

Scientific and Methodological Maintenance of Advisor's Activity as a Basis of the Corporate Culture of the Future Teachers of Foreign Languages

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Abstract: Nowadays the man as an expert and personality there are faced a lot of complex issues of self-determination and self-realization with which only free, independent and socially active personality can cope. It is important to notice that in terms of contemporary education the training of future specialist is closely connected with the occurrence of student's youth into the scope of various roles and forms of activity. In this case, the purposeful activity of advisors assumes ever greater importance. Practically the activity of advisor is focused on familiarizing of students with the types of their educational activity and proper psychological behavior. Therefore, the necessary assistance to the student in adequate adaptation to new environment his activity and inevitable communication is the main specific task of an academic group advisor. The development and approbation of necessary scientific and methodological maintenance of advisor's activities for the formation of the corporate culture of students of foreign-language education are the aims of our research.

Key words: Corporate culture, advisor, foreign-language education, scientific and methodological maintenance, environment

INTRODUCTION

It is known that any corporate activity means the interaction of people and the assessment of their knowledge and abilities, motivations, valuable and semantic orientation. M.M. Bakhtin noted that "only in communication in interaction of the person with the person; "the person in the person" both for others and for himself reveals (Bakhtin, 2004).

The student's group as the small state has to have their own culture with values, traditions, secret rules of conduct and symbols. Its value can hardly be overvalued especially for the developing student's group.

The management in developing is possible based on the corporate culture only, since valuable components and the attitude towards them will define its direction.

From the beginning of 18th century by culture, people understand everything that appeared due to person's activity his purposeful reflections. In our opinion, culture is one of fundamental concepts of social and humanitarian knowledge.

The theme of a corporate culture due to its practical and economic significance revives the interest of researchers of various brunches (psychologists, sociologists, economists, specialists in management) and

also practical workers (the staff of specialized firms, heads of HR departments, different consultants). Moltke in the 19th century introduced the term of a "corporate culture" which allowed to differentiate this concept from similar categories ("culture of business", "organizational culture", "business culture", "internal culture of the company") and to include a new meanings into it. Since, the problem of the corporate culture is actively investigated by foreign (Deleu, 2011; Hemes, 1996; Kuzmin, 2014; Sigelman *et al.*, 1990; Hofstede, 2002) and local (Kim and Bayserke, 1997) scientists.

The problem of the formation of the corporate culture has evident pedagogical aspects, however, it did not become a subject of the wide-ranging pedagogical studies, the concept of corporate culture was not widely adopted in the pedagogical theory and practice. The importance of the corporate culture of students' group is in possibility to select the most effective students' behavior models without administrative pressure, to develop creative and active students who are focused not only on their personal achievements but also on the general success of the people and communities surrounding them. The corporate culture can be defined as a set of the basic values, beliefs, confidential agreements and norms shared by all members of the

organization. It is some kind of a system of the general values and assumptions about internal structure of the organization which is learned while solving external and internal problems.

The corporate culture helps enterprises to survive, win in a competitive fight to gain the new markets and to be successfully developed. The corporate culture can be defined by a formula: the general values-mutual beneficial relations and cooperation-conscientious organizational behavior.

Therefore, based on the analyzed literature about corporate culture we tried to give a definition of the student's corporate culture. Corporate culture of the student is a generalized characteristics: motivations, valuable and semantic orientations, knowledge, skills (corporate competences) and abilities of their self-development and self-realization in terms of group tasks realization. Thus, the corporate culture of student's community is understood as a subculture of the corporate culture of higher educational institution in general and represents a system of spiritual and material values, assumptions, beliefs, expectations, norms and examples of behavior which are shared and supported by majority of students of higher educational institution. It also defines a way of students' actions and interactions in and out of community in daily routine and future professional activity. It is some kind of a tool allowing focusing students on the solution of the general tasks to mobilize their initiative and to provide effective interaction in the educational environment of higher educational institution

at all levels. It provides consolidation and unity of students on the basis of the general values and promotes the maintenance of an adequate reputation of higher educational institution in external environment. It helps to receive the maximum efficiency from students of higher educational institution due to creation of favorable emotional and psychological climate, possibility of self-development, moral and material satisfaction.

We analyzed foreign and local literature devoted to the analysis and diagnostics of corporate culture where a number of indicators of efficiency of culture of corporation are given. Classical works on diagnostics of a corporate culture belong to Hofstede (2001), Morgan (1996) and Schein (1985).

