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DEVELOPMENT OF THE EDUCATIONAL CULTURE OF FUTURE TEACHERS IN THE EDUCATIONAL PROCESS OF UNIVERSITY

Abstract

This article is devoted to the issues of developing of the educational culture of future teachers in the educational process of University. The educational culture of the teacher, in our point of view, is defined in the study as an integrative personal education of the teacher as a carrier of knowledge about upbringing, moral values and ideals, and principles of upbringing of reflexive professional behavior. Its structure is a unity of three components: informative-knowledge component (ethically significant system of scientific knowledge), value-oriented component (value orientations of the future teacher's personality), personal-activity component (personal ethical qualities, practical skills of ethical behavior and skills of their application in professional activities). The process of forming the educational culture of the future teacher in the educational process of the University is a scientifically based system of teaching and upbringing of students, built in accordance with the State educational curriculum and the specifics of this phenomenon as a philosophical and pedagogical category. The article substantiates that the basic components of this system are the target, substantive, procedural and effective components that form the basis of the model of the development of the educational culture of the future teacher.

Keywords: the educational culture, future teachers, pedagogical activity, pedagogical honor, pedagogical authority, approaches, principles, techniques, model, experiment.

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ЖОО-НЫҢ БІЛІМ БЕРУ ҮРДІСІНДЕ БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ТӘРБИЕ МӘДЕНИЕТІН ДАМЫТУ

Аңдатпа

Бұл мақалада жоо-ның оқу процесінде болашақ мұғалімдердің тәрбие мәдениетін дамыту мәселелері қарастырылған. Мұғалімнің тәрбие мәдениеті, біздің көзқарасымыз бойынша, зерттеуде мұғалімнің тәрбие, адамгершілік құндылықтар мен идеалдар, рефлексиялық кәсіби мінез-құлықты тәрбиелеу принциптері туралы білімнің тасымалдаушысы ретіндегі интегративті тұлғалық білім беруі ретінде анықталады. Оның құрылымы үш құрамдас бөліктің бірлігі болып табылады: ақпараттық-танымдық компонент (ғылыми білімнің этикалық маңызды жүйесі), құндылық-бағдарлы компонент (болашақ мұғалім тұлғасының құндылық бағдарлары), тұлғалық-белсенділік компоненті (жеке этикалық қасиеттер, этикалық мінез-құлықтың практикалық дағдылары) және оларды кәсіби қызметте қолдану дағдылары). Біздің негізгі ұстанымымыз: университеттің оқу процесінде болашақ мұғалімнің тәрбие мәдениетін қалыптастыру процесі – бұл мемлекеттік білім беру бағдарламасына және философиялық-педагогикалық категория ретінде осы құбылыстың ерекшеліктеріне сәйкес құрылған студенттерді оқыту мен тәрбиелеудің ғылыми негізделген жүйесі. Мақалада бұл жүйенің негізгі компоненттері болашақ мұғалімнің білім беру мәдениетін дамыту моделінің негізін құрайтын мақсатты, мазмұнды, процедуралық және нәтижелі компоненттер болып табылады.

Түйін сөздер: тәрбие мәдениеті; болашақ мұғалімдер; педагогикалық қызмет; құндылықтар, адамгершілік.

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РАЗВИТИЕ ВОСПИТАТЕЛЬНОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ВУЗА

Аннотация

Данная статья посвящена вопросам формирования воспитательной культуры будущих учителей в образовательном процессе вуза. Педагогическая культура педагога, с нашей точки зрения, определяется в исследовании как интегративное личностное образование педагога как носителя знаний о воспитании, нравственных ценностях и идеалах, принципах воспитания рефлексивного профессионального поведения. Его структура представляет собой единство трех компонентов: информационно-знаниевого (этически значимая система научных знаний), ценностно-ориентированного (ценностные ориентации личности будущего педагога), личностно-деятельностного (этические качества личности, практические навыки этического поведения) и навыки их применения в профессиональной деятельности). Основное наше положение: процесс формирования образовательной культуры будущего педагога в образовательном процессе вуза представляет собой научно обоснованную систему обучения и воспитания студентов, построенную в соответствии с государственной образовательной программой и спецификой этого явления как философско-педагогической категории. В статье обосновано, что базовыми компонентами этой системы являются целевой, содержательный, процессуальный и результативный компоненты, составляющие основу модели развития воспитательной культуры будущего учителя.

Ключевые слова: воспитательная культура; будущие учителя; педагогическая деятельность; ценности; нравственность.

Introduction. An innovative way of developing the education system requires a new generation of highly qualified teachers, whose role is increasing in connection with the prospects for the development of society, the state, science, culture, and education. Naturally, teachers will be needed, both deeply in psychological and pedagogical knowledge and understanding the features of the development of students, as well as professionals in other fields of activity, able to help find themselves in the future, become independent, creative and confident people. Sensitive, attentive and receptive to the interests of schoolchildren teachers, open to everything new is a key feature of modern schools. The new general education school should become the most important factor ensuring the socio-cultural modernization of society. It is in the school that not only intellectual, but also civil, spiritual and cultural life of the student should be focused. Hence, the teacher's responsibility to society for the education of a new type of personality that can fit into society with dignity is obvious.

The school is a reflection of the current situation in society, when sometimes false values replace traditional ethical norms and principles of relations between the subjects of the pedagogical process. Cruelty, disrespectful attitude to the child, profanity in school are becoming reality today.

