

Study on the Design of a Pedagogical Culture and Development of an University Teacher's Soft-skills

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ABSTRACT

The design of a teacher's pedagogical culture is perceived as a specific pedagogical field within which it is possible to extend the patterns of the project culture into education, which, in turn, is meant to enhance a teacher's personal growth and their readiness to work in the current global conditions of the social and cultural unrest. The article defines the term "pedagogical culture of a university teacher", describes the principles (of individualization, of professionally targeted educational process, of the synthesis of vocational, educational and scientific activities, of social determinacy) and the theoretical approaches that help to effectively analyse the design of a pedagogical culture. A university teacher's soft-skills development is claimed to be the indispensable means of advancing a pedagogical culture. The research described reestablishes the topicality of the development and advancement of the soft-skills.

Keywords: Design, Teacher's pedagogical culture, Teacher's soft-skills.

1. INTRODUCTION

Education design is a new pedagogical term of the new millennium. It marks a new vision of education and learning, which is now oriented at innovation in the maintenance of educational environment. The teacher's pedagogical culture is understood as a specific field in the theory of education where it is possible to extend the patterns of the design culture into pedagogics. The extension is meant to make the process of students' vocational training more efficient and to advance their readiness to work in the current global conditions of the social and cultural change and digital education. The design of a pedagogical culture has a potential of becoming a link between the Arts and the Sciences. An important method, used to perfect the pedagogical culture, is the soft skills training, which includes the development of various skills of team-building, productive negotiation and conflict resolution techniques, creativity, as well as motivation to life-long learning and the skills of the positive adaptation to changing environments.

Nowadays, a specific amount of knowledge or some competencies in a teacher's professional field is not enough. What is more important is the flexible skills, creative thinking, and project activities, which have become the necessary requirements for the professional advancement, for the promotion of a teacher's competitiveness, and for developing an ability to improve pedagogical culture in the secure digital educational environment.

2. THEORETICAL RESEARCH ON THE DESIGN OF A TEACHER'S PEDAGOGICAL CULTURE AS A MODERN TREND IN EDUCATION

An active research of the pedagogical culture dates back to the late XX century. ZF Abrosimova, M.V. Boguslavsky, E.V. Bondarevskaya, A.V. Vilkovskaya, N. Ye. Vorobyev V.V. Kraevsky, N. D. Nikandrova, Z. I. Ravkina, V.A. Slastenin, N.L. Shekhovskaya, E.N. Shiyanova et al. [1], [2], [3], [4], [5], [6] are the Russian scholars who took a deep insight into the issue, viewing pedagogical

culture as an integral component of a teacher's behavioral philosophy, which reveals itself in their professional qualities and the teaching activities.

V. Clifford [7] and his co-authors (B. Nicholas and M. Lousberg), P. Clanche and B. Sarrazy [8], B.V. Avramenko, M.D. Kultaeva, A. Plaksin, O.S. Tsokur, T.I. Krasnova and Yu.N. Egorova, M. Vilotievich are among other scholars who have used the term "didactic culture" in their scientific work. Their understanding of the term is close to its interpretation by the Russian researchers [8], [9].

S.N. Batsunova, O. Bocharnikov, M.V. Vasilizhenko, D. McCleland, P.G. Shchedrovitsky [10], [11], [12] have done research on soft- skills training methods.

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M.V. Boguslavsky, A.V. Vilkovskaya, G.F. 3.I. Ravkin, N.L. Shekhovskaya, E.N. Shiyanov consider pedagogical culture as a part of the universal humane behavioral culture, which incorporates pedagogical experience, values of cultural epochs, and patterns of educational paradigms [11], [12].

Currently, there is no generally accepted definition of the pedagogical culture. It is understood differently:

- as "a blend of the advanced development of all the teaching activities and the same level of development of the teacher's

personality, abilities and the potential" (GM Kodzhaspirova) [4];

- as "a complex character of a teacher's personality, reflecting their pedagogical viewpoint; as an indicator of the level of their spiritual, moral, and intellectual development, their knowledge, skills and abilities, professionalism, and highly-developed professional skills, required for the successful fulfillment of pedagogical tasks" (ZF Abrosimova) [1];
- as "a part of the universal humane culture, embracing the spiritual and material values of education and learning, as well as the methods of creative pedagogical activities that are required for maintaining education process (E.V. Bondarevskaya) [2];
- as "the integral quality of a teacher's personality, which projects their behavioral philosophy onto the profession, as the synthesis of high professionalism and highly developed personal qualities, the mastery of teaching, and the integral culture-oriented creativity" (N.E. Vorobiev) [3];
- as "a part of the universal humane culture, embracing spiritual and material values of education and learning, as well as the creative activities, required for the socialization of the individual and for the maintenance of the educational processes" (VP Bespalko) [13].

Summing up, we can define the pedagogical culture of a university teacher as a professional phenomenon of their active behavior in specific current social environment; as a means of the historical continuity of the culture; as a hierarchy of the constructive pedagogical activities, shaped by the professional competencies and aimed at the effective fulfillment of pedagogical tasks and the extension of the general behavioral culture into the teaching profession [14], [15], [16], [17].

