

Professional Training of Future Teachers of Primary School: Cultural and Creative Dimension

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Abstract. In the article the personality factors of development of future teachers of primary school, which activate on condition of strengthening of cultural and creative orientation of teaching, are disclosed. On the formation of levels of general culture and professional development of future specialists the followings factors have influence: capacity for self-development and self-education, career growth and healthy lifestyle promotion. Modern specialists need another high-quality potential: capacity for the comprehension of values of common culture; ability to work in new conditions which constantly change and become complicated; to realize the necessity of permanent perfection and develop a capacity for mobility etc. Innovative changes in training of primary school teachers in the pedagogical institutes of higher education are necessary to direct to forming of not only professional levels of development but also to the levels of common culture.

Keywords: *professional training of future teachers of primary school, cultural and creative dimension, common culture level of development of a future teacher, self-education process, motivation of career growth, healthy lifestyle promotion*

Introduction. Democratic transformation in Ukraine requires active processes of reform, including the creation of a new system of Higher Education, which must meet the requirements of scientific and technological progress, global cultural achievement and aims at providing the country with qualified teachers. Today's professionals need qualitatively different professional potential, namely the ability to understand the general cultural values, skills to work in conditions of life that is constantly changing, focus on responsibility, excellence, mobility and others.

Vector of Higher Education, which is directed to values of personal development of future teachers, causes the fundamental need to rethink those factors that affect the increase of their general level. According to the new philosophy, it provides a transition from the idea of "educated person" to the idea of "person of culture", which is characterized by a change in perception, culture tolerant behavior and system-humanitarian style of thinking.

Formation of a new pedagogical thinking is directed to "the development of methodological reflection, critical thinking of innovative changes in education, science and determines the need to overcome the incomplete ideas about the spiritual values of mankind if strengthening culture and creation orientation to training future professionals" [1].

Disterveg spoke about cultural and creation educational activity, but today this idea remains relevant and insufficiently developed both in theoretical and practical aspects.

Reinforcement of culture and creative component of content of Higher Education provides compliance of training and education to requirements of the environment and time, formation of person in the context of modern advanced culture and science, orientation of training of future teachers to cultural values, mastery and saving of world, including national achievements of mankind, taking socio-cultural norms of subjects of the educational process (in our case – a future primary school teacher) and their further development.

Review of publications on research. Consider the essence of the concept of "culture" through the key definitions which exist in modern philosophical and psychological and pedagogical sciences.

Culture is a prerequisite for human existence, the environment of human living, a means of improving the spir-

itual potential of the individual and is an essential component of innovative educational paradigm.

According to this paradigm, the tasks of education and culture are united. They provide to subject education and knowledge, predict his development, help to adapt to the changing social environment, help to integrate into the broadest community and thus remain free from stereotypes and prejudice. Culture, like education, is a reality which is specific to human way of being. It defines the whole range of practical and spiritual activity of people, the system of attitudes to reality and ourselves [5].

In terms of our problem, it is necessary to define the categories of culture, which are presented in "Psychological Dictionary," edited by W. Voytko: "Culture (Latin culture – education, care, development) is subject-values form of education and reform activities, that shows historically determined level of social development of person, it is generated and confirmed by human meaning of life" [4, p. 84].

Culture of person is synthesized in culture of basic forms outlook – practical (culture activities, culture behavior), theoretical (culture of thinking), spiritual and practical (culture feelings, culture communication). Cultured person – is not a virtuoso of formal etiquette but an intellectual (for spiritual essence) that takes an active and creative approach to life and seeks the highest achievements of mankind, where rationalism optimal activity is directed to the formation of creative freedom and dignity as the highest value [4, p. 84].

Prerequisites of psycho-pedagogical culture of teacher, according to the well-known Ukrainian psychologist W. Rybalko, "are its formation as an individual, ideological maturity, inner mood on educational activities, the ability to feel the mood of the child, his inner world, to share generously with students the knowledge, emotional enthusiasm of his heart, to respect the dignity of the child as a person" [5, p. 124].