Of particular concern is the fact that this trend is also observed among today's students and future teachers, whose general cultural and moral level often does not correspond to the professional profile of a specialist. Meanwhile, in the Kazakh tradition, a teacher is associated with a spiritual mentor, an educator. The social image of the teacher is invested with ideal ideas related to his ability to "sow the reasonable, the good, the eternal". That is why the activity of a teacher is extremely complex and responsible. Its social significance increases every year. Its moral content is constantly developing, and, as a result, the upbringing requirements for this profession are becoming more complex.

Pedagogical culture in professional activity turns into a fundamental, professionally significant factor and becomes the most important component of professional training of future specialists and a necessary condition for their comprehensive education and professional and personal development, which is expressed in the acquisition of universal and professional competencies.

An important component of this phenomenon is educational culture, which is an integrative education of the teacher's personality as a carrier of ethical knowledge, moral values and ideals, moral principles of professional behavior, capable of pedagogical reflection.

Understanding and awareness of the importance of the potential of the educational process of the University prompted us to turn to the pedagogical and cultural literature on the problem of forming upbringing culture of the future teacher in the educational process of the University.

We have accumulated some experience in implementing the teacher's culture. The problem of teacher's culture has attracted the attention of many researchers.

Throughout its history, pedagogy has shown an interest in culture as the most important phenomenon for upbringing. This becomes especially relevant at the present time, when the processes occurring in the social, economic and political activities of our state, having a significant impact on the spiritual and moral life of society, led to its spiritual stratification, a change in value orientations in life, the breakdown of the usual moral system and the entire system of moral orientation. The result of social instability in public life was a decline in the spirituality of the personality and a decline in his moral culture.

There is no way out of this situation without reform of the entire system of education and upbringing. In modern conditions, society needs teachers with high culture. In recent years, the country has begun to develop a national concept of upbringing, which is aimed at forming a person of culture, committed to universal values, striving for mutual understanding with people of different nationalities. In this regard, the primary need of society is the formation of young people's physical, mental, moral, and business abilities that would ensure the social development of the personality in the new conditions. Therefore, the main goal of teaching future specialists is to educate a highly moral, spiritually developed person.

In this aspect, the educational culture acquires special significance, which in professional activity becomes a fundamental, professionally significant factor. In other words, educational culture becomes the most important component of professional training of future specialists and a necessary condition for their comprehensive education and professional and personal development.

Thus, the educational culture occupies an important place in the life of a person and society, it is not just a structural element of it along with knowledge, political, legal, artistic, aesthetic, religious and moral culture of society, but is a synthesis of the humanistic content of all its components.

Definitions of the category "*the educational culture*" and its structural components identified by various authors are very diverse.

Thus, S. Fleischacker considers the concept of "the educational culture" as a humanistic orientation of values, spiritual needs and motives of personality behavior. In her understanding, the educational culture of the personality reflects the way of life, value representations related to the field of moral consciousness, norms, principles, ideals, concepts of good and evil, justice, happiness and represents the formation and humanistic orientation of value orientations, spiritual needs and motives of behavior in the way of life of the individual, the basis of which is the service of life, man, progress [1].

In turn, L.M. Sharova defines professional-educational culture as a system of professional and educational qualities and professional and moral values that have become internal beliefs of a professionally formed personality [2].

Revealing the methodological aspect of this socio-cultural phenomenon, E.A. Urunbasarova considers it as a historically emerging system of spiritual values, which includes a very diverse content: moral customs and traditions, moral qualities of national character and forms of their implementation in the culture of the individual, moral norms and principles, worldview concepts of good and evil, duty and conscience, justice and dignity, rooted in society, as well as moral ideals cultivated in society [3].

According to K. Brown, a moral factor (the unit is "spiritual culture, moral character") in the professional culture – these are, first of all, duty, readiness to work honestly and conscientiously, firm moral beliefs, openness, goodwill, ability to work with people, sensitivity, attention and trust in people, honesty, integrity, modesty, unity of word and deed, readiness to subordinate personal interests to public ones, selflessness, optimism, consciousness, self-demand, decency, self-criticism, high culture of discussion, sense of human dignity, cultural outlook, erudition, the need for constant self-education [4].

O.V. Pavlova believes that the upbringing culture is an integrative personal education that reflects the readiness and ability to build professional relationships based on ethical knowledge, moral principles and skills. Part of this phenomenon is presented interrelated substructures:

- Professional-deontological (knowledge and skills to implement norms and rules of relationships in everyday work, interaction in personal and business communication; system of professional ideals and values);
- Communicative-perceptive (the ability to adequately understand the feelings, emotional state of the child and his parents in the process of communication, to establish "feedback" with him, to demonstrate

understanding of the interlocutor, to observe and analyze the behavior of the child and parents; knowledge and ability to take into account the ethno cultural characteristics of participants in the pedagogical process);

– interactive and practical (the ability to adequately use psychological and pedagogical knowledge that contributes to the optimal organization of pedagogical influence on the students; the ability to manage personal and business communication);

– professional–acmeological (the ability to conduct self-analysis of the manifestations of the educational culture, adequately assess the advantages and disadvantages of the upbringing culture in professional behavior, awareness of the need for self–correction, the choice of individual techniques for self-development of the educational culture) [5,6,7].

The structural components revealed by us reflect the *psychological* (thinking, beliefs, qualities, attitudes), *value-motivational* (motives, values, ideals, needs) and *praxeological* (behavior) aspects of the formation of the upbringing culture.

