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**MODERN PEDAGOGICAL UNIVERSITY, ITS CULTURAL AND EDUCATIONAL
SPACE AND PEDAGOGICAL PROFESSIONALISM OF ITS GRADUATES**

Profound institutional changes that take place in Ukrainian education as a consequence of the years of the reformation of the branch brought active discussions both by professionals and broader public. Their content is radically different: from complete rejection (usually by those who is little involved in the system) to strong admiration (mostly by the “steersmen” of these reforms). It is obvious that both positions are vulnerable, as they are uncritical toward educational processes with only one difference: the first group embellishes the past, whereas the second – the future. The major challenge of higher education, especially pedagogical, is often a matter of the interrelation between personal and organizational components. It is, in other words, is a matter of the human existence in the social environment, including the aspects of the selection, adaptation, and sharing of values, etc. It is consonant with the eternal problem of the choice of habitat, e.g., the choice even primitive people had to make: to live in a cave, created by nature, eat whatever they could gather or hunt or to built a shelter, grow grains, and rear cattle, i.e., whether to live in the natural or built environment. The historical experience of the human race has shown that cultural life is a more rational choice. Now that the discussion about the connection between education and culture, the degree of their interpenetration has come to the fore again, some talk about the need for their clear-cut separation, as was the case in the Soviet era, when education was viewed as something centered around school desks (and pedagogy, consequently, was located in the same range), whereas culture should inevitably be material, i.e., represented by artifacts (embroidery, crockery, songs, dances, speech etiquette forms, etc.). At the same time, historical, philosophical, and pedagogical sources (M. Berdyaev, V. Bibler, G. Gadamer, M. Heidegger, S. Hessen,

P. Natorp, O. Spengler, et al.) and modern researchers (V. Andrushchenko, V. Kremen', V. Bekh, M. Kagan, G. Filipchuk) believe that education and culture are, in fact, consubstantial, like science and education. Thus, a harmonious combination of this triumvirate of the civilization would ensure the formation of such a type of the personality that can successfully live in rapidly changing environment, while remaining internally coherent and, at the same time, integrated (through socialization) into social conventions, which are usually called human values. As for the institutional support for the formation of this type of personality, the most favorable cultural, educational, and scientific environment is a university. That is why the trend of previous years in Ukraine, due to which quite a few schools of this type emerged in our country, is true to reality and strategically justified. Another factor that actualizes the university as an educational organization required for the development of the younger generation is its unique space-temporal mode of existence in the culture, which ensures the institutional integrity of the educational system and the continuity of the educational tradition. Despite the general understanding of this issue by the academic and educational community, the existence of philosophical, pedagogical, and cultural approaches to its study, there is still missing the method of its study that would combine culture, education, and science in the context of the university pedagogical education and the professionalism of pedagogical university graduates. Furthermore, among various approaches to the investigation of pedagogical problems, the most common approach is phenomenological, in view of a large number and variety of the manifestations and contexts studied by scholars. Its validity is often fully justified as it allows rapid accumulation of data and its movement to the corroboration by experience; it is also "convenient" for dissertation research. At the same time, however, this same approach undermines the capacity for theoretical understanding of the investigated phenomena. In today's information-rich environment, turns into the factor of stagnation, separating knowledge and its practical application due to the inability to implement conceptual, fundamental approaches and, therefore, to develop general provisions and to ensure the institutional integrity of education as the system and as the process.

Giving credence to the benefits of the phenomenological study of pedagogical professionalism, but, at the same time, proceeding from the accumulated in the professional and social environment experience of the evaluation of the “benefits” of various educational phenomena, we believe that this research can be expanded by means of engaging to the phenomenological analysis of the cultural contexts of professionalism. Among the factors of phenomenological nature that affect the formation of pedagogical professionalism, most important is the study of the environment of teacher’s development, which is also referred to in the pedagogical studies as the “organizational, educational, informational, organizational environment”. Not denying the influence of the environment, but, nevertheless, pursuing the goal of expanding the capacity of the study of pedagogical professionalism, we should note that environment is a rather static phenomenon, which, taking into account the consequences of science and technical revolution, exhibits anachronism trend: due to its inertia, the formation of the internal environment fails to maintain the rate of the external environment progress. Thus, a more appropriate category concerning pedagogical professionalism is the concept of space, and, as the subject of article contains pedagogical professionalism in the unity of the cultural and educational space of modern pedagogical university, it should be analyzed from this very perspective.

As we mentioned above, the category of professionalism is rooted in the education obtained by the individual. The trend toward transforming pedagogical institutes into universities has been quite noticeable in Ukraine since the mid-90s, but it has already exhausted its potential in terms of quantity and, following the laws of dialectics, should now produce quality changes. These quality changes should be translated, in the first place, not into the changes only in the organizational and pedagogical approaches, namely in the content and distribution of the academic disciplines included in the curriculum, but also in the way the professional is formed: following the principle of the harmony of the form and content of internal and external factors, including education, socialization, culture, and so on. Thus, professionalism, emerging deep in the university “bowels”, by its very nature should

be more humane (compared to that built in institutes and colleges), more individualized; not abridge personality's freedom, but, on the contrary, expand it by means of the multidimensionality of its cultural and educational space. Universities are not about "forming" the personality in the literal sense of the word (as, in practice, personal deformation to fit certain professional moulds is quite common), but about creating an active, diverse individuality of the professional.

