



ISSN 2450-6486

www.ehs-ss.pl

DOI: 10.38014/ehs-ss.2020.1.04



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General cultural dominant in the training future manager of education

Introduction. In European countries the requirements for the results of general and higher vocational education are formulated only in the competence categories. The problem of characteristics of key (general) and subject (special) competencies is urgent and burning because it is associated with increasing requirements to a student and increasing and contradictions of social changes make it difficult his vocational training. Nowadays society sets the task of forming students' national consciousness, scientific outlook, civic position, desire and ability to be well prepared for life, to build his or her future. These ideas are strongly emphasized by the law of Ukraine «On Higher Education».

It should be noted that an active reform of education in Ukraine makes it essential for the formation of competencies. The changes taking place in the educational system concern: the creation of new educational

standards, updating and revision of curricula, the content of educational and didactic materials, textbooks, forms and methods of teaching. The purposeful acquiring knowledge, skills by young people, their transformation into competence - all these have contributed to personal cultural development, technology development and human ability to correspond as fast as it can be to the demands of time (Kremen 2005, 123).

Literature Review. Studying the experience of foreign, Ukrainian scientists (O. Gluzman, E. Zeer, I. Zimnya, M. Ignatenko, S. Klepko, O. Ovcharuk, O. Pometun, J. Raven, V. Khutmacher, A. Khutorsky) as for the content characteristics of cultural competence have made it possible to formulate its meaning for the use of the acquired horizons in the vocational training of students, which they must possess in various professional situations.

Studying the state of a chosen problem in the theory and practice of universities has made it possible to make a conclusion that cultural competence is not created independently and requires purposeful actions of students in their own development and self-development, i.e. expedient, systematic accumulation in its content of positive quantitative and qualitative changes that allow to carry out cultural activities. In our opinion, the starting point in determining the specifics of students' cultural competence should be an understanding of its quintessence, an awareness of the most essential features and manifestations reflected in a student's personal and professional growth.

We have found out that the decisive tendencies in the formation of the general cultural competence of the future educational manager are: cultural orientation (V. Vernadsky, L. Vygotsky, O. Gurenko, O. Shevnyuk), orientation to humanization (G. Ball, I. Bech, V. Bondar, I. Ziazun, N. Nichkalo, O. Pehota, S. Sysoyeva, V. Sukhomlinsky, O. Sukhomlynskaya, M. Chobitko and others), humanization (L. Gryzun, M. Kagan, F. Coombs, D. Likhachev, V. Lutai, I. Nadolny, Y. Pelekh and others) democratization (L. Vashchenko), personal orientation (V. Grinyova, D. Pashchenko, O. Pehota, G. Tro Co. and others). These are imperatives that allow us to distinguish philosophical, psychological, pedagogical, methodical, and managerial background for the professional training of future managers of education on the formation of cultural competence.

Therefore, one of the leading tasks and results of professional training of the future manager of education should be the student's realization that the effectiveness of future professional activity depends not only on knowledge and skills acquired at the university, but also on the formation

of general cultural competence. Due to this, there is a specific professional reflection of the general personal culture on the field of pedagogical activity of the educational manager.

Cultural competency. By clarifying the various structures of key competencies, the documents establish that the integrative nature of educational results at any level reflect not only the notion of «competence» but also other no less profound and broad concepts, i.e. «education», «literacy», «skill», «professionalism», «cultural assets», «intellectual assets», «culture», «language», «technology», «strategy» and so on. The problem of «competence of education» is interpreted as an orientation to the acquiring cultures in different fields of activity, technologies, knowledge by students. The idea is as following: the philosophy of the K-approach is broader than known approach of the formation of knowledge and skills since the last ones do not integrate mainly into certain holistic results such as cultures, technologies, strategies of activity.

Competence is an orientation of education on an «output» which cannot be reduced only to a set of basic knowledge and skills. Differentia specific of competence and K-approach are established as forming an ability of a person to explore certain areas and optimal forms of using time. In order to put into practice such understanding of competences a systematic modeling of them is necessary (for example, using the Emprint method), giving an opportunity the students consciously transfer their competences of teachers and authors of textbooks (Ovcharuk 2004, 116).

A Russian researcher E. Zeer notes a special place of the characteristics of socio-professional units updating the content of education that are key competencies. According to the scientist, the key competencies are an ability of a specialist to mobilize and update the accumulated knowledge and skills in the right situations and use them in the process of performing professional functions.