Thus, a comprehensive analysis of approaches to the interpretation of the concept of “the educational culture” allows us to present the educational culture of the teacher as an integrative education of the teacher's personality as a carrier of ethical knowledge, moral values and ideals, and moral principles of reflexive professional behavior.

According to U. Halit, the practical side of mediation of educational culture in the context of a world culture can be strengthened distinctly with the possibilities of information and communication technology [8].

In addition to the moral culture, the culture of behavior, there is an educational culture. In this sense, an educated person is more cultured than an uneducated one. educational culture lies in the knowledge that a person has learned in the process of studying, as well as in the process of communication, reading literature, etc. Among this knowledge is knowledge about what is in reality, world view. Worldview is a descriptive part of the educational culture [9].

K.Buyse and I. Morera Banas include beliefs and attitudes towards the learning or teaching process, in particular values, preconceived notions and ideas about what should or should not be done, what is right, what is expected or not, into the educational culture. According to scientists, the sphere of education is greatly influenced by culture in such areas as the philosophy of education, curriculum development, teacher–student relationships, teaching methods and styles [10].

G. Biesta defines the essence of educational culture as a culture of learning created for specific purposes. The author also notes that "a cultural approach not only opens up new avenues for research in education, that both research and improvement can only be carried out on the basis of judgments about what is considered good or right education" [11].

The researchers focus on the problems of content, methods and forms of theoretical and practical training of future teachers.

The purpose of the article is a theoretical justification and practical development of the process of developing the educational culture of the future teacher in the upbringing process of the University.

Materials and methods. In turn, the structure of the upbringing culture is represented by the integration of *informative-knowledge, value-oriented and personal-activity components*. At the same time, each of the above-mentioned components is connected with other components and performs certain functions in the process of forming the upbringing culture of the future teacher.

As for the teaching profession, it is distinguished from a number of others, first of all, by the way of thinking of its representatives, an increased sense of duty and responsibility. In this regard, the teaching profession stands apart, in a separate group.

The informative-knowledge component involves the acquisition by future specialists of knowledge about upbringing, necessary both in everyday life and in further professional activities, mastering communication skills in compliance with pedagogical ethics. Thus, the upbringing culture includes a variety of sources of knowledge about a person, which we draw from the works of outstanding thinkers who formulated the problem of the formation and development of upbringing (including pedagogical) as a science.

Undoubtedly, reflection on the problems of the upbringing in its formation and development determines the growth of moral consciousness, which is the awareness of people of the norms of their behavior, the nature of relationships in society and the value of human personality qualities. The study of the history of the development of pedagogical thought increases the general culture and systematizes own thoughts. By acquiring knowledge about the logic, content and contradictions of various educational concepts, the future teacher learns to think, compare and analyze, choose the most valuable in each, thus determining the moral principle of their

own life. It is especially important that this happens during the period of study at the University, since students are an important period of personal development. In this regard, the teaching profession stands apart, in a separate group.

The value-oriented component of the upbringing culture is a system of values and orientation of future teachers, motives for their activities, attitudes to new moral thinking, aimed at developing students' abilities to improve their level of the upbringing culture.

According to V.A. Slastenin, the values of pedagogical activity are those features that allow not only to meet the needs of the teacher, but also serve as guidelines for his social and professional activity aimed at achieving humanistic goals.

In our opinion, all values can belong to two groups: professional and personal. At the same time, the personal system of value orientations exists not only in the mind, but also finds its reflection in real professionally-oriented actions. Taking as a basis the characteristic needs of the individual and correlating them with the profession of a teacher, its social meaning, he offers the following classification of values of pedagogical activity:

- values associated with the assertion of a person's role in the social and professional environment (the social significance of the teacher's work, the prestige of teaching, recognition of the profession by the immediate personal environment, etc.);
- values that satisfy the need for communication and expand its circle (communication with children, colleagues, reference people, experiencing children's love and affection, exchange of spiritual values, etc.);
- values that focus on the self-development of creative personality (opportunities for developing professional and creative abilities, introduction to the world culture, occupation of a favorite subject, constant self-improvement, etc.);
- values that allow for self-realization (the creative, variable nature of the teacher's work, the romance and fascination of the teaching profession, the ability to help socially disadvantaged children, etc.)

The personal-activity component of the educational culture reveals the possibilities of the future specialist to express himself in various types of pedagogical activities, provides the development of significant personal qualities and their application in practice.

Personal qualities of a teacher are one of the most important factors for the success of teaching activities. Modern teachers-innovators: S.A. Amonashvili, I.P. Volkov, I.P. Ivanov, E.N. Ilyin, V.A. Karakovskysz, S.N. Lysenkova, V.F. Shatalov, M.P. Shchetinin, etc., who built their activities on the principles of humanism, made a significant contribution to the study of the teacher's personality. In their opinion, the teacher should be a harmonious combination of understanding, trust, demanding, respect, sincerity, responsibility.

The leading specialist in teacher training V.A. Slastenin identifies such qualities of a teacher as:

- high civic engagement and social responsibility;
- love for children;
- genuine intelligence, spiritual culture;
- high professionalism;
- innovative style of scientific and pedagogical thinking;
- the need for constant self-education and readiness for it;
- physical and mental health;
- professional performance [12].

Undoubtedly, at the present stage, the teacher is becoming a key figure in the education system.

The level of development of his personality determines any success, both in this sphere and in the development of society as a whole in the current, XXI century.