As might be expected, such approach to the study of the sources of professionalism is ideal, but it is absolutely valid phenomenologically, because it allows us to "discern" the intangible essence of professionalism through the intangible nature of cultural and educational environment of the university, that is, to paraphrase Paracelsus, "like educates like".

According to the definition by A. I. Bondarevs'ka, the cultural and educational space is the "predicated on time mode of existence, interactions, and mutual determination of education and culture; existence of education in the world of culture, and culture – in the world of education" [1]. Ye. A. Klimov argues that professionals "should be viewed as a complex system, which, along with external functions ("output"), possesses essential complex and diverse internal, particularly mental, functions" [2, p. 386]. J. Ortega y Gasset offered the following definition of the mission of the university: "Its most important task is to "enlighten" people: it is the university that has to teach students the entire culture of their time, reveal the enormous modern world with clarity and precision, of which their lives should become part to be authentic" [4, p. 18 –19]. These definitions expose the connection between the essence of the concept of professionalism and its sources: cultural and educational space and university, which are combined into the cultural and educational space of the university.

Thus, the cultural and educational space of the pedagogical university has to be the main factor to determine pedagogical professionalism, which, in turn, is defined by a number of internal qualities, defining them at the same time. In other words, in terms of the phenomenological approach, pedagogical professionalism, having its roots in the cultural and educational space of the university, gradually develops

through the accumulation of experience, involvement of other facilitators, such as people, organizations, and institutions in professional activities.

The Effective Management fund defined in its *Report on the Competitiveness of the Regions in Ukraine 2012* twelve pillars of competitiveness, having grouped them to describe three types of economies (factor-oriented, efficiency-oriented, innovation-oriented). Pillars 4 and 5 in this list are, respectively, “healthcare and primary education” and “higher education and professional training”. Pillar 4 closes factor-oriented economies, whereas pillar 5 opens efficiency-oriented economies. Thus, different levels of education, their features constitute the necessary and sufficient conditions for the transition between the types of economies. At the same time, primary education together with healthcare ensure workplace economic efficiency, affect the accumulation of surplus, consequently, according to experts, “In the long run, it is important to avoid significant reductions in resources in these most important branches despite the need to curtail government spending in order to reduce the deficit and debt burden” [4, p. 14]. In this regard, training of teachers acquires special importance, which, under current conditions, often takes place in pedagogical or classical universities. Therefore, this professional concentration is recognized as the key element of the development of all other concentrations. As for higher education and professional training, according to some researchers, their quality, acting as efficiency amplifier, opens up new opportunities for economies that “choose to move forward through the creation of surplus value and do not limit themselves to ordinary production processes and products” [4, p. 14]. Special attention is given, however, to the creation of the opportunities for continuing professional education. In particular, data [4, p. 54] show that Ukraine scored 5.75 points in “healthcare and primary education” (5.5 – the lowest-ranking region; 6.0 – the highest-ranking (Chernivtsi) region), which is above the average of 4.85 points compared to other countries (2.9 – the lowest-ranking country; 6.8 – the highest-ranking country). As for “higher education and professional training”, Ukraine gained 4.6 points (4.1 – the lowest-ranking region; 5.1 – highest-ranking (Kharkiv) region); among other countries, 4.05 points is average (1.9 – the lowest-ranking country; 6.2 –

the highest-ranking). The region that scored the lowest on both of these indicators is the penultimate (26th) in the all-Ukraine rating [4, p. 74 – 75]. When calculating the ranking with regard to healthcare and primary education, the latter obtained 50% share, whereas the indicator in general – 25% share of the basic requirements of factor-oriented economies. Such factors as the quality of and the access to primary education were taken into account as well [4, p. 19]. As for “higher education and professional training”, its proportion among the factors of efficiency-oriented economies amounted to 17%. The following components were taken into account: the access to secondary and higher education (33%); the quality of education, including the quality of the system of education, teaching mathematics and sciences, schools of management, internet access in schools (33%); in-service training (33%), including access to research and educational services, personnel development [4, p. 20]. Thus, among the parameters that instill a new degree of competitiveness both on the regional and on the national levels, education as an institution plays a significant role as a factor that ensures development and shapes the future.

Finally, a few words about the institutionalism and the category of the pedagogical professionalism.

