

The Study on the Professional Culture as a System-Making Competence of the Future Specialist

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Abstract: The study deals with the problem of students' competencies. In this study, professional culture is considered as a system-making competence of the future specialist. The development of this competence becomes the main goal of the higher educational process. Different methods were used to study the problem: method of studying normative documents and analyzing of university normative documents; modeling method and method of various mental procedures of logical thinking, method of oppositions. We consider professional culture as a norm of the profession existence. The basic principles of the systemic, synergetic and cultural approach to the study of the professional culture as a means of professional organizations and professional development activities and as a means of effective implementation are revealed. The study denotes the trends of functioning and development of the professional culture, using the method of the opposition, revealed on the comparison of the professional culture of teacher and education psychologist. The problem of system-making competence and mechanisms of development of students' professional culture in the conditions of the new state educational standards are still emphasized and discussed. In conclusion the significance of the proposed theoretical and methodological ways of the study of professional culture is revealed.

Key words: Culture, profession and professional culture, competence approach, systemic, synergetic, anthropocentric and culturological approach

INTRODUCTION

Modern Russian and European theory and practice of higher education has gained the sufficient experience in the development and implementation of the different approaches to the issues of quality of higher education. It became apparent that new quality of higher education cannot be achieved at the expense of extensive growth of the amount of information needed to provide students in the educational process. It is necessary to create personally-centered training model that emphasizes the result (not the contents) and the competencies of professional education. It is important to form the students' competencies not only during specific academic disciplines and the competencies that reveal the true meaning of education. Professional culture is one of such competencies; it's a method of organization and development of professional activity and means for its effective implementation.

Literature review: The problem of professional culture is related to the problem of professionalism. It is widely recognized that there is no single definition of professionalism and other related notions, for example, professionalism, professional identity and status and

professionalization (Erde, 2008). Professionalism can be seen as a concept or idea that "points in many different directions". The researchers' name two: the first as "a category of occupational classification" and the second as "categorizations of technical and ethical standards claimed on behalf of certain occupational roles".

This is useful as it succinctly relates occupational roles with concomitant characteristic standards and codes of (ethical) behavior but can also be seen as problematic as it signals "the exclusionary nature of professions" and "their claims to special status and influence over others" (Gewirtz, 2009).

The relevance of introducing professional culture concept we associate with the need to find new approaches to assessing the quality and effectiveness of higher education. Today, there is a number of approaches in the European system of higher education (Zymnjaja, 2003; Raufelder *et al.*, 2013). One of the actively implemented approaches in the higher education system is the competence approach, the purpose of which the formation of socially and professionally competent personality. Interest in adopting competence perspectives as an aid to understanding and managing human resources within organizations came to

the fore in the 1980s and during the last decade this approach has also become increasingly important in the management and assessment of courses in education and training. Competence places the focus on behaviors that demonstrate effective performance in context but the term is not narrowly interpreted as a performance that draws only on knowledge and skills but on attitudes and personal attributes such as innovation and collaborative working. Experts in the domain of education interpret the term “competence” not only on knowledge and skills but on attitudes and personal attributes such as innovation and collaborative working. In the context of globalization and increasing mobility of the qualifications of the expert, personal competencies characterizing the willingness and ability of the individual to build his or her own life including professional way are coming to the forefront. Competence is improved in experience and competence levels can be recognized and assessed: most contexts require an interplay of differing competences which provides the impetus for specifying competence frameworks (Hartley *et al.*, 2010; Sampson and Fytros, 2008). Analysis of state educational standards in various domains and specialties of training students and guidelines and procedures documents allowed, first, to obtain some objective data on actual practice of organization of educational process in universities and secondly, to consider professional culture as a system-making competence.

MATERIALS AND METHODS

Theoretical and empirical methods were used in the study of the professional culture as a system-making competence, serving as a professional organization and development activity and as a means of effective implementation. The study presents the findings obtained using theoretical methods: method of studying normative documents and analyzing of university normative documents; modeling method and various mental procedures of logical thinking, method of oppositions. A method of studying normative documents and analyzing of university normative documents allowed us to determine the relevance of the professional culture study in the context of the competence approach. Modeling method and various mental procedures of logical thinking were used to define the essence of professional culture as a system-making competence and to determine theoretical and methodological approaches to its study; method of oppositions was used to define common factors of functioning and development of the professional culture.