It should be noted that now the design of the pedagogical culture can be considered as one of the trends in modern education.

The design of the pedagogical culture is a combination of three core components: the cognitive component, the value-based component, and the technological component:

- the cognitive component is a set of personal attitudes stemming from a teacher's mental process, their analytical and logical skills, their ability for research and creative work;

- the value-based component reflects the traditional values of the society. Particular attention here is paid to the traditional values of education and learning, which function as the profession-oriented landmarks revealing themselves in both traditional and innovative pedagogical ideas and activities;
- the technological component takes into account the interconnection and interdependence of a teacher's personality and their professional activities. Irrespective of the variety of educational methods, each teacher tends to single out the methods and techniques that suit their own capabilities and professional needs. The contemporary theory of vocational training is rich in various effective methods, including the interactive ones, which make it possible to fully uncover the teacher's professional potential [18].

There are some principles and approaches to be considered as the theoretical grounding of a teacher's pedagogical culture.

The principles determine the strategy and tactics of creating the design of the pedagogical culture. The leading principles of the pedagogical culture design are believed to be as follows:

- the principle of individualization, which takes into account individual capabilities of students and the specific ways by which each student acquires and customizes cultural values;
- the principle of professionally targeted educational process, which is characterized by its connection with the vocational training; the education of a student as an owner of the education process; development of a student's readiness to master the profession independently;
- the principle of the synthesis of vocational, educational and scientific activities. This principle assumes the possibility of a natural combination of the three types of activities any teacher is involved in: the vocational activities, centered around mastering the profession; the educational activities, focused on finding the effective techniques and teaching methods; the scientific activities, aimed at learning about innovations;
- the principle of social determinacy, which requires taking into account the whole complex of social and economic, psychological and pedagogical and vocational and educational factors that

have an impact on a specific pedagogical culture [15], [17], [18], [19].

Of all the theoretical approaches that might be applied to the design of pedagogical culture, the most important ones are the cultural, the system and the axiological approaches.

Within the cultural approach, the teacher is viewed as the owner of the education process, in which the culture is considered the priority, because it is the core component of the pedagogical vision.

The system approach allows us to view the design of the pedagogical culture in terms of all the pedagogical sciences and to describe the complex pedagogical processes from the standpoint of the integral system and its various structural and functional components.

The axiological approach views the pedagogical culture as the self-contained value, and its content is regarded as a blend of specific values [5], [6], [15], [16].

3. METHODS OF RESEARCH ON THE DESIGN OF A PEDAGOGICAL CULTURE

When conducting an effective evaluation of the design of a teacher's pedagogical culture, the authors of the article consider it appropriate to apply the measurement methods which analyze the components of the design.

In order to evaluate the cognitive component, it is advisable to use the method known as "The Ability of Self-Rule" by N.M. Peisakhova. The method measures the soft-skills competency level, i.e. the analysis of contradictions, forecasting, goal-setting, criteria formation, quality assessment, decision-making, control, correction.

There is a classic method of the "value orientations" by M. Rokich, which can help evaluate the level at which the value-based component is developed. This method singles out the value orientations that are necessary for shaping one's outlook and behavior.

The activity component can be evaluated by using the grading scale, originally developed by N.V. Kuzmina, and later modified by K.E. Romanova [16], [19].

4. AN EXPERIMENTAL ASSESSMENT OF THE COMPONENTS OF THE DESIGN OF A PEDAGOGICAL CULTURE

Currently, a university teacher is supposed to be able to meet all kinds of the challenges posed by the modern society. A university teacher's advanced soft-skills competencies help upgrade and improve the design of their pedagogical culture. And, the most up-to-date soft-skills that a modern university teacher ought to be developing are as follows:

- the skill of productive communication;
- the skill of efficient team-building and team management;
- the skill of evaluation of innovation in education;
- critical and systematic thinking;
- self-management;
- time-management;
- emotional intelligence;
- leadership;
- persuasion and reasoning;
- goal orientation.

Soft-skills development is a complex process, and, to achieve that, a teacher is to meet a number of requirements. A teacher ought to be ready for the life-long learning, effective life planning, open-mindedness, daily study of profession-oriented resources, getting and giving feedback, mentworking, self-coaching.

It is very important for a teacher to carefully analyze their strengths and weaknesses, realize the

positive and negative factors that have an impact on their professional activities, and concentrate on self-improvement [10], [11], [12].

There has been carried out a questionnaire study of 60 university teachers under the age of 40, aimed at finding out what their true competencies of the design of pedagogical culture were.

The following criteria were put together to carefully estimate how well-developed the design competencies of the university teachers' pedagogical culture was:

- Level Four (Advanced) corresponded to the ratings 86% - 100%;
- Level Three (Upper Intermediate) corresponded to the ratings 69% - 85%;
- Level Two (Intermediate) corresponded to the ratings 56% - 70%;
- Level One (Starter) was the rating below 56%.