DISCUSSION

From all indicators of the corporate culture for the assessment of the corporate environment of a higher educational institution, we allocated firstly the spiritual and material components which provide the formation of moral and ethical values and aims of students' life activity inducing the potential of intellectual and spiritual energy of human resources on effective realization of its mission. The second component is a condition of realization and maintenance of values, norms and general ideology and also comfortable stay of students of higher educational institution in a corporate space. In Table 1, we offered the following groups of indicators of an assessment of the corporate culture of students.

Table 1: Indicators of assessment of students' corporate culture-future teachers of foreign languages

Indicators of assessment	Contents
Spiritual component	
Mission	The general idea which coordinates the entity of interest and expectations of students' community
Strategy	The system of direct (through organization) and indirect (through socio-psychological components) actions aimed at mission realization and achievements of result
Values	Objects and phenomena which are important from the point of student's view which are the aims and guidelines of his/her life activity
Norms	The norms of student's behavior in a community which have appropriate niche in the structure of organization
Traditions	Cultural heritage which is transferred from generation to generation of students' community
Customs	Habitual, comfortable and widespread methods of group activity, stereotype modes of behavior which are reproduced in appropriate social group (students' community)
Rituals	Specifically developed and planned actions, events sustaining and intensifying the notions of the key values and important aims of community in the mind of the learners
Material component	
Symbols	The reflection of the peculiarities of the external image of organization and team. The expression of the ideology of inner relations
The quality of teaching conditions	The correlation of teaching conditions with sanitary, ecology and safety requirements, the availability of modern equipment. The accessibility of computer technologies and its contemporary capacities, the accessibility of qualitative teaching and scientific literature. Progressive means of teaching materials preparation, the availability of dormitory for students
The provision with material and technical resources	The provision of students with lecture halls, the provision of students with sport complexes, the provision of students with academic laboratories, the provision of students with teaching aids, the availability of computers in teaching process
The provision with corporate informational environment	The availability of a corporate site of the university, the accessibility of WiFi internet for corporate space of the university: university, dormitory, library, sport complex
The conditions of a support of the health of the students	The provision with sport grounds, gyms, swimming pools, the provision with catering, the provision with medical centers

Table 2: The activities of the curator-advisor in the course of formation of the corporate culture of students-future teachers of foreign languages

The goals and the basic aspects of work	Activities
The analysis of the personality of the student and assistance rendering for the formation of the students' group	The analysis of the situation of the students in a system of interpersonal relations of the group The study of the structure of the students' group The preparation of the annual and final professional characteristics for the student The examination of the interests of the students The participation of the students in labor activities
The familiarization of the students with the traditions of the higher educational institutions	The meeting with experienced teachers of the higher educational institutions The visiting of the museum of the university or faculty The contests for the development of the best symbol of the university or faculty
The rendering of assistance to students while formation of the schedule of academic work	The participation in the meetings (interim and final) The participation in student's attestation The assistance rendering to dean's office in controlling of attendance of the lessons by students The assistance rendering to students in fulfilment of the tasks of the teachers
The rendering of the assistance to students while solving the issues connected with new conditions of life and recreation	The participation in the work of scholarship commission The participation in distribution of the rooms in a dormitory The organization of conversation about rights and responsibilities of the students The visiting of dormitories and interview with students The analysis of the personal cards of the students
The methodological work of a curator-advisor	The composition of the methodological manuals for contests, disputes and clubs of interests

The higher educational institution is a specific type of a corporation and corporate culture obtains the educative function which has a great influence on training of future specialists.

The curators-advisors have the main loading of educative work in a higher educational institution who are compelled to accompany a student's group from the very beginning until the end of teaching process. Curator-advisor of a student's group is a person who can give some advice. He/she is the person who does not stop being a teacher after his/her pupils stopped being the formal wards. The main work of the curator-advisor is a formation of the identity of the student as citizen of our society who must be clever, civilized and respectful to cultural values, traditions and moral principles.

Adaptation of students is a difficult, multi-level process which is a basis of the corporate culture of a student of the higher educational institutions. By adaptation, we understand the process of social and personal adjusting to dynamic balance of new conditions of the inter-institutional environment as an external factor for student. Speaking about adaptation, we mean not only the functioning, interrelation of the personality with a wide range of external circumstances but also the development of the student, his self-actualization. It is obvious that adaptation has two directions: adaptation of the personality to new environment and adaptation as a formation of new qualities. Adaptation in this regard is understood "as an active process of education of the personality by group of people. It is a process where personality and group of people play an active role" (Afanasyev, 2008).