RESULTS AND DISCUSSION

We lined up the modeling of the professional culture in accordance with the requirements of the scientific theoretical study and it included three levels of analysis: the level of essence, the level of the phenomenon and the level of effectiveness.

Basic concepts in building the professional culture model of the specialists are the concepts of “culture” and “profession” where the concept of “professional culture” is of generic with respect to the notion of “culture” and in the functional respect to the concept of “profession”.

The concept of “professional culture” reflects the process and result of interaction and mutual influence of such phenomena as profession and culture. Within the psychological study, professional culture is considered as a set of objectives and beliefs, limited by specific professional consciousness of the person and containing space psychological dimensions of the profession as a set of values and patterns of behavior reflecting the specifics of the professional domain as a system of professional consciousness elements and professional conduct. The interpretation of the professional culture from the point of view of personal relations can be regarded as a basic competence of the future specialist.

The study showed different purpose of the functional links of professional culture and profession. Firstly, functional links allow all the existing system of professional activity and profession a priori to be considered as a peculiar culture of social practice in different domains of life and human activities. Secondly, the history and development of professions have a history of occurrence and development of their cultures. Thirdly, suggesting that changes in professional activities lead to changes in its functions (culture), functional links reveal the activity of the nature of the professional culture. Fourthly, revealing cultural purpose of the profession, functional links consider the process of training students as a process of their culture development.

The study of the essence of professional culture and its development is better to build on the basis of the systemic, synergetic approaches and humanitarian methodology. In this case, we should understand that first, the essence is the meaning of the thing that it is in itself and, second, to call the essence, means, to know what it is and to distinguish it from all the others. The use of the basic concepts of the systematic and synergetic approaches allowed us to describe the professional culture, firstly as a complicated organized system consisting of subsystems and elements of different nature (personality, consciousness and activity, existential and

mental standards; culture of reflection, understanding and interpretation, practical and research culture) which remaining relatively isolated, enter into a relationship of interdependence and interconnectedness. Secondly as the system having its own functioning program which tends to stability and order and at the same time the system that has a plurality of paths and own trends. In this connection, any professional culture cannot be imposed a specific path of development. The problem is to figure out how to contribute its own development trends and how to display it on the path of development in the process of training future specialists and in the process of constant professional and personal self-improvement. Professional culture as an ordered system with properties opposite disorganization, chaos and disorder is characterized by specificity of acquisition and hierarchical construction of cultural elements within a particular profession and not the specificity of the elements themselves. It is pointed out by almost all researchers in culture, regardless of their theoretical and methodological positions, it is due to the fact that the structural elements of any form of professional culture as well as culture in general, reflects its value-orientation and the nature of the regulatory function. In addition, the use of the concept of disbalance states, developed in the framework of the synergetic approach in relation to psychology, allows us to introduce the concept of an optimal state of professional culture.

Conceptual proximity of cultural and human-centered approaches to the study of the professional culture is defined as a measure of understanding of culture humanization of the person. The culturological approach constitutes the essence of humanitarian methodology and allows us to consider the personality of professional mastery of reality, the world of the profession as a process of mastering the world of its culture, accompanied by both internal and external changes of personality, consciousness and action. We've established that the professional values, significance and meanings are the new system qualities of personality, consciousness and activity, interacting with each other and provide education professional culture at the intersection of professional identity, consciousness and action. The basic concept of the professional culture of the personality is the position that culture itself is the given norm of the existence of the meaning in the professional field. From this point of view, not every professional action of the specialist (having a substantive sense) is a cultural matter how technically competent, it has not been enforced. Cultural practices have become professional when their substantive sense gets some universal reference system which performs the function of "higher

meaning". "Extra" meaning as dominant in the hierarchy is set by subjectively elaborated system of "value limits" defining the boundaries of professional and cultural domain of each subject's career.

