

**ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ ФОРМИРОВАНИЯ У
ИНОСТРАННЫХ СТУДЕНТОВ УНИВЕРСИТЕТА
МЕЖКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ НА
АКСИОЛОГИЧЕСКИХ ОСНОВАХ**

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В статье освещаются педагогические технологии формирования у иностранных студентов университета межкультурной компетентности на аксиологических принципах. Представлены этапы формирования согласно выделенным компонентам: ценностно-когнитивном, ценностно-мотивационно-аффективном и ценностно-деятельностном.

Ключевые слова: педагогическая технология, межкультурная компетентность, традиционные методы, активные методы.

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**SPIRITUAL AND CULTURAL IMAGE OF THE HIGHER
SCHOOL TEACHER IN THE TWENTY-FIRST CENTURY**

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This article describes the features of the spiritual and cultural image of the higher school teacher in the XXI century. The article describes the feasibility of its elements.

Keywords: Educator, pedagogy, spiritual and cultural image, spirituality, culture, higher education in the twenty-first century, creativity in pedagogics, innovation.

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Problem in general and its connection with important scientific and practical tasks. The processes taking place in modern society pose new

challenges for higher school. That is explained by the fact that democratization of society and creating a common intellectual space, dominated by spiritual values, high culture, professionalism and creative rethinking of realities complicate the role of higher school teacher and increase requirements. Higher school teacher of the XXI century is to become a special person in students' life, a leader on the path of spiritual, cultural and creative development of personality.

Analysis of recent research and publications starting the solution of this problem and relied upon by the author. The problem of personality, becoming its spiritual aspect at all times worried the best minds of mankind. Problems of personal and evaluative commencement attracted S. Alekseev, S. Amonashvili, L. Archangelskyi, I. Ilyin, M. Roerich, G. Skovoroda and others. In the philosophical literature various aspects of evaluative attitude to life, work and society were studied: the essence of the concept of "value" (V. Vasylenko, V. Vlasov, A. Zdravomyslov, M. Kagan etc.); typology of values, their structure, levels (B. Bitinas, B. Yerasov, I. Pidlasyy, Z. Ravkyn etc.). K. Abulkhanova-Slavaska, B. Ananiev, L. Anciferova, L. Vygotskyi, I. Cohn, A. Leontiev, A. Petrovskyi investigated value as a psychological phenomenon. Teaching aspect of the problem has been developed in different areas: human values were concretized and scientifically substantiated by B. Hershunskyi, B. Karakovskyi etc.; spiritual, moral, aesthetic values by L. Arkhangelskyi, V. Bernad, L. Kondrashov, G. Shevchenko etc.; values of education by A. Voronin, V. Zinchenko, N. Nikandrov, V. Slastionin etc.; professional values of the individual were investigated by V. Volchenkov, S. Galenko, E. Podolskyi and others. The problem of spirituality many philosophers, teachers, psychologists combine with the development of creative powers of the individual. B. Ananiev, L. Vygotskyi, G. Kostiuk, N. Levitov, A. Leontiev, S. Rubinstein associated becoming of personal potential with the opening of creative abilities. G. Druzhinin, I. Isaev, A. Utkin and others devoted their research to the issue of professional pedagogical culture of the teacher.

Allocation of still unsolved aspects of the problem, to which the article is devoted. Actuality of the article is due to the fact that today there is an urgent need of inspiration and cultivation of higher education. Education is always determined by the respective type of culture and varies with the change of culture. But education is also a creative area that sets new horizons of culture. Interference of culture and education is a complex and multidimensional process. Characteristic changes of modern society in all spheres of human life and activity, active development of cultural values

objectively require the transformation of higher education into the institute of educational culture creation and reproduction. But whatever changes occur in higher school, they must relate to a higher school teacher, educator and scientist as a carrier of scientific knowledge, spiritual and cultural experience of society. In the general and professional teaching culture appears socio-cultural, intellectual, moral potential teacher. This potential is national wealth. That is why the solution to the problem of higher education that could affect the life of society, takes into consideration the establishment of spiritual and cultural image of higher school teacher of the XXI century as a carrier of the best values that affect intellectual and creative development of students. Higher School aims to provide an environment in which it would be possible to transform personal and social goals in an effective internal incentive and professional development of teachers and to fix his/her active professional position and his/her own creative style of activity, improving the spiritual and cultural wealth of his/her soul. However, the disclosure of moral values and principles of higher education in spiritual and cultural image of higher school teacher of the XXI century, in our view, has been neglected.