It becomes obvious that the change in the goals of modern education sets fundamentally new requirements for the personality of the teacher. At the same time, the teacher has a strategic role in the development of the personality of students, which is carried out in the course of his professional activities as part of the personal-activity component. The latter is the activity of the teacher aimed at creating optimal conditions in the integral pedagogical process for the up-bringing, development and self-development of the student's personality and the choice of opportunities for free and creative action [13].

There are various classifications and models of pedagogical activity. At the same time, the choice of the style of pedagogical activity is associated with a moral act, becoming the dominant reference point in the life of a person who has chosen teaching as the field of his professional activity. In turn, the teacher's moral activity is a set of practical actions aimed at enhancing his moral and ethical culture, strengthening his pedagogical

authority and the authority of colleagues, as well as implementing a system of attitudes, goals and objectives to form moral views, feelings and beliefs of students. It is obvious that only people whose actions and behavior are role models can successfully carry out this kind of activity, so the most important upbringing aspects of pedagogical activity are professional pedagogical duty, pedagogical justice, pedagogical honor and pedagogical authority.

Pedagogical justice is a measure of the objectivity of assessment and attitude of the teacher to the behavior, actions, personal qualities and actions of the students. The specificity of this aspect is that the assessment of the action and the response to it are at different levels of moral maturity for the teacher and the student. In addition, the determination of the measure of objectivity depends more on the teacher or educator.

No less important upbringing aspect of pedagogical activity is *professional pedagogical duty*. This concept reflects the system of moral requirements that are the conditions for effective pedagogical professional activity. It is based on the objective and actual needs of society in the teaching and upbringing of the young people. Professional pedagogical duty implies the need for a creative attitude to own work, special demands on himself, the desire to supplement professional knowledge and improve teaching skills, the need for a respectful and demanding attitude to students and their parents, the ability to resolve various types of conflicts.

The pedagogical honor is considered by the society and the teacher's awareness of the high social value of selfless fulfillment of his professional duty.

Finally, *pedagogical authority* is a special professional position of a teacher, which determines the influence on students, gives them the right to make decisions, express an assessment, and give advice. At the same time, the level of true authority is determined not by official or age privileges, but by the high personal and professional qualities of the teacher. It is based on a democratic style of cooperation with students, empathy, the ability to communicate openly, and a positive I-concept of the teacher.

It is obvious that the presence of all these aspects contributes to the successful implementation of professional activities of the teacher, the main forms of which are moral upbringing and the organization of moral experience.

Thus, the formation of a personal-activity component of the upbringing culture involves the development of ethically significant qualities of the future teacher's personality and their practical application in various types of pedagogical activity.

The holistic analysis of approaches to the interpretation of the concept of “the upbringing culture” allows to present the upbringing culture of the teacher as an integrative education of the teacher's personality as a carrier of ethical knowledge, moral values and ideals, moral principles of reflected professional behavior. The structure of the upbringing culture of the future teacher is represented by the integration of informative-knowledge, value-oriented, and personal-activity components. At the same time, each of the above-mentioned components is connected with other and performs certain functions in the process of forming the upbringing culture of the future teacher.

Results and discussion. The formation of the future teacher's educational culture in the educational process of the University is a scientifically based system of training and education of students, built in accordance with the State educational curriculum and the specifics of this phenomenon as a philosophical and pedagogical category.

In our opinion, the formation of the upbringing culture of the future teacher in the educational process of the University is a complex, step-by-step, consistent, integral process that requires constant, purposeful pedagogical influence. Undoubtedly, any model has only a certain degree of similarity to the real object, since it reflects the point of view of the researcher, which corresponds to the angle of consideration of the object and the goals of the research of a certain scientific and pedagogical concept. Therefore, the proposed model of forming the upbringing culture of the future teacher in the educational process of the University can't exhaust all options for solving the problem and represents the author's vision of developing one of the possible ways to form this educational phenomenon.

The conceptual basis of the process of forming the educational culture of the future teacher was formed by the following provisions:

The educational culture is an integrative personal education of a teacher as a carrier of ethical knowledge, moral values and ideals, moral principles of reflected professional behavior.

In structural terms, it is an integration of interrelated components: significant system scientific knowledge (*informative-knowledge component*), value orientations of the future teacher's personality (*value-oriented component*), personal moral qualities, practical skills of their application in professional activities (*personal-activity component*).

Possession of the upbringing culture is evidence of the future teacher's readiness for successful and effective implementation of professional pedagogical activities based on upbringing rules and norms.

The essential components of this system are the target, content, procedural, and outcome components that are the basis of the model and techniques for forming the upbringing culture of the future teacher, taking into account the features of this process and regular diagnostics of the achieved level.

Techniques for the formation of educational culture of future teachers in the educational process of the University is an ordered set of traditional and innovative forms and methods of work that ensure the gradual progress of students to its highest creative level from the implicit level through the explicit level. This allocation of the above levels reflects a gradual transition from the ability to act in various situations based on initial ideas about upbringing and, most often, intuitively to the ability and willingness of future teachers to carry out independent activities, guided by the principles of upbringing and norms in professionally oriented situations.

To assess the level of forming of the upbringing culture in future teachers, a specially developed *criterion-level complex* is required. The quality, degree of manifestation of cognitive, praxiological and reflexive criteria in their totality allows to determine their ability and readiness to carry out professional activities in accordance with the principles of upbringing and norms at the implicit, explicit and creative levels.