With the help of adaptation in the process of socialization the most valuable signs and properties of the student are developed which gives the chance to live,

work, study and relax in new situation. Thus, it is possible to tell that adaptation is the most essential factor of socialization.

In the social and psychological characteristic of students it is essential to consider that it is an important time of development of the person, the central period of formation of character and intelligence, the period of intensive and active socialization of the person. There are many opportunities for students' development but according to Ananyev, the age of 17-25 is a "sensitive period which was not fully exploited during the teaching process" (Ananyev, 1986).

In this regard, the curator-advisor of a student's group needs to choose the means of an impact on students while the formation of the corporate culture. They have to be new in comparison with forms of influence at the previous stages of personality development. It is necessary to consider that at youthful age the impulsiveness and dispersion, illusory romanticism, disappointment and pessimism, nihilism and negative maximalism are shown. There is a national principles of education "the child can do everything what he wants but he has to want what his mother wanted". This principle is quite applicable to education of students as we perfectly know that inducing them to do something is rather difficult; it is possible to interest them only, having created the appropriate necessity. In our case, it would be the components of the corporate culture.

This process is reflected in the scheme of the plan of the curator-advisor for the formation of the corporate culture of the student (Table 2).

In recent years, the special attention in higher educational institutions is aid on organizational-methodological work of the curator-advisor and the formation of the corporate culture of the students is

included into this work. Particularly, the University of Foreign Languages and professional career which we represent, holds the competition annually for revealing and encouragement of the best curators-advisors of the faculties.

The contest promotes the identification and distribution of positive experience of curators at the university. Every year the methodological seminar "school of the curator-advisors" is held with the purpose of exchange of experience, acquaintance with curators' work in other higher educational institutions and theoretical bases of educational work. Besides, in order to improve the qualification of curators-advisors of the academic group the specific program is developed as the activity of curators-advisors connected with education and formation of the corporate culture demands appropriate skills. Further, development of institute of a coaching is of particular importance in the conditions of inclusion of Kazakhstan in Bologna Process. The appeal to the experience of foreign higher educational institutions confirms the necessity of interaction between teachers and students, rendering them the direct help in adaptation to social conditions, formation of life position, search of the opportunities for their educational and public work.

The research of the advisor includes not only the organization of meeting with students during the curator hour but also the analysis of the results of exams and control of the current progress of students as each student should understand that a good learning performance contributes a lot to the professional growth. In addition, the curator-advisor is the first person who will be able to detect the future experts promoting their steps in science. The university has to develop the effective incentives for involvement students into scientific societies: publication of the theses of the student's reports, awarding of the nominal grants, i.e., familiarizing students with scientific activity of the university as a part of the corporate culture of higher educational institution.

Except educational and scientific activity, the curator-advisor involves students into extracurricular activities, promoting the formation of the corporate culture of students. Curator-advisor acts here in different forms: as the organizer of the excursions and as the coauthor while writing scenarios (for example for a concert of artistic performances and as the initiator of various ideas).

Thus, we can designate the main functions of curators' activity: informative, organizational, communicational, controlling (administrative) and creative. Perhaps, the main work of the curator-advisor consists in the formation of a corporate spirit and the corporate culture of students inherent for their alma mater.

The primary activity which is carried out by the curator of student's group in the completion of designated functions means in our opinion, the scientific and methodical maintenance which was interpreted by Manuzina (2011).

Scientific and methodical maintenance is a system of the professional activity directed on creation of pedagogical conditions for successful training, education and formation of the corporate culture of students of the higher educational institution. In order to improve the activity of curators-advisors, it is necessary to consider the following accurately specified functions:

- The organization of school of young curators-advisors
- The edition of the methodological instructions for curators-advisors
- The organization of internship, advanced training courses in other higher educational institutions of other cities for the experience sharing
- Regular reports of curators-advisors about faculty meetings
- Carrying out competitions of the best curator-advisor of the student's group

The activity of curator-advisors has a big educational potential if it is purposeful has scientific, program and methodological basis. The quality of the curator's activity is defined by three major factors:

- The readiness of the curator-advisor for continuous self-education and self-improvement in the field of theoretical and practical pedagogics and psychology
- The existence of the effectively organized