For any profession has its own specific hierarchy of values. Cultural values of the profession are the cultured samples of value systems on methods and forms of professional actions, concepts, relations to itself to its own activities and professional space. Professional sample as a cultural reference encompasses information about the world and the time of the assessment and incentives for professional action. Value systems of the subject's activities provide certainty and continuity of the professional activity and behavior in professional situations and characterize the trends of professional needs and interests.

The existence of samples of professional value systems reflects the common way of professional activity and the identity of goals and objectives. However, it does not guarantee the identity of professional culture in a particular profession. The problem of general and individual professional culture is being raised and its solution is possible only in taking into consideration the specific development of a specialist as a subject of professional activity. Of particular importance is the professional culture subordination to its personal and professional values. Value system of professional culture includes values-meanings and values-norms and is not given cut and dried. It requires activity of the subject (person), understanding and interpretation of ideas, meanings and symbols of the profession. Most clearly valuable professional activity increases during critical periods of professionalization, when the person faces a discrepancy between what is and what is to be.

Civilized professional activity is characterized by "meaning, concept and object merged into a single cultural formation". The process of creating of the "cultural formation" requires person's capacity for self-organization. We consider psychological culture as a system-making condition of the self-organization development in the process of professional training.

The main provisions of notional concepts have the particular importance in the study of psychological issues of professional culture development, where the central concept is the meaning of "ontologically culture is nothing like entering a world of meaning and this one is to change the world and the subject of self-change of culture"; human world is notionally organized world of culture. World of profession is a world of culture as it is organized in a notional way. Notional organization is connected with the fact that the subjects of professional activity are always "with a meaning", i.e., put defined goals and put them in reality; cultural sense but not

functional values, allows subjects and events come into the life experiences of many people and generations. Cultural sense implicitly provides individuals with rules and norm of treatment with the subject and social world. In this context, the development of professional culture is a way of personal self-determination and acquisition of sense.

Being a means of person's growth and survival through the process of development in the creative transformation of reality the concept of culture has an important theoretical meaning in the framework of the culturological approach. On the assumption that the origins of culture which is a specific category of the connection between knowledge and creativity, being stemmed from the improving status of individuality are the main key for psychological research on the professional culture of personality. The value approach to the professional culture as a means of activity lies in the fact that it is fixed on the person who deals with the professional goals, reaches professional goals, contacts with other people and cognizes and transforms the world and self.

Anthropocentric approach generally eliminates the issues relating to the level of development of culture and the criteria for its evaluation. The main thing for the approach is a life of culture, its continuity and constant evolution. The principle of anthropomorphism allows not only to explain the essence of culture as symbolic ontological projection profession by the means of meanings which having formed the value core of professional culture has the properties of density, modality, strength, stability and consistency. Implementation of the principle of anthropomorphism conditions on the choice of the non-parametric approach to the study of the professional culture of a person, expressed in approaching the study of human nature which finds expression in the exclude measurement of professional culture and allocation levels of its development.

Historical analysis of the essence of professional culture allows us to discover that: the influence of temporal and spatial proximity different but similar and crops on integration tendencies in their development; "the entry of one culture into another", indicating a possible assimilation of one culture to another over the development of the profession; in the contact or in the intersection of some cultures with another possible "cultural mutation" and in the temporal and spatial terms individual professional cultures prefer to remain "isolated". These patterns are detected on the subject's professional activity level and on the profession level at different time intervals.

Temporal and spatial proximity of the different but analogous types of professional cultures influence the integrative tendencies in their development. Professional culture integration of the activity owner is the congruence of the behavior to the profession norms. On the subjective level integration tendencies in the development of professional culture represent the development of the logical and emotional coherence of the professional actions of the subject (person) with the requirements of the profession. Thus, the development of professional culture is intrinsic to "the tendency toward consistency", i.e., to a "mutual adaptation" of the individual and the profession and personality is the integrating factor in the development of professional culture.