E. Zeer states: «The notion of 'competence approach' contains the ideology of interpreting the content of education which is formed by the 'result' standard at the output» (Zeer, 2005).

5 groups of key competencies were identified that need to be formed with youth: political and social, intercultural, communicative, social-informational, personal in the project of the Council of Europe «Secondary education in Europe» (Klepko 2006, 162; Ovcharuk 2004, 123).

German researchers believe that making up the purpose and content of education in the form of standards, programs and textbooks is a decisive challenge for understanding competence/competency nowadays.

Competence is a result of an exercise in a particular field of knowledge or activity that unites content and operations or activities to that content. In this sense the idea of German researchers is to develop models of each competence that consists of a number of tasks: description of the task, definition of the purpose, structure and results of special learning processes, the reflection of components and stages of development of students' competences, orientation for studying at the university (Klepko 2006, 145; Ovcharuk 2004, 116).

DeSeCo's Expertise - Identifying and Selecting Competencies: Theoretical and Conceptual Foundations where there was made an attempt to systematize and summarize the experience of many countries in determining competencies and it is stated that the problem of development of personal abilities is the most currently important. Thus, personal students achievements are the results of educational activity. Experts define competence as an ability to meet individual social needs to act and achieve their goals successfully. The authors provide an example of building an internal competence that is focused on the needs of society and the individual. Yes, competence is focused on the need that is manifested in the ability to cooperate and has an internal structure to which belong: knowledge, cognitive and practical skills, relationships, emotions, values, ethics, motivation. The authors make the conclusion that the key competencies are the vital competencies of the individual that contribute to the personal manifestation of a person in the process of creating their own lives and the life of the society as a whole (Ovcharuk 2004, 116).

Thus, key competencies are formed via the life of a person capable to self-education under the influence of many factors, i.e.: family relationship, influence of parents on personality's formation, education, training, the manifestation of personality in professional activity, creation of cultural and social relations, attitudes towards religion, experience and more.

We rely on the definition of five key competencies with specific areas of the Council of Europe as for the consideration of structure, the separation of the nomenclature, the identification of specific features of general cultural competence in the process of our study competences. They are: political and social (ability to take responsibility, participate in group decisions, solve conflicts by non-violent means); life activity in a multicultural society (control over the expression of racism, xenophobia, the climate of intolerance); command of oral and written communication (knowledge of more than one language); information literacy (knowledge of information technologies, understanding of the essence of their

application, pro and cons of using information technologies); the ability to learn via an active life. We are impressed by the list of key competences that are in European countries, which points to the different accentuation of approaches to the definition of required competencies. For example, one of the lists of qualities of a «citizen of the world» is veiled in the competence in the field of public activity (fulfillment of the roles of citizen, etc.) (Klepko 2006, 145). Key competencies are determined on the basis of external research.

Standards and curriculum developers in the United States rely on the US Department of Labor's report «What Work Requires Schools for America 2000» (1991) and a similar report made by the Government of Canada (1992) (Parker 1999, 117-145). They argue that the modern world requires a high level of technical skills and virtually any career in these reports highlights as few competencies as the qualities or characteristics of personality required as a «citizen of the world» (Klepko 2006, 145).

German researchers consider competence as a result of an exercise in a particular field of knowledge or activity that results in «linking content and operations or» activities «to that content» (Parker 1999, 117-145). They suggest developing competence models that describe tasks, goals, structure and outcomes of special learning processes, reflect the components and stages of student competence development and offer orientation for university study.

Thus, realizing that a leading type of activity in education is learning, having its purpose to master an experience, it should be born in mind that the structure of the content of education is reflected primarily with the structure of the experience of the individual, reflected in the content of education. Personal experience is expressed by groups of intersecting components, i.e.: personality traits that are invariant to the subject specificity of the activity, i.e. corresponding to the most general structure of activity (experience of physical development, aesthetic attitude to life, work and professional activity, cognitive and scientific, moral and ethical relationships); experience of subject activity; experience of a person differentiated by the principle - theory-practice (knowledge-ability); the experience of a person differentiated by creative attribute (reproductive and creative activity) (Ovcharuk 2004, 116).

The concept of key competences is used to define characteristics such as allowing a person to participate in many social fields efficiently, contributing to improve the quality of society's life, contributing to personal success and being used in many fields of life. According to O.