The purpose of the article is to identify the elements of spiritual and cultural image of higher school teacher of the XXI century.

The main material of the research and explanation of the results. Fundamental changes in Ukraine at the turn of the century, covering all areas of life, naturally led to actualization of public consciousness to education as a fundamental condition of progressive development of the country in the XXI century, and logically reflected in higher school – in order to enrich the scientific knowledge, the formation of high culture and to bring up the intellectual elite of the state. Today the task of universities is to strengthen links between education, science and culture, creating optimal conditions for full socialization of students by immersing in developmental scientific, educational and cultural environment, the forming professionals of the XXI century. In this process, significant role is played by the teacher as a conductor of the highest values. Spiritual and cultural image of teacher of modern times is a part of human culture and serves as the preserver, transmitter, and promoter of the general culture. Which elements can be included in the structure of spiritual and cultural image of the teacher of the XXI century?

Axiological approach determines humanistic orientation, which has long dominated in pedagogy, and is the basis of value orientation of the teacher: the main value is a Man; its educational culture from the standpoint of values declared is his/her development, education, protection and support

of human rights and dignity. Activity approach allows us to investigate the nature, means, methods of teaching, ensuring the realization of this value. The personal approach determines the quality of individual teachers-professionals who constantly self-develop. Modern teacher is a professionally competent, humane, creative personality, whose spiritual and moral character prevails and subjective position of an individual style and rich creativity is pronounced. [1, p. 48] The creative potential of the teacher personality is treated as a multicomponent and dynamic characteristic as a resource of creative possibilities, the basis of which is interrelated components: valuable, cognitive and active.

For higher school teacher it is not enough to possess some knowledge and transfer them to students. In the XXI century highly professional, intellectual and creative, spiritual and cultural potential of his personality becomes important. The structure of the pedagogical culture of higher school teacher includes humanistic teaching position; high personal qualities, theoretical knowledge and creative thinking, culture of the professional behavior and the experience of his/her own creative activity.

What criteria can assess humanistic orientation of higher school teacher? Analyzing educational sources (I. Isayev, V. Slastonin), we determined that among the criteria that indicate humanistic position of the teacher there are creative initiative of the teacher, support and development of students' creativity (creative and reflective components), self-education; positive beliefs and perceptions of the world, formation of self-regulation; social activity, interest in scientific research, level of the professional interests and abilities, professional orientation and culture, educational valuable orientations of the individual.

The set of educational values as rules governing professional career of the higher school teacher, has a holistic nature. Their level is an indicator of personal and professional development of the teacher, his/her teaching spirituality and culture. Teaching values serve as reference points with which higher school teacher relates his teaching career. I. Isaev [2, p. 64] identifies the following groups of teaching values:

I. Values that reveal the importance and meaning of the objectives of vocational and educational activity of the higher school teacher (target values).

II. Values that reveal important ways and means of implementing vocational and educational activities (values assets): the concept of pedagogical communication, pedagogical technology, pedagogical monitoring.

III. Values that reveal the importance and meaning relations as the core of educational activities functioning (values relations): the concept of one's own professional position, one's own activities, the attitude of the teacher to students, to him/herself.

IV. Values that reveal the importance and meaning of psychological and pedagogical knowledge in the implementation of educational activities (values knowledge): methodological knowledge of identity formation and activity, knowledge of the laws of educational process in higher education (university) knowledge of students' psychology.

V. Values that reveal the importance and meaning of individual teacher quality (values qualities): personal, communicational, professional qualities of higher school teacher as the subject of professional and educational activities, manifested in special abilities to be creative in designing one's own activities, in dialogical thinking etc.