There are two types of integration tendencies in the development of professional culture: internal and external. On the one hand internal integration tendencies lead to the internal coherence of the professional culture elements and on the other hand, the lead to some harmonization of existing cultural elements and socio-cultural and techno-economic changes, emerging under the influence of developments in society. In consequence of the integration processes a specific "cultural pattern" as a dominant internal principle of the professional culture is formed. In turn, it indicates the presence of characteristic particular profession objectives.

External integration tendencies in the development of culture at the profession level lead to the harmonization of individual elements of culture of different professions. Typically such tendencies are observed in the development of the similar professions culture ("person-person", "person nature", "person-equipment", "person sign system", "person artistic image"). In the development of the person-focused professional culture integration implies the primacy of human values, culture, interests and abilities. It should be noted that this cultural pattern remains "customized" for each profession.

The process of the professional culture development passes through assimilation of one professional culture with another. Such process occurs in a multicultural professional domain that acknowledges the primacy of the one, basic profession. In this case, either the subject of professional activity loses some professional culture features or maintains the professional identity and perceives the psychological, cultural communication with the representatives of another profession. In addition, to unilateral assimilation, bilateral assimilation is possible where either "impoverished" or "enrichment" of each professional culture is occurred. And here we can say that the study of professional culture is important from the point of view of the psychological approach.

The process of crossing of different professions and professional cultures in a temporary space may lead to “cultural mutations”. The latter we refer to Ideas, ways of professional thinking, professional ways of action, etc. which have been borrowed from one profession and have been related to innovations in a certain domains of life and activity are referred to these “cultural mutations”. The process of cultural mutation is complex, responsible. It occurs both under the influence of the internal and external professional domain and as a rule, passes through three stages: selection, modification and integration.

Despite the interaction of different professional cultures, their openness to each other, the fact that all cultures live and develop only in dialogue with other cults, we agree that each professional culture prefers to maintain its isolation “identity” in temporal and spatial terms. The isolation level of the profession may be different. It depends on the strictness of the response sequence of the professional activities and consequently, on the possibility of creative approach. The result depends not only on the sequence of the professional activities but on the subjects of the co-activities. The higher the isolation level of the profession, the more technical and psychological resources are required to maintain.

The peculiarities of the professional culture development can be clearly seen in the course of the analysis of professional-pedagogical culture (professional culture of a teacher) and professional-psychological culture (professional culture of the education psychologist) development. The analysis of the works devoted to the professional culture of the teacher including foreign researchers and psychologist of education, shows that ignoring the historical understanding of these professions development leads to some extremes in evaluating the interaction between different professional cultures in a single educational space. Particularly, in some studies profession of psychologist recognizes “responsible for developing effect of education” and consequently, psychologist has a dominant but teacher has a dependent position in the educational space. It becomes apparent that psychologist designs joint activity of teachers and students, being involved in the implementation of these projects, reflects on its results and builds new types and forms of activities for children and adults and the teacher expects from a psychologist guide to action and methods of scientific understanding of their actions.

The study of the problems in the professional culture development of the education psychologist found some integrative pedagogical culture tendencies in the

development; “cultural assimilation” and “cultural mutation” and some aspiration to separation. The results of the research showed that understanding of the educational psychology separation deals with “the philosophy of relations”, the main issue of which is the original models of the relationship between the psychologist and the student. The teacher’s objective model of relationship is a forming model according to which an activity model is personally-oriented. The psychologist’s model of relationship is a model of actualization of cultural and psychological resource of personality, the resource for its change and development. Accordingly, the model of the psychologist’s professional activity is individually-valued. The significance of this question is determined by the fact that the relation is integral and independent; it is an important personal setting and a subject of professional activity.

CONCLUSION

Thus, the proposed theoretical and methodological objectives of the study the problems of development of the future specialists’ professional culture allow to understand the phenomenon of professional culture and to rethink the phenomenon of professional education, to create the preconditions for research on empirical and experimental study of subjective factors in the development of various forms of professional culture at different stages of personality professionalization. Proposed theoretical and methodological objectives of the study professional culture as a system-making competence of the future specialist may serve as a basis for developing theoretical models of different forms of professional culture and their practical use in the process of the future specialists’ development.

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