Gluzman and M. Ignatenko, key competencies are complex of knowledge, skills, values and attitudes in the student's educational field and life fields (Gluzman 2011, 79).

Ukrainian scientists have identified a list of key competencies that modern educators focus on (based on discussions organized in the context of the Equal Equality Project, 2004), i.e.: an ability to learn, social, cultural, health, civic, entrepreneurial competencies in information and communication technologies.

«The cultural competence relates to the field of development of the personality and society in all its aspects, first of all mastering national and world cultural heritage, principles of tolerance, pluralism, formation of cultural interpersonal relationships that allow the individual to form the following qualities: to be able to analyze and evaluate the most important achievements of national, European and world science and culture, to feel familiar in the cultural and spiritual context; to apply means and technologies of intercultural interaction; know native and foreign languages, apply the language skills and norms of the respective linguistic culture, use native and foreign languages, symbols and texts; apply self-education methods focused on a system of individual, national, and human values to develop and implement strategies and behaviors; to master models of tolerant behavior and strategies of constructive activity in the context of cultural, linguistic, religious and other differences between peoples, diversity of the world and human civilization» (Ovcharuk 2004, 84).

As our research has shown, educational strategies should be taken into consideration in a broad interpretation of the concept of cultural competence, the main challenges are facing international programs that are aimed at developing lifelong learning in many developed countries. They clarify the concept of cultural competence and its components, i.e.: «promoting the creation of a society of knowledge; the society where everyone is a part of its life; understanding the importance of lifelong learning in all areas by all citizens; creating a database of strategies and activities that will facilitate access to lifelong learning for all citizens; increasing and expanding the level of active participation in training; acquisition and development of skills and knowledge of productive professional activity; development of creativity, innovative thinking; upgrading standards of teaching and learning; development and implementation of strategies covering education policy, training, youth, employment, social inclusion and informational support of society» (Ovcharuk 2004, 86).

Findings and Discussions. The scientific analysis made it possible to reveal the cultural competence of a manager of education as an integrated personal formation, a complex conglomerate of educational and cultural values, knowledge, skills and qualities of the student, ensuring the unity of general and pedagogical culture, right orientation in the modern socio-cultural activity and intercultural interaction with the environment.

The overall cultural competence of the student is a product of a learning process, not directly its result; it is a consequence of the student's self-development, values and self-worth of a person in the process of his cultivation and «humanization» (I. Ziazun).

The cognitive component contains a set of psychological, pedagogical, humanitarian and cultural studies (historical, linguistic, country studies, etc.), the knowledge that forms the foundation of the students' general cultural competence. General cultural knowledge and their creative assimilation contributes to a deep theoretical understanding and awareness of the patterns of socio-cultural and intercultural activities of the future educational manager.

The procedural component is a set of general cultural skills, the main groups of which are: gnostic skills; organizational skills; communication skills; regulatory skills.

Personal-reflexive component involves the development of the student's ability to self-observation, self-knowledge, introspection, reflection and self-reflection of their own actions, their right assessment and self-esteem, making conscious and necessary amendments to their own self-cultural activity as a future teacher, developing his own outlook, professional and cultural position.

Emphasizing in the structure of cultural competence of the future educational manager of the personal-reflexive component results in with the development of a set of professional and personal qualities related to cultural activity, i.e.: humanity, citizenship, moral responsibility, professional mobility.

The main functions of general cultural competence that reflect the diversity of decision of the future manager of education of methodological, innovative, research, didactic, methodical and proper general cultural tasks are the following: an outlook, communicative-cultural, organizational, methodological, monitoring and regulating tasks.

Quantitative and qualitative analysis of the data obtained with the means of pedagogical monitoring of the process of formation of students' cultural competence, their personal and professional development

made it possible to conclude that the chosen method of carrying out an experimental research contributed to the realization of tasks of the formation of students' cultural competence.

The experiment was organized at Berdyansk State Pedagogical University. The experiment was carried out in natural conditions without disturbing the logic and the educational process. In the summative assessment in conformity with the defined criteria and indicators, the initial level of formation of general cultural competence of future educational managers was carried out. According to the program of the experiment, two groups were involved in the formative assessment: the experimental EG (374 people) and the control CG (371 people). The validity of the obtained experimental data was confirmed by the methods of mathematical statistics (using Pearson's parametric criteria) (Pearson 2007).