A teacher was considered to have reached the Advanced Level of the design competency of their pedagogical culture if at least two of the three components rated at Level Four and one rated at Level Three. A teacher was considered to have reached the Upper Intermediate level of the competency if two of the three components rated at Level Three and one component rated at Level One. A teacher was considered to have reached the Intermediate level of the competency if two components rated at Level Two, and one rated at Level Three.

As a result of the study (See "Figure 1"), the development levels of the components of the design of the university teachers' pedagogical culture were as follows:

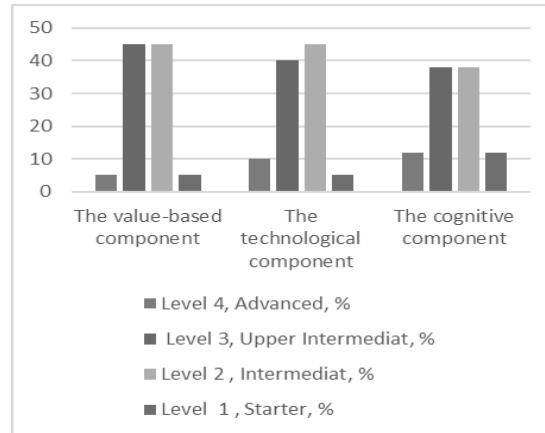


Figure 1 The development levels of the components of the design of the university teachers' pedagogical culture.

The value-based component:

- Level 4, Advanced - 5 %;
- Level 3, Upper Intermediate - 45%;
- Level 2, Intermediate - 45%;
- Level 1, Starter - 5 %.

The technological component:

- Level 4, Advanced - 10 %;
- Level 3, Upper Intermediate - 40%;
- Level 2, Intermediate - 45%;
- Level 1, Starter - 5 %.

The cognitive component:

- Level 4, Advanced - 12 %;
- Level 3, Upper Intermediate - 38%;
- Level 2, Intermediate - 38%;
- Level 1, Starter - 12 %.

It was found out that the number of the teachers with the highest competency level of the design

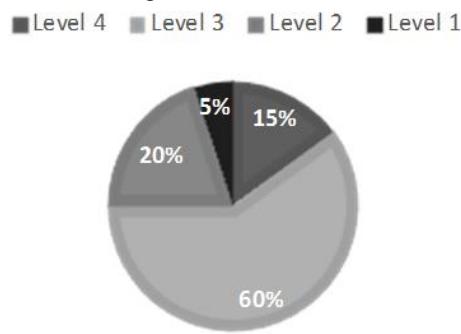


Figure 2 The development levels of the design of the university teachers' pedagogical culture.

Teachers' soft-skills ought to be developed through purposefully organized activities, including project activities. The soft-skills development is the indispensable means of perfecting and, consequently, upgrading the design of the teacher's pedagogical culture.

5. CONCLUSION

Having analyzed some theoretical research, we have come to define the pedagogical culture of a university teacher as a professional phenomenon, which is the blend of the teacher's activity approach and the state of the society at the given moment. Besides, the pedagogical culture is a means of the historical continuity of culture and the hierarchy of the constructiveness of teaching, determined by the professional competences and aimed at effective solutions of pedagogical tasks and extrapolating

components of their pedagogical culture was 15%. 60% of the teachers were rated at Level Three, or Upper Intermediate Level, while 20% were rated at Level Two. 5% rated at the Starter level.

This outcome showed that a lot of teachers had difficulty developing their self-management competency, although it is believed to be the starting point of the soft-skills development. The analysis of the questionnaires also showed that, in the teachers rated between Upper Intermediate and Intermediate, emotional evaluations of the situations dominated over rationalization, and they were more likely to suffer from anxiety and depression over possible failures, which is sure to have a negative impact on the productivity of the teaching activities.

We will show the final results of the experiment to determine levels of the design of the university teachers' pedagogical culture on a pie chart (See "Figure 2").

general culture into the field of teaching. Pedagogical culture includes the cognitive, value-based and technological components.

The design of pedagogical culture is created according to the following principles: the principle of personalization, the principle of professional targeting of the educational process, the principle of synthesis of professional, pedagogical and scientific activities, and the principle of social determination. The theoretical approaches that make it possible to conduct an effective study of the design of pedagogical culture are the cultural, the system and the axiological approaches. Soft-skills development and advancement are the means of perfecting a teacher's pedagogical culture. Currently, a teacher is supposed to be able to meet the challenges posed by the modern society.

AUTHORS' CONTRIBUTIONS

The article has been written by a team of authors, all authors have taken equal part in the theoretical analysis of the problem and in carrying out the research. A.A. Mikhailov analysed and generalized ideas of the Russian and foreign authors on the problem of the research. K.Ye. Romanova summarized the data and wrote the original manuscript. O.N. Ryabova conducted the survey among the university teachers. T.V. Burlakova was responsible for the experimental design. M.V. Burlakova made an analysis of the survey results and contributed to revising and editing the paper.

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