The effectiveness of the formation of the upbringing culture in future teachers can be achieved by implementing a number of methodological approaches, such as: system-based, personality-oriented, humanistic, anthropological, culture-based, axiological, creative, technological and activity-based.

The system-based approach as the basis of the studied process is characterized by a variety of elements, relationships, internal and external factors and conditions of the pedagogical process aimed at the formation of the studied phenomenon in students of pedagogical specialties. This approach describes the general principles of knowledge and reflects the universal connection and interdependence of phenomena and processes of the surrounding reality. Accordingly, the formation of the upbringing culture of future teachers in the educational process of the University should be carried out in close connection with the external environment. The system-based approach makes it possible to present the structure of ethical culture as a set of related elements that have a certain function, role and value.

The most significant system-forming relationship between the subjects of the pedagogical process is reflected by the *personality-oriented approach*, which determines the position of the student in the educational process of the University and means recognition of him as an active subject of activity. According to D. Erdem, the personality-oriented approach provides for the creation of an active educational environment and takes into account the identity of the personality in the development and self-development [14]. At the same time, it should be emphasized that the development of the future specialist's personality can be carried out by the teacher who is aware of himself as a subject of professional and pedagogical activity. Thus, the educational process at the University, during which the formation of the phenomenon under study is carried out, should be based on the subject-subject relations of its participants – students and teachers.

Focused on humanism as a worldview and moral basis in the development of the teacher's personality, *the humanistic approach* takes a special place in the formation of the upbringing culture. The humanistic nature of education is one of the principles of state policy in this area, which assumes the priority of universal values, human life and health, free development of the individual, education of citizenship, respect for human rights and freedoms, love for the environment, the Motherland, and the family [15].

The humanistic approach is closely related to *the culture-based approach*, which is interpreted as the introduction of the personality to universal culture, the self-realization of the person in culture.

The culture-based paradigm of education with its focus on the personality of the future teacher, his culture, and professionalism is called to provide this path. The knowledge and skills that the teacher possesses turns from the end of teaching into a means of his professional development and self-improvement, awareness, mastering and implementation of humanitarian and cultural values in educational practice. The educational culture, as an integral part of the general culture of the personality determines the ability of the future specialist to navigate in various areas of public and professional life and build relationships with society on the principles of ethics and morality, harmonizes his inner world.

The attitude to the student as an integral, creative and independent person is reflected in *the anthropological approach*, which assumes knowledge about the person used in the process of education and upbringing. The teacher, who has the upbringing culture, is called to provide the anthropological approach in his professional activities on the basis of knowledge and understanding of his students, the ability to build the educational process taking into account their individualities, as well as to create the conditions necessary for

their harmonious development and self-development. At the same time, it is important for all subjects to understand the value of the phenomenon being formed, both for the current situation of the educational process, and as a potential for personal and professional development of future specialists.

This orientation corresponds to the ideas of *the axiological approach* to the formation of the upbringing culture in future teachers, which focuses students on universal, national and professional values, value orientation in teaching activities [16].

In the process of professional and pedagogical training of teachers, values occupy a special place, being the premise on which all other components of the education system are based. Values in this case are spiritual phenomena that have a personal meaning and serve as guidelines for human behavior and the formation of life and professional attitudes of students and future teachers.

Since we determined the highest level of forming the upbringing culture in future teachers as creative, the use of *the creative approach* becomes relevant. Focusing on the upbringing of creative individuality, the development of a creative style of activity, non-standard solution of pedagogical tasks and the ability to innovate, this approach plays an important role in the formation of the phenomenon under study. Pedagogical creativity is closely related to the personal qualities of the teacher, which provide a high level of organization of his professional activities.

As already noted, the formation of the upbringing culture in future teachers in the educational process of the University involves the use of technologies. At the same time, *the technological approach* is of particular importance, which is based on the teacher's mastery of variable technologies and their use in the educational process in order to achieve high performance. Possession of pedagogical techniques indicates a higher level of activity of the teacher, his professional skills.

It is obvious that the process of forming the studied upbringing phenomenon involves a reliance on *the activity-based approach*, it is formed and manifested in activities. The teacher has a strategic role in the development of students' personality, which is carried out in the course of his professional activity. The latter is the activity of the teacher aimed at creating optimal conditions in the integral pedagogical process for the education, development and self-development of the student's personality and the choice of opportunities for free and creative action. Thus, the activity is the basis, means and decisive condition for the formation of the future specialist's personality, which is the goal of the educational process at the University.

The above methodological approaches to the formation of the studied phenomenon in students can be successfully implemented with reliance on principles that reflect the relationship that exists between the objective laws of the pedagogical process in the university and the need for future teachers to master ethical culture of a certain level: the principle of humanization and humanitarization of the educational process, the principle of interrelation of socio-cultural, educational, professional and personal values, the system-based principle, the principle of activity and consciousness of the subjects of the pedagogical process, the principle of optimal combination of forms, methods and means of teaching and upbringing, the principle of interactivity.

The principle of humanization and humanitarization of the educational process at the University focuses on the formation of the cultural, creative, spiritual personality of the future teacher and assumes the adaptation of the entire pedagogical system to the real needs and interests of the individual, the harmonization of the content of higher education in terms of strengthening its general cultural component. This can be achieved through the use of personality-oriented, activity-based, culture-based approaches in the organization of the educational process, which is based on the subject-subject relationship between the teacher and the student.