The analysis of the results of the experiment showed the successful work on forming the overall cultural competence of future managers of education that is confirmed by the data.

Motivational-axiological criteria (according to the results of the questionnaire):

interest in educational and cultural problems:

- stable in EG - (14,71) and CG - (5,66);
- situational in EG - (3,74) and CG - (1,89);
- lack of interest in EG - (-18,45) and CG - (-7,55);

motivation to develop cultural competence:

- positive in EG - (11,76) and CG - (2,96);
- neutral in EC - (4,81) and CG - (3,23);
- negative in EG - (-16,58) and CG - (-6,20).

Cognitive-cultural criteria (according to the performance of didactic tests):

- completeness of general cultural knowledge - the amount of programme knowledge about the object under the study in EG - (12,57) and CG - (1,35).

The nature of knowledge acquisition:

- creative in EG - (6,12) and CG - (1,08);
- reconstructive in EG - (6,03) and CG - (-0,27);
- reproductive in EG - (-12,15) and CG - (0,81).

Activity criteria - the formation of cultural skills (according to the results of solving pedagogical situations and diagnostic tests):

- Gnostic in EG - (18,72) and CG - (6,74);

- Organizing in EG - (26,20) and CG - (23,99);
- communicative in EG - (19,25) and KG - (12,40);
- Regulatory in EG - (21.66) and CG - (12.94);
- Reflexive in EG - (25,40) and CG - (12,94).

Personal criteria - the development of personal and professional qualities (based on self-assessment and assessment of students and each other and the criteria of pedagogical situations)

- humanity in EG - (24,33) and CG - (12,40);
- Citizenship in EG - (21,39) and CG - (8,36);
- moral responsibility in EG - (17,65) and CG - (8,63);
- professional mobility in EG - (29.68) and CG - (23.18);
- pedagogical improvisation in EG - (29.95) and CG - (6.47) (Shumilova 2017, 28-29).

Conclusion. The scientific and methodological system of formation of general cultural competence of future managers in education gives us an opportunity to think of ways and make an idea of the integral process of formation structural components of the specified competence in the conditions of learning, reproduce the purpose and task of forming the researched personal-professional formation of the future manager in education as a professional teacher.

The developed scientific and methodological system of formation of general cultural competence of future managers in education includes the following subsystems: methodological-targeted, structural-content, technological and diagnostic.

The system-forming factor in the process of forming the cultural competence of a future manager in education is its humanistic orientation that determines the purpose of the system, the presence and reasonability of subsystems and elements in its structure and indicates the main characteristics of the object that must be reproduced in the system.

Thus, the presented scientific and methodological system of formation general cultural competence of future managers in education is characterized by the following features: structure - a certain set of elements (subsystems) that are system-forming units; integrity that unites all the elements and reflects the nature of their connections and interactions; hierarchy - organization of vertical interaction of the system elements; orientation that should regulate the activity according to the purpose. The developed system corresponds well to the content of forming the general culture and professional competence of the future manager in education.

The positive influence of a certain scientific and methodological system on the formation of motivational-value, cognitive, procedural and personality-reflexive components of the general cultural competence of future managers in education were proved experimentally that confirmed the hypothesis put forward in the study.

As a result of carrying out the pedagogical experiment, 75.63% of students of the experimental group, 62.37% of the control group (before the experiment 61.26 and 55.67% correspondently) showed the formation of general cultural competence at the productive and sufficient levels that is explained by the efficiency of implementation of the developed system of formation of cultural competence of future managers in education. It promoted awareness of the importance of acquiring cultural competence for professional activity and personal life, allowed to ensure a thorough assimilation of the students of general cultural knowledge and skills (32).

In conformity with the results of the experiment effective forms and methods of organization of educational-cognitive (problem-developmental, active-discussion, game, training, project, etc.), experimental-local studies (carrying out of the excursions, working in archives, museums, libraries, etc.), public-educational (organization and participation in cultural and artistic events, performances, etc.), self-education (making up a program of self-education, selection of pedagogical situations of general cultural character, keeping a diary «Student's self-education route», etc.) that is aimed at developing general cultural competence of future managers in education (Shumilova 2017, 34).

