformation according to nowadays requirements and new global priorities of education and upbringing that is based on

fundamental retrospective analysis of theoretical and methodological principles and preschools activity practice in Ukraine, taking into account positive experience of solving preschool children's upbringing problems.

In the process of doing this work content and academic material of main subjects in speciality "Preschool education" AL "bachelor", "specialist" are made, tests including electronic ones are made and checked for students' academic achievements diagnosis, providing individualization and differentiation of training and practice acquiring learning skills, students' cognitive activity activation, their educational achievements control.

Results of the scientific research will conduce to improvement and modernization of pedagogical staff's professional training system, development of their professional competences that will provide competitiveness at today's labor-market; to strengthening of preschool institutions and universities academic basis; to scientific researches development in the fields of preschool education.

Constantly and persistently dealing with scientific research concerning problem solution of content and quality improvement and increasing of future preschool and elementary school teachers' professional training quality, teaching staff of preschool and primary education department of Chernihiv T. Shevchenko National Teacher's Training University began working at the project work "Theory and practice of elementary education in the new paradigm of Ukrainian national upbringing." The research will have theoretical and practical orientation. Both theoretical principles will be proved as well as practical recommendations are worked out, academic manuals, new generation textbooks integrated methodical complexes in main subjects are developed etc.

Summarizing all above, we believe that structural chain or elements complex system is observed in an expert's professional culture, namely professional thinking, professional interest, professional knowledgee, learning skills and abilities, professional experience, person's readiness degree for a specific activity, professional outlook, professional skills, adaptability to professional environment, professional ethics etc. Made demands on a modern worker are as follows – to imagine clearly

value, consequences of their activity, to have integrated outlook, economic and ecologic developed thinking, to have communication culture, knowledge of the legal system society, skills of management and others [7].

Conclusion. Certainly, preschool teacher's professional culture is one of the main components of a future expert's pedagogical culture. In order to meet society requirements educator must have not only corresponding knowledge and skills, but also art of teaching and professional culture.

A future preschool teacher has to be an example to follow, the carrier of spiritual, intellectual and emotional potential as a system of educational means, social norms, pedagogical tooling, that will provide effective educational values broadcast to each child; to have high moral and human level, to have personal professional individuality and uniqueness, their own activity style, professional thinking conceptuality; to be able to express themselves within the profession creatively, not just to carry out functions but embody their own existential values and professional and pedagogical culture into their professional activity.

Preschool teacher-educators' professional potential is their developed professional culture sublimation within development and functioning of which educator's "cultural and educational field" is getting stronger, that gives an opportunity for educator and pupil's full interaction, filling it with cultural content. To achieve set goals in the teacher's professional development system teaching staff has to consistently take into account teacher's educational potential and professional culture interconditionality, constantly worrying about proper culturological contents filling, future preschool teachers' professional training methods and forms.

Further researches prospects. Development and embodiment into the students' professional training process within "Preschool education" of specialty course "Preschool teacher's professional culture bases" and teacher's guide as for future preschool teachers' professional culture formation that will be useful in new generation specialists' training.

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Формування професійної культури майбутнього вихователя дошкільного навчального закладу у процесі фахової підготовки

Анотація. У статті розкрито питання необхідності формування професійної культури майбутнього вихователя ДНЗ у процесі фахової підготовки; проаналізовано різні підходи до визначення поняття “професійна культура вихователя”; охарактеризовано провідні особистісні професійно-значущі якості майбутніх фахівців з дошкільної освіти щодо формування загальної культури та духовного розвитку.

Ключові слова: професійна підготовка, фахівець дошкільної освіти, провідні особистісні професійно значущі якості фахівця, професійна культура вихователя, самовдосконалення.