

УДК 378

**RESEARCH OF METHODOLOGICAL ASPECTS OF FORMATION OF  
COMMON CULTURAL FUTURE TEACHERS' COMPETENCIES**

**Olga M. Kudryavtseva,**

candidate of pedagogical sciences, Associate Professor  
of the Department of Foreign Languages  
and the Methods of their Teaching (Russia, Yelets)

ORCID: 0000-0002-8386-0684

E-mail: omk.279@mail.ru

**Elena B. Sotnikova,**

candidate of pedagogical sciences, Associate Professor  
of the Department of Chemistry and Biology  
FSBI HE "Bunin Yelets State University" (Russia, Yelets)

ORCID: 0000-0003-0867-9145

E-mail: sotnikovaeb@yandex.ru

**Abstract.** *The article is dedicated to the problem of formation of a well-educated, competitive specialist with a high level of common cultural competencies. Various approaches of teachers and researchers to the concepts of "competence" and "competency" are demonstrated. The authors have given their own interpretation of the definition of "common cultural competence" and defined its components. A model of interrelated components of common cultural competence is proposed. The contradictions between the objective society's need for specialists with a high level of competence and an ill-developed educational and methodological base on this problem are revealed. The stages of studying competence as a scientific and pedagogical category are described. The problems of vocational training and its role in the formation of the future teachers' personality are considered. Such methods as questionnaires, testing and statistical processing of the results by the Fisher method are presented. These ones allow diagnosing the level of formation of common cultural competence among students of pedagogical direction. The results of the research have demonstrated the need for organizing andragogical interaction of teachers and students which contributes to the formation of common cultural competencies in an educational environment. The rationale for the need to design pedagogical methods to improve the level of common cultural competencies, socialization, competitiveness and professionalism of future*

*teachers is given. The article can be useful for modeling a certain psychological, pedagogical and educational methodological educational environment aimed at the formation of students' common cultural competencies to ensure the further development of teachers' common professional competence.*

**Keywords:** *common cultural competencies, competence, common cultural and professional competence, students, culture, value orientations, pedagogical activity.*

The current situation in Russia is accompanied with an exacerbation of social, economic, political and as a result spiritual and moral problems. Have been changed ideals and values, the complication of social culture are reflected in the younger generation first of all. Up-to-day problems of society define the tasks for higher education such as the choice of new methods of modern teaching, the improvement of education, the activation of innovative processes in practice and theory which stimulates the creation of new directions in future specialists' training. These facts primarily apply to higher professional education, the main goal of which is to meet the needs of society for specialists who are able to adapt quickly to the requirements of the formative labour market. One of these areas is the competence approach which has gained particular popularity last years.

The competence oriented standards and curricular reflect the transition from the classical disciplinary substantive knowledgeable subject stereotype to the updated practical oriented model for the formulation and solution of pedagogical problems in Russian and European education. This paradigm defines higher requirements for the result of higher education which are reflected in the integral concept "competence" that is backbone and determines the success of the educational process. It logically causes the change of the teaching strategy, the assessment and the learning which aimed to the formation of certain general educational competencies of different content and purpose.

The goal of our research is to analyze the peculiarities of the formation of common cultural future teachers' competences in the process of vocational training at the university. The theoretical (investigative and historical analysis of literary sources) and empirical (modeling, questioning and statistical processing of results) methods were used in the process of our research. The study material for the research was to study the educational and scientific surveys of domestic and foreign educationalists on this theme.

The modernization and reorganization of the higher education system in the second half of the twentieth century has caused the interest in competence oriented education. The first differences between definitions "competence" and "competency" appeared that period of time. Translated from the Latin language

“competence” (competentia) is compliance, means a range of issues and topics in which a certain person is sufficiently knowledgeable and experienced.

At the moment, the science has accumulated quite a lot of material that allows to identify and classify various types of key, professional and personal competencies such as instrumental, educational and cognitive, reflective, informational, communicative, social and many others. However the analysis of the scientific literature has shown that there are different points of view on the essence of the terms “competence”, “competence approach”, and “competency”. We agree with the opinion of I. V. Konyakhina [2012 p.69] who indicates that there is no unambiguous definition of the concepts “competence” and “competence” in modern pedagogy, at the moment, and therefore, the general understanding of “the competence approach” cannot be formulated.

So M. S. Mamontova [2012 p.9] highlights the informational competence, considering that it is a personality quality based on the ability to use informational and communicative technologies to solve social and professional tasks as well as the desire for self-improvement in a dynamic informational society.

E. R. Sukiasyan [2008 p. 107] has a slightly different opinion. He points to competence as a certain amount of knowledge to judge something.

V. C. Klyuev [2011 p.206] considers the most significant managerial competencies which he defines as a complex of versatile but interrelated aspirations for productive activity, based on the abilities to study, analyze and apply scientific methods for collecting and processing information; to the management of professional innovations as well as the readiness for social professional partnership; to the use of legal documents and the ability to make the right management decisions in the subject area of professional activity.