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Abstracts

SZUMIŁOWA IRYNA, SHERSTNEVA IRYNA, KUDEŁINA OLGA. **Ogólna dominacja kulturowa w szkoleniu przyszłego menedżera edukacji.** Artykuł rozważa metodologiczne, teoretyczne, metodyczne cechy ogólnych kompetencji kulturowych przyszłego menedżera edukacji oraz sposoby ich kształtowania. Określono istotę ogólnych kompetencji kulturowych przyszłego menedżera edukacji; treść

ich elementów strukturalnych (motywacyjno-oceniającego, poznawczego, osobowościowo-refleksyjnego, procesualnego) i konkretnie funkcji. Teoretycznie ugruntowano i eksperymentalnie przetestowano naukowo-metodyczny system kształtowania ogólnych kompetencji kulturowych przyszłego menedżera edukacji w procesie szkolenia zawodowego. System ten zawiera podsystem metodologicznie ukierunkowany, strukturalno-znaczeniowy, technologiczny i diagnostyczny. Określono kryteria i wskaźniki, poziomy kształtowania ogólnych kompetencji kulturowych przyszłego menedżera edukacji.

Słowa kluczowe: przyszły menedżer edukacji, ogólne kompetencje kulturowe, podstawy teoretyczne i metodologiczne, podejścia metodologiczne, system naukowy i metodologiczny, formacja, komponenty, etapy.

ШУМИЛОВА ІРИНА, ШЕРСТНЕВА ІРИНА, КУДЕЛІНА ОЛЬГА.

Загальна культурна домінанта в навчанні майбутнього керівника освіти. У статті розглянуто методологічні, теоретичні, методичні особливості загальнокультурної компетентності майбутнього менеджера освіти і шляхи її формування. Визначено суть загальнокультурної компетентності майбутнього менеджера освіти; зміст її структурних компонентів (мотиваційно-оцінного, когнітивного, особистісно-рефлексивного, процесуального) і конкретизовано функції. Теоретично обґрунтовано і експериментально перевірено науково-методична система формування загальнокультурної компетентності майбутнього менеджера освіти в процесі професійної підготовки. Ця система містить методологічно орієнтовану, структурно-значущу, технологічну і діагностичну підсистеми. Визначено критерії і показники, рівні формування загальнокультурної компетентності майбутнього менеджера освіти.

Ключові слова: майбутній менеджер освіти, загальнокультурна компетентність, теоретико-методичні основи, методологічні підходи, науково-методична система, формування, компоненти, етапи.

ШУМИЛОВА ИРИНА, ШЕРСТНЕВА ИРИНА, КУДЕЛИНА

ОЛЬГА. Общекультурная доминанта в обучении будущего менеджера образования. В рамках статьи рассмотрены особенности методологических, теоретических, методических основ общекультурной компетентности будущего менеджера образования и пути ее формирования. Определена суть общекультурной компетенции будущего менеджера образования; содержание ее струк-

турных компонентов (мотивационно-оценочного, когнитивного, личностно-рефлексивного, процессуального) и конкретизированы функций. Теоретически обоснована и экспериментально доказана эффективность применения научно-методической системы формирования общекультурной компетентности будущего менеджера образования в процессе профессиональной подготовки. Эта система содержит методологически ориентированную, структурно-значимую, технологическую и диагностическую подсистемы. Определены критерии и показатели, уровни формирования общекультурной компетентности будущего менеджера образования.

Ключевые слова: будущий менеджер образования, общекультурная компетентность, теоретико-методические основы, методологические подходы, научно-методическая система, формирование, компоненты, этапы.

SHUMILOVA IRYNA, SHERSTNEVA IRYNA, KUDELINA OLGA. **General cultural dominant in the training future manager of education.** Within the article, the peculiarities of the methodological, theoretical, methodical bases of general cultural competence of future manager of education and the ways of formation of it. The essence of general cultural competence of future manager of education has been defined; the content of its structural components (motivational-evaluative, cognitive, personal-reflective, procedural) and functions have been concretized. The scientific-methodical system of formation of general cultural competence of future manager of education has been theoretically substantiated and the effectiveness of its implementation in the process of professional training has been experimentally proved. This system contains methodologically targeted, structural and meaningful, technological and diagnostic subsystems. The criteria and indicators, the levels of formation of general cultural competence of future manager of education have been specified.

Keywords: future manager of education, general cultural competence, theoretical and methodical bases, methodological approaches, scientific-methodical system, formation, components, stages.