Creative character of teaching activity is one of the principal bases of higher school teacher's spiritual and cultural image in the XXI century. The ability to create something new, creatively interpreting the best international teaching experience, and the desire and ability to teach students to think creatively – these factors are crucial for a professional teacher of higher school; it is a guarantee of high spirituality and culture. Intellectual and professional work of higher school teacher mobilizes mental spheres (cognitive, emotional, volitional, motivational) of his/her personality, helping to transform educational information. The effectiveness of educational activities depends not only on knowledge and skills as the ability to use the educational information in different ways and quickly. Creative teacher is a person with wide motivational and creative activity. Spiritual and cultural image of the higher school teacher in the XXI century is based on a combination of various creative expressions: communicative creativity with colleagues and students (improvisation, ingenuity, quick thinking in lecturing work, dialogues and debates), intellectual, emotional and volitional potential of creativity and components of scientific and educational work.

I. Isaev described features of educational creativity. It is "regulated" in time and space that brings together the notion of "creativity" (as opposed to the concept of "work"). The emergence of pedagogical plan, aimed at the solution of pedagogical tasks, development of the plan, its implementation in educational activities, analysis and evaluation of the works require rapid transition from one to another. The results of higher school teacher's creative research are not immediately measurable. The results of teacher's activity are transmitted into knowledge, skills of students. Developed analytical,

prognostic and reflective capabilities allow higher school teacher to predict the outcome of his/her professional activity. Understanding the nature of creative pedagogy makes the setting for implementation of creative attitude into pedagogical process, providing maximum fullness of personal self-realization and qualitative conduct of educational and teaching process in the present. The need for creative self-expression and personal fulfillment in the professional and educational activities for teachers is gradually becoming the dominant valuable orientation.

One of the features of the spiritual and cultural image of the higher school teacher of the XXI century is his/her *ability to innovative activity*, representing the creation of pedagogical innovations, their evaluation, development and practical application. The need for innovative pedagogical orientation of the teacher in modern conditions of education and culture development is due to several factors, one of which is the need to upgrade the education system, methodology and technology of the educational process in higher school.

Another feature to the portrait of the spiritual and cultural image of a higher school teacher of the XXI century is professional pedagogical self development, which is a special kind of his/her systematic work, aimed at self control, self extension of personal and professional qualities of the individual. The development of this element provides continuous replenishment of psychological and pedagogical knowledge, finding and setting new trends and patterns that are of general pedagogical importance.

Conclusions and recommendations for further research. The issue of mentioned above features of spiritual and cultural image of the higher school teacher of the XXI century (creative teaching activities, the ability to innovation, professional pedagogical self development) gives impetus to the development of scientific foundations of higher professional and pedagogical culture of the teacher (professiogram, modeling of teacher's personality etc.) have not yet received their presentment in pedagogy of higher education. Integrity analysis of the pedagogical activity of modern higher school teacher is to be conducted by determining levels of professional and pedagogical skills, solution of structural and prognostic, organizational, active, estimated, informational, regulating and correcting tasks, and by analyzing factors of spirituality and culture formation. The desire to consider and model represented image will provide modernization and spiritual revival of the educational process of higher education.

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**ДУХОВНО-КУЛЬТУРНИЙ ОБРАЗ ПЕДАГОГА ВИЩОЇ ШКОЛИ
XXI СТОЛІТТЯ****О. А. Седашова**

У статті окреслені риси духовно-культурного образу педагога вищої школи XXI століття. Обґрунтована доцільність його елементів.

Ключові слова: педагог, педагогіка, духовно-культурний образ, духовність, культура, вища школа, XXI століття, педагогічна творчість, інновації в освіті.

**ДУХОВНО-КУЛЬТУРНИЙ ОБРАЗ ПЕДАГОГА ВЫСШЕЙ
ШКОЛЫ XXI ВЕКА****О. А. Седашова**

В статье описаны черты духовно-культурного образа педагога высшей школы XXI века. Обоснована целесообразность его элементов.

Ключевые слова: педагог, педагогика, духовно-культурный образ, духовность, культура, высшая школа, XXI век, педагогическое творчество, инновации в образовании.

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