There is no doubt that education is a reflection of the existing social relations. Creating and maintaining by the pedagogical science and practice of the environments rather than space-time forms of the existence of education and culture for many years (Soviet period), led not only to a deep crisis in these institutions of education and culture, but also brought about the “humanitarian emasculation” of education. As a result, especially in Ukraine, modern processes of the creation of the common European scientific and educational space cause controversy, triggering both valid criticism of the quality of training and subjective emotional evaluations of the educational system as a whole. M. Kwiek, addressing the interrelation between the university and the state in the institutional aspect, notes that, “Bologna process seems to focus on new challenges and new problems (i.e., the problems of Western Europe); the countries of the region, in contrast, are still embedded in challenges and problems of the old type mostly generated in a recent decade by the

processes of shifting from elite to mass higher education under severe resource constraints and in the context of the radical economic transformation from a communist to a market economy” [5, p.292]. These same processes of the institutional nature impacted the notion of professionalism in general and pedagogical professionalism, in particular. Admission to universities that is based solely on the results of the Independent External Evaluation, opens the door to the masses, having brought into focus the problem of professional elites, which, being unable to resist commercialization, marketization, and other “-ations”, assimilate. As a result, the cultural and educational space of the university loses its connection with the educational tradition, which, at the same time, is a precondition for the formation of future traditions because any modeling and, especially, design, which accompanies any activity, involves retrospection. That is, the existence of the cultural and educational continuum of the university becomes transient, filled not with time-tested values, but with the rules of questionable quality following the principles of “the customer is always right” and “the holy place is never empty”, while professionalism is formed to fit the current market situation, predominantly anticipating some immediately relevant skills instead of deeper competencies.

In summary, it should be noted that, phenomenologically, pedagogical professionalism is an institutionally conditioned phenomenon, emerging under certain cultural and educational conditions of universities. Thus, the formation of the professional skills of future teachers can and should start in the universities, which “set the tone” to the in-service development of professional identity.

Prospective lines of research include the study of the challenges brought about by the introduction of the Bologna system to the modern higher education and the search for ways to overcome them.

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Смолінська О. Є. Культурно-освітній простір сучасного педагогічного університету та професіоналізм його випускників

Проблема вищої освіти, особливо педагогічної, часто є питанням співвідношення особистісного та організаційного компонентів, їхньої пропорційності, взаємодій, тобто проблемою буття людини в певному соціальному середовищі, зокрема аспектів вибору, адаптації, обміну цінностями тощо. У статті розглянуто зв'язок між сутностями педагогічного університету, його культурно-освітнього простору та професіоналізму випускників з позицій феноменологічного підходу. Особливу увагу приділено проблематиці становлення інституціональності професіоналізму як суттєвого фактора під час дослідження процесів, що виявляються, з першого погляду, як

окремі феномени культурно-освітнього простору, хоча з часом стають його суттєвими характеристиками, зокрема це активний перехід цінностей ринково-економічного типу в університетську педагогічну освіту.

Ключові слова: педагогічний університет, культурно-освітній простір, професіоналізм педагога.

Смолинская О. Е. Культурно-образовательное пространство современного педагогического университета и профессионализм его выпускников

Проблема высшего образования, особенно педагогического, часто является вопросом соотношения личностного и организационного компонентов, их пропорциональности, взаимодействия, т. е. проблемы бытия человека в определённой социальной среде, в т. ч. аспектов выбора, адаптации, обмена ценностями и т. д. В статье рассмотрена связь между сущностями педагогического университета, его культурно-образовательного пространства и профессионализма выпускников с позиций феноменологического подхода. Обращено особое внимание на проблематику становления институциональности профессионализма как существенного фактора при исследовании процессов, проявляющихся, с первого взгляда, как отдельные феномены культурно-образовательного пространства, хотя со временем становящиеся его существенными характеристиками, в частности это перетекание ценностей рыночно-экономического типа в университетское педагогическое образование.

Ключевые слова: педагогический университет, культурно-образовательное пространство, профессионализм педагога.

Smolins'ka O. Ye. Modern Pedagogical University, Its Cultural and Educational Space and Pedagogical Professionalism of its Graduates

The article is devoted to the problem of higher education in general, and pedagogical education in particular, which is often viewed through the prism of the

interrelation between personal and organizational components, i.e., as a matter of the human existence in the social environment, including the aspects of the selection, adaptation, and sharing of values, etc.

The article points to the relationship among the matter of pedagogical university, its cultural and educational space, and the pedagogical professionalism of its graduates from the standpoint of the phenomenological approach. Special attention is paid to the institutionalization of professionalism as an essential factor in the study of the processes that, at first sight, may seem unrelated phenomena of the cultural and educational space, but become, over time, its essential characteristics. An example of such evolution is the transition of market economy values to the university pedagogical education.

The author sees pedagogical professionalism as an institutionally conditioned phenomenon, emerging under certain cultural and educational conditions of universities. Thus, the formation of the professional skills of future teachers can and should start in the universities, which “set the tone” to the in-service development of professional identity.

Key words: pedagogical university, cultural and educational space, pedagogical professionalism.

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