It is known that today there are three cultural schools in Higher pedagogical education, they are: historical, philosophical and pedagogical. The first one introduces the student to the history of world and domestic cultures, it is required from students to memorize large amounts of information, including dates, names, concepts, etc. The second cultural school is philosophical, which largely

follows the course of philosophy but at a higher level. Typically, teaching cultural disciplines in University ignores specific characteristics of further professional activity and as a result does not form positive settings the interest to study in students. Confirming this view let's cite academician O. Savchenko, who says "it's time to change the names of the subjects in the training of primary school teachers. For example, it would be appropriate to name the discipline not just a "philosophy" but "Philosophy of Education", not "Politics" but "Personality, Society and Human Values". It is necessarily to add to the series of humanitarian training such courses as "Anthropology of Education", "Educational Ethics" [6].

Without prejudice to the role and importance of philosophical and historical approaches to the concept of cultural course in High school teaching, we consider it is appropriate to focus on increasing of culture orientation training of primary school teachers. Under such conditions of education, the result should be not only theoretical professional knowledge of students, but also specific cultural skills.

At the present stage of development of Higher Education the cultural approach is increasingly used in the development of standard materials to modernize the curriculum, including school standards and standards of professional training of future teachers.

Analysis of scientific research (H. Haken, I. Stengers, I. Prigogine, S. Kurdyumov, A. Knyazev, I. Dobronravova, O. Chaly, V. Lutay etc.) suggests that scientists, who study this problem, say that any kind of organizational transformation has two dimensions: mechanical (characterized by a change of system structure, technology, etc.) that is quite easily achieved, and cultural (characterized by a change of perception, way of thinking and behavior), that is achieved too hard.

General cultural level of future teachers, as L. Khomich says, depends on the following components: artistic culture that is formed during familiarization with different types of arts in public life (theater, museums, art galleries, art exhibitions, film, etc.); socio-psychological culture as a form and process of organization by subject his life at the household level; intellectual culture, which is formed in the process of training activities in the pedagogical setting and ensures the development of thinking and speaking, communication skills, organization of scientific research and others; professional culture as the ability to organize creatively an integral educational process in elementary school [8, p. 84].

Hence, training of primary school teachers in terms of culture should be considered, in our opinion, as a socio-cultural system, which enhances their general cultural and professional levels of development.

The goal of the article reveal personal factors of primary school teachers, affecting their general cultural and professional teaching potential.

Materials and methods. We expand the factors that affect the formation of general and professional levels of primary school teachers, among which we name: the ability to self-development and self-education, focus on career development and promotion of the value of a healthy way of life.

An important factor of general personal and professional potential of future primary school teacher is the

ability to self-education, self-development, a creation of something new not only in the outside world, but also in themselves. Even under ideal training, modern training of primary school teachers cannot be regarded as a self-sustaining system. The graduate should be competitive in the labor market. Therefore, during training in pedagogical universities we should form an inner need and ability to learn throughout life.

Focus on teacher self-perfection is explained in such a way that now it is a historical period when the generation of ideas and things change faster than generation. This creates complex problems in personal life and professional activities, so as I. Zyazyun said there must be a shift from the principle of "education for the whole life" to the principle of "education throughout life" in the mind [2].

Outstanding teacher K. Ushinsky focused his attention on such necessity and recommended to teacher "always remember that you must give the student not only a certain knowledge, but also develop in him a desire and ability alone, without a teacher, acquire new knowledge. This ability should remain with the student, and when his teacher leaves to give the student a means to acquire useful knowledge not only from books but also from objects that surround it, from life events, from his own soul. With this mental strength, a person will be learning all his life, which, of course, is one of the most important tasks of every school learning" [7].

The process of self-improvement and self-development becomes possible for the teacher only if he ever learns to acquire new knowledge independently that would help him in the future life to be a professional according to the growing demands of time and new conditions. Therefore W. Kremin notes that today we only carry "outlet to the ocean of stormy knowledge, referring to Newton, who said: "All my life I was a scientist who was trying to know the world. But now, late in life, I am a little boy who is playing with pebbles on the beach and endless ocean of ignorance is opened to me" [3, p. 11 – 19].