V. L. Akapiev thinks that competence cannot be transferred so as knowledge. It is based on awareness, personal experience and “individual pedagogical signs”, which are connected with the teacher’s general culture, worldview and striving for continuous improvement [ 2013 p.1405].

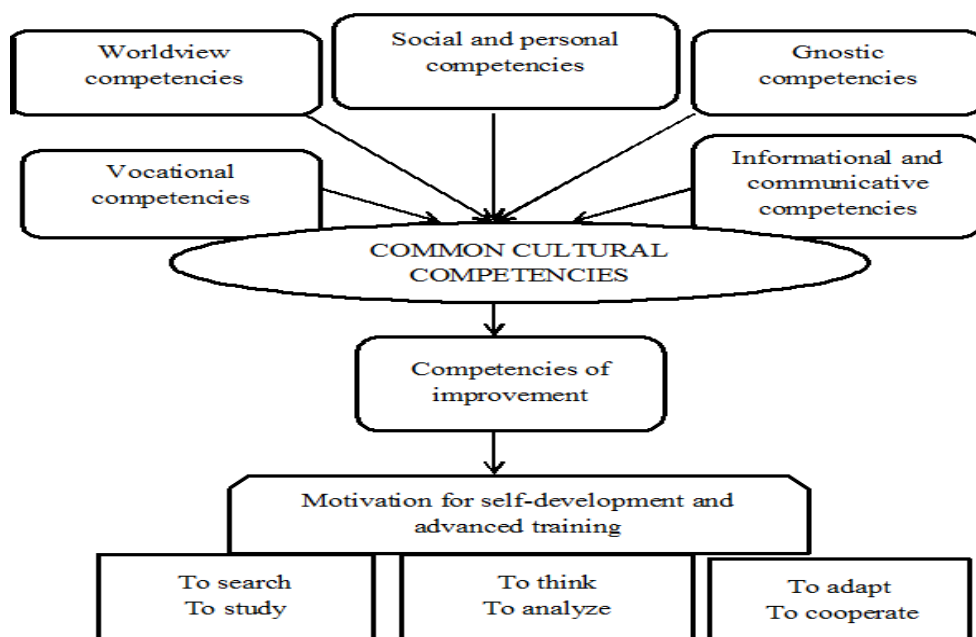
A. A. Verbitsky and O. G. Larionova share the concepts of competency and competence on the basis of objectivity and subjectivity of the conditions of activity. To their mind, the competencies are the rights, responsibilities and regulations. The competencies have been represented by the scientists as the knowledge, skills, motives and professional qualities of the specialist. [Verbitsky A.A., 2009 p.113].

Such researchers as O. V. Kalashnikova [2013], M. G. Vokhrysheva [2012], S. L. Troyanskaya [2016] and others have contributed to the study of various aspects of the definition of “competency”. Despite of the amphiboles of the term

“competency” it usually includes such elements as knowledge, skills and abilities in a particular type of activity. We tend towards an integrated definition of competence serving as personal category that includes many interrelated elements such as abilities, the desire for self-education, motives and awareness of responsibility. Further we suggest the competence is the inner knowledge and spiritual potential which makes possible the successful fulfillment of social and professional tasks in the field of cultural contexts and meanings.

The fifth paragraph of "Requirements to the results of mastering a bachelor’s curricular" of the Federal state educational standard of the higher education in the direction of preparation 44.03.01 “Pedagogical education” specifies that the graduate must have a certain set of common cultural competencies [FSES HE Portal]. For the formation of them, the problem of the educational process in the University should be considered in the whole without taking the student from the social environment of which he is a representative. It is known that the student is an integral part of a single social organism which is constantly changing under the influence of social and economic, political, social and cultural conditions which influences on the development of the student’s personality. That is why the formation of common cultural competencies of the future teacher is the most important task in the training of young professionals.

The analysis of references has shown the different approaches to the components of common cultural competencies. The problem of aggregating the definitions “a common cultural competence” and “a competency” has allowed us to offer the own model of common cultural competence which finally determines the level of professionalism of the future teacher and is one of the most important conditions for successful teacher’s work.



*Figure 1. Components of common cultural competence*

Despite the different approaches of scholars to the components of common cultural competence it is considered to be the main component in the pedagogical skills and teacher's professionalism. Thus the set of competencies of the FSES HE includes CC-4 which determines the ability to communicate orally and in writing in Russian and foreign languages to solve the problems of interpersonal and intercultural interaction. This competence is the basis of cooperation and initiative. It is formed throughout the period of training preparing future teachers to interact with colleagues and children. According to the authors of the article, written forms of communication contribute to the development of students' abilities to rationally complete the written form of language and include multicomponent student skills, such as:

1. Independent search for information to solve various educational problems as well as for self-study and independent cognitive activity.
2. The comprehension of the text as a text organized activity.
3. The evaluation of the information which has been obtained during studying.
4. The transformation of acquired knowledge in accordance with previously set goals.
5. The use of acquired knowledge and personal experience to create new educational and methodological developments for various purposes.

Oral communication is based on verbal transmission and perception of learning information through communication. Everyone is allowed to develop skills for conducting discussions, public speech and to form a complex of such skills as:

1. Effective participation in debates on a given topic.
2. Presentation of reports.
3. Preparation and organization of oral presentations.

To determine the level of common cultural competence of students of pedagogical direction, the authors of the article have conducted the research which includes a method of assessing the degree of individual's social intelligence – the ability to communicate easily, to interact successfully and to establish contacts in social structures, to lead effective group work. Such component of common cultural competence as motivational and value one was diagnosed. It is the basis for the formation of CC-4. The value principles act as the basis of the personality's forming communicative system and are based on self-consciousness and self-awareness, the desire to communicate.

Motivation is of great importance in the development of the personality of any specialist, in the regulation of his/her behavior and activities. It is a well-known fact that the professional sphere is an opportunity to meet the need for communication for one person, for the other it is a source to earn, and for the third one the professional environment has no value. Thus comparing the prevailing value orientations of the individual with the dominant position of life for him it is possible to determine the individual's dominant orientation. To determine the dynamics of the motivational value component, we used such empirical methods as testing and statistical data processing using the Fisher Criterion ( $\phi$ -criterion). Using this criterion we estimated the reliability of the differences between the percentages of the two samples in which the effect of interest had been registered. The essence of the Fisher angular transformation is to transfer the percentage to the central angle. A larger percentage will correspond to a larger angle  $\phi$ , and a smaller fraction will correspond to a smaller angle.

$\phi = 2 \arcsin \sqrt{P}$ , P is the percentage expressed in unit fractions.

As the divergence between the angles  $\phi_1$  and  $\phi_2$  increases and the number of samples increases, the value of the criterion also increases. The greater the value of  $\phi$  the differences are more likely to be significant.

It is necessary to formulate statistical hypotheses using the Fisher criterion:

1.  $H_0$ : the percentage of students who exhibit the studied effect in sample 1 (after experiment) is no more than it is in sample 2 (before experiment)
2.  $H_1$ : the percentage of students who show the studied effect in sample 1 (after experiment) is greater than it is in sample 2 (before experiment).

The following research work was conducted:

1. Studying of the motivational sphere through the ranking of the motives of duty and responsibility; self-determination and self-improvement; well-being and motivation of prestige; motivation to avoid trouble.
2. We carried out diagnostics of value orientations relying on the model of value orientations by M. Rokich which allows to determine the individual's orientation and to evaluate his/her attitude to the environment, to other people, to himself/herself as well as personal perception of the world, key motives of actions.
3. The definition of the level of empathic tendencies was carried out using the method of A. Mehrabien, N. Epstein "Questionnaire for the diagnosis of the ability to empathy". This questionnaire is used to determine the ability of an individual to empathize, to emotional responsiveness, the ability to listen and hear the interviewer, the ability to understand another person putting himself/herself in the other's shoes. For the future teacher empathy is a fundamental feature that helps to balance interpersonal relationships as it helps to resolve conflict situations by

consensus and compromise which is the basis of pedagogical success as it makes human behavior socially adapted.

The data which we have obtained show ambiguous results. On the one hand, the average rates in the middle courses on all three criteria are lower than those ones of the first-year students, but the level of the graduates' personality traits has rather high value. This fact suggests that we have been studying a group of students who are typical representatives of social active students with a wide range of communication, competitive enough, prone to self-development and self-organization, committed to career growth and is able to defend own opinion. But studying of the motivational and valuable side of the youth's personality has shown that a certain group of students needs further serious and systematic work aimed at correcting, developing or even forming communicative abilities. This work will be more effective and efficient if it is carried out on the basis of the student centered principle of learning including informative and material component of moral and spiritual culture by integrating technology and synergistic approach in training of the future teachers. Common cultural competence makes everyone to navigate easier in different areas of a person's social life, harmonizes the inner world and predetermines a positive result and recognition in both social and professional activities.

Thus the conducted research allows to conclude that the common cultural competencies defined by the Federal State Educational Standards of Higher Education are the key to successful professional pedagogical activity. But the problem of general cultural competence is unresolved yet nowadays. Culture itself is a complex, multifaceted phenomenon. It is a creation of a person and, the same time it is a regulator of human activity. It influences on an individual to become a person and a teacher to become a professional who requires enormous mental, emotional and volitional, emotional and moral expenses. The common cultural competence is able to be a promising strategy not only in teachers' training but also in the development of education based on a spiritual and moral basis as education is a mechanism of the human culture and civilization as a whole.

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