The principle of interrelation of socio-cultural, educational, professional and personal values from the position of axiological approach to education requires that the formation of the upbringing culture in future teachers is carried out on educational material that has practical professional and social significance and causes personal cognitive interest in the students themselves, educating a value attitude to the profession, communication, culture.

The system-based principle implies consideration of the educational process of the University as a pedagogical system subordinated to the goals of personal and professional development of students for successful socialization, awareness of their own subjectivity, and the desire for further self-improvement. This should ensure the logic, unity and continuity of the previous, current and subsequent stages of the educational process.

The principle of activity and consciousness of subjects of the pedagogical process determines the quality of forming the upbringing culture in future teachers and is manifested in the dominant role of their independent educational and cognitive activities. The implementation of this principle is closely related to the manifestation of subjectivity of students in the educational process, ensuring its reflexive basis.

The principle of optimal combination of forms, methods and means of teaching and upbringing is aimed at increasing the effectiveness of the process of forming the upbringing culture in future teachers. Compliance with this principle will allow the teacher to choose the optimal number and combination of forms, methods and means of organizing the pedagogical process, corresponding to the goal and the nature of the studied disciplines. This choice is directly linked with the pedagogical skill of the teacher, his creative abilities and depend on the level of preparedness of students, their specific characteristics, educational environment and logistics of the teaching process.

The principle of interactivity proves the importance of subject-subject interaction between the teacher and the student, during which cognitive activity is activated, motivation is formed, and the productive assimilation of educational information is provided.

The special technology of forming the upbringing culture of the future teacher in the educational process of the University proposed by the authors assumes the use of a variety of interactive simulation and business games, situation analysis, which require the included activity of all subjects of the educational process.

The effective formation of the educational culture of the future teachers is ensured by compliance with a number of conditions, which include:

forming of the educational culture is possible in the unity of its informative-knowledge, personal-activity and value-oriented components;

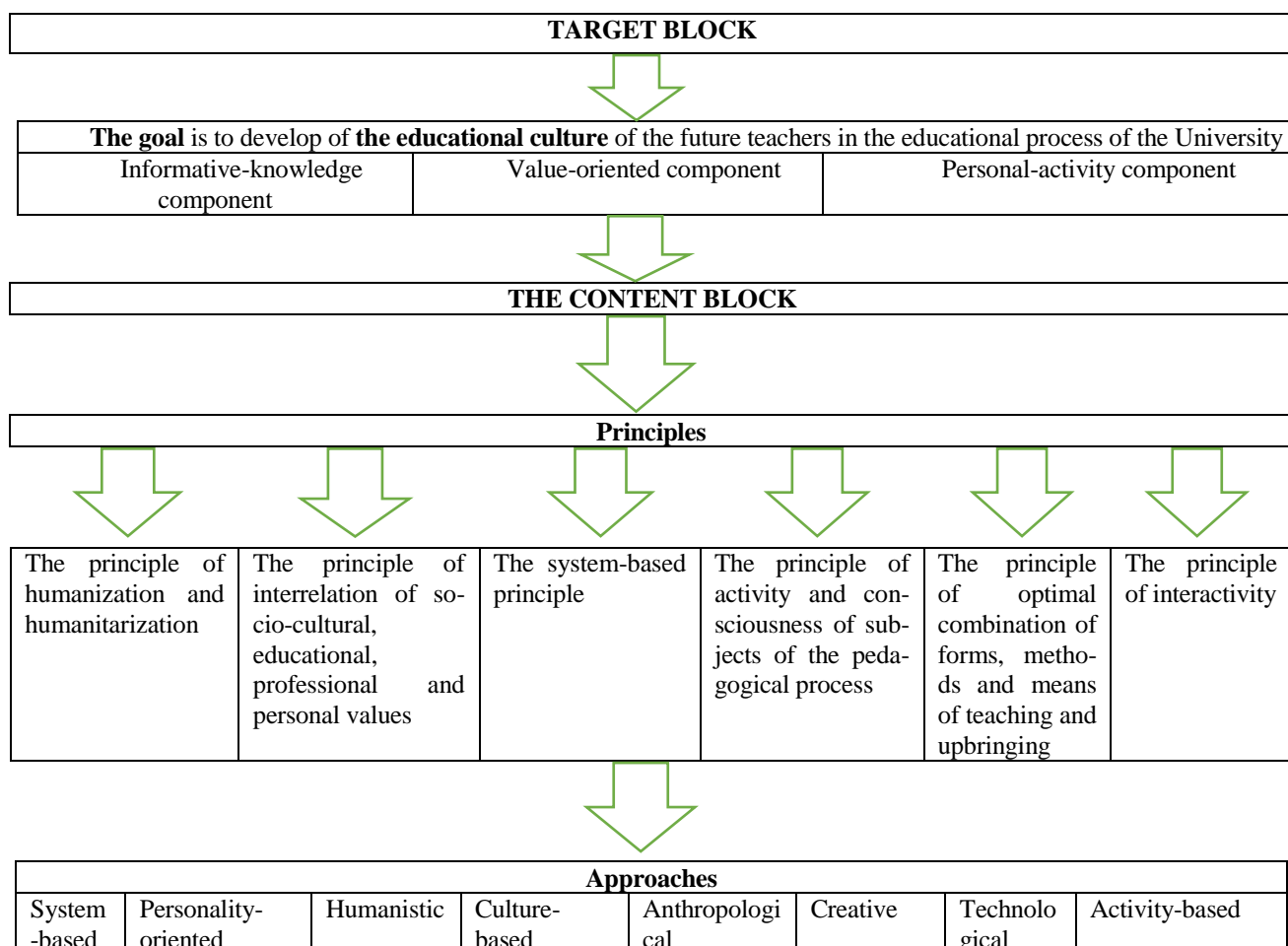
subject integration in the study of disciplines of the humanities cycle;

reliance on autonomy, which expresses the individual position of the student in choosing a strategy for personal and professional behavior;

implementation of subject-subject interaction in creating a favorable emotional and psychological atmosphere (Figure 1).

Figure 1.

The model in developing of the educational culture of the future teachers in the educational process of the University



THE PROCEDURAL COMPONENT		
Stages in developing of the educational culture of the future teachers in the educational process of the University		
Reproductive	Productive	Creative



THE LEARNING OUTCOME BLOCK		
Expected outcome: the development of the educational culture of future teacher's personality in the educational process of the University		
Level 1 Implicit	Level 2 Explicit	Level 3 Creative
Criteria		
Cognitive	Praxiological	Reflexive

The created conceptual provisions and the model constructed on their basis determined the course of experimental work on the development of the upbringing culture of the future teacher in the educational process of the University.

The experimental study was conducted under natural conditions of the educational process. The experimental group (EG) consisted of 58 students, the control group (CG) of 56 students.

The experiment involved three stages: ascertaining, forming and control.

The purpose of the initial stage was to determine the initial level of the educational culture of future teachers, as well as to identify and analyze their personal characteristics through the included observation, expert evaluation, questionnaires, testing, conversations, interviews, analysis of the products of creative activity of students, self-assessment.

Diagnostics of the levels of developing the studied phenomenon at the initial stage of experimental work confirmed the assumption of low formation of the upbringing culture in future generations teachers and, consequently, the need for purposeful work on its arrangement.

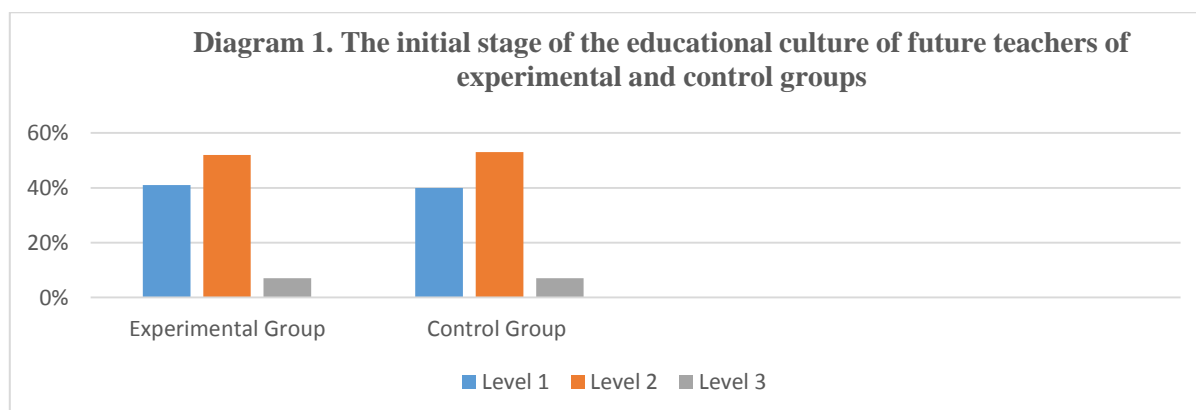
The analysis of the identified indicators for individual components of the educational culture of the future teacher allowed us to determine the levels of forming the studied phenomenon in students of the experimental and control groups at the initial stage of the experiment, which are presented in Table 1.

Table 1.

The levels of developing the educational culture of future teachers of the experimental and control groups at the initial stage of the experiment

Group	1 level Implicit	2 level Explicit	3 level Creative
EG	41%	52%	7%
CG	40%	53%	7%

Graphically, the initial stage of the educational culture of future teachers of experimental and control groups is shown in Diagram 1.



The purpose of the forming stage of the experiment is to test the effectiveness of the proposed model with the developed technology taking into account the empirical data obtained.

Development of the educational culture in the experimental group (EG) was carried out in accordance with the author's concept, which involves the use of traditional (lecture, seminar, laboratory and practical classes, scientific conference) and non-traditional (lecture-talk, binary lecture, "intellectual sponsorship", role-playing, "brainstorming", case method, etc.) forms and methods of teaching in the disciplines "Introduction to teaching", "Pedagogy", "Foreign language", "Native language and culture of speech", as well as extracurricular work ("pedagogical marathon", thematic hours, competitions, "Review of pedagogical knowledge", etc.). In the control group (CG), work was carried out within the framework of the State educational curriculum.

The purpose of the control stage of the experiment was to identify the level of the educational culture in students of the experimental and control groups through a set of diagnostic procedures, as well as statistical processing of the achieved results of experimental work.

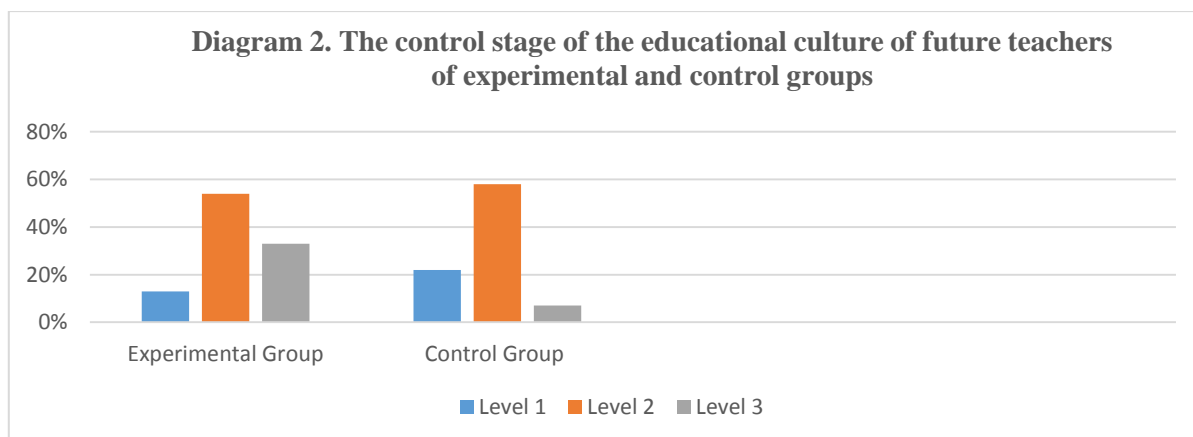
To assess the level of the educational culture of future teachers, a criteria-level complex was developed. The quality and degree of manifestation of students' indicators of cognitive, praxiological and reflexive criteria in their totality allows us to determine the ability and readiness of the future teacher to implement professional activity in accordance with principles of upbringing and norms at the implicit, explicit and creative levels.

The cognitive criterion determines the level of mastering knowledge in the field of upbringing and culture, their nature and consistency, and their application in professional activities. This criterion is shown in the following indicators: depth, stability and awareness of the knowledge obtained. The praxiological criterion characterizes the development of upbringing significant personal qualities of the students, their abilities and readiness for professional activity; their awareness of the leading professional and personal values. Indicators of this criterion are the ability and readiness of the application of upbringing skills in pedagogical activities, attitude to future professional activities as a value, creative activity. Reflexive criterion determines the development of the future teachers' ability to self-control, self-esteem and introspection. Its indicators are activity and initiative in education-cognitive activity, its introspection and self-regulation, awareness need for self-improvement.

Determining the degree of manifestation of the selected criteria and their indicators in the process of experimental work in the development of the upbringing culture of the future teacher in the educational process of the University allowed us to describe three levels of forming the studied phenomenon: *reproductive, productive and creative*.

As in the establishment of the initial level, at the control stage of the experiment, a qualitative change in students was determined according to the main criteria and their indicators, corresponding to the components of the educational culture.

Generalization and analysis of empirical data obtained in the control stage of the experiment made it possible to determine the level of personal progress achieved by each student of the experimental and control groups, graphically presented in Diagram 2.



The final diagnostics revealed significant changes in the distribution of students in the experimental group according to the level of developing the educational culture. The number of students with an implicit level has decreased by 28%. There was 2% increase in the number of those who's the level was characterized as explicit and 26% whose level was defined as creative.

Based on a comparative analysis of level indicators at the initial and control stages, we can speak of positive dynamics in the development of the studied personal achievement in 65.5% students of the experimental group (38 people). The indicators of the others have not changed much.

In the control group, positive dynamics was observed in 36% (19 people) against the background of lower overall results compared to the experimental group.

Thus, summing up the results of the experimental work, comparing the data of the initial and control diagnostics, the results achieved in the experimental and control groups, allowed us to make a conclusion about the successful implementation of the developed model and technologies in forming of the educational culture of the future teachers in the educational process of the University.

Conclusion. The analysis of various approaches to the definition of the concept of “the educational culture” as an integral part of the pedagogical culture of future specialists allowed us to clarify its essence, structure and content. The educational culture of the teacher is defined in the study as an integrative personal education of the teacher as a carrier of knowledge about upbringing, moral values and ideals, and principles of upbringing of reflexive professional behavior.

Its structure is a unity of three components: informative-knowledge component (ethically significant system of scientific knowledge), value-oriented component (value orientations of the future teacher's personality), personal-activity component (personal ethical qualities, practical skills of ethical behavior and skills of their application in professional activities). Possession of the upbringing culture indicates to the readiness of the future teacher for the successful and effective implementation of professional teaching activities.

The process of forming the educational culture of the future teacher in the educational process of the University is a scientifically based system of teaching and upbringing of students, built in accordance with the State educational curriculum and the specifics of this phenomenon as a philosophical and pedagogical category. The basic components of this system are the target, content, procedural, and outcome components that form the basis of the model of developing the educational culture of the future teacher.

In the course of experimental work, it was established that the achievement of high results in the process of developing the educational culture of the future teacher is provided in the unity of its informative-knowledge, personal-activity and value-oriented components. The effectiveness of the developed model and technology for forming the educational culture of the future teacher was checked using continuous diagnostics and a criteria-level complex. The quality and degree of manifestation of students' indicators of cognitive, praxiological and reflexive criteria in their unity allowed us to determine their ability and readiness to carry out professional activities in accordance with principles of upbringing and norms at the implicit, explicit and creative levels.

The process of forming upbringing culture of a future teacher to be effective when aiming to solve this problem with maximum implementation of pedagogical potential of socio-humanitarian disciplines of the curriculum, special classes, extracurricular classes of the University. Due to the fact that the interests and value orientations of the young generation change every year, there is a need to search for new methods and ways to form the upbringing culture of the future teacher in the educational process of the University.

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