Self-education process in the broadest sense of the word is an improvement of the level of future specialists in various fields of science and culture, in the narrow sense is a focus on competitiveness in educational activities in the labor market. The content of self-education should reflect the interests and inclinations of the individual. During self education it is necessary to evaluate your potential on general cultural and professional development towards achievement of the level of highly qualified teacher. But the real purpose of self-education process should be directed to the development of professional mobility, which should be understood as "internal self-identity of individual which is based on the development of self-confidence, ability to assess and review your potential to mobilize and realize abilities in the new situation according to the market" [3, p. 14].

Powerful personal factors of general and professional development of primary school teachers are focused on career development, it is appropriate to associate with finding optimistic and creative sense of life.

Career opportunities are that for which a person realizes his natural abilities, performs professional activities. Positive and rich humanistic motivation of career inspires the process of labor, and thus strongly affects to the increase of general and professional development of the teacher.

Focus on career development should not completely deplete motivation of personal development. Personal space of modern teacher is wider than professional, because human life is not only limited to work. The successful teacher must fulfill his personal aspirations and goals, not only in the profession but he also has to learn to perform self-preservation of health, rationally organize the rest, focus on family, friends, travel, participate in various educational grants and projects in order to improve the general cultural and professional skills of development etc.

To achieve true career is impossible without such personal qualities as diligence and responsibility. Unfortunately, now many young people worship easy profits, they have faith in chance, so such problem as preparing future teachers for life in today's economic climate is enough serious. At the stage of learning in teaching university students should understand that only qualified hard work could provide a decent life in the modern economic realities. The problem of upbringing quick orientation and mobility in the labor market, the desire to work and earn an honest living are important and relevant for educational practice.

So focus on humanistic and creative career development and sufficiently strong position to the life self-assertion can provide a decent place of teacher individual in society, protect him from adversity and professional burnout.

One more personal factor of professional development of primary school teachers should include focus on a healthy lifestyle. Under such circumstances teacher education is the most powerful social institution, and it must take responsibility for the promotion of a healthy lifestyle.

It is necessary to note that for the primary school teacher is important not only to take personal values of a healthy lifestyle, but also to acquire the knowledge and skills which are required for the formation of a healthy lifestyle in younger pupils.

The words of V. Sukhomlynsky confirm this view, he said: "Remember, dear colleagues, that without our daily and skilful care about the health of the student there cannot be the harmony of physical and spiritual, not the harmony of thoughts, feelings, outlook, moral beliefs, tastes and views. A wise teacher is a good genius of child health".

Health is an element of individual culture of human life. This culture is determined by the level of skills that help to preserve, strengthen and restore health, it is an implementation of internal reserves of the body. Culture

affects health in specific forms and ways of life of the individual. Components of a healthy lifestyle include a variety of items covering all areas of health – physical, mental, social, cultural and spiritual.

The most effective modern means of promoting a healthy lifestyle among future teachers are: outreach, conducting of regular mass sports and recreational activities, the use of popular films, books, exhibitions, interviews, etc. [1].

In the context of the development of a healthy lifestyle for future teachers, attention should be paid to the problem of increasing immersion of current generation of young people in the virtual world.

Of course, in a society of XXI century exceptional role belongs to information which "is the most important strategic resource, a source of strength and power". Under such conditions, future elementary school teachers "have to learn to collect, store, process, absorb, transform, sort information from various sources. In addition, due to the glut of living space with information on the stage of vocational and educational training, it is necessary to build critical thinking of future professionals with purpose, which is a prerequisite for mastering the skills to make choices, to evaluate the significance of certain facts, events for themselves and for society"[7, p. 3].

Results and Discussions. Strengthening of culture orientation of future teachers training must focus on the real needs of self-development through online resources, but so as not to harm their health. Only healthy people have the prospect of receiving a proper education, to become a good specialist, to make a family welfare, to realize their career and social ambitions. Actually, the present demand is not only to possess the knowledge and a certain set of skills, but also to become aware of values in life, because health is the foundation of cultural self-development and self-identity of the teacher, contributing to its harmonious life.

Conclusions. Predicting strategy of further innovations in the training of primary school teachers in pedagogical universities should, in our opinion, provide increased culture and creation orientation of training and education. This approach should provide vision for educational disciplines where key is the ability to self-development and self-education, striving to find optimistic and creative sense of life, justice, harmony, tolerant behavior in multicultural and intercultural environment, and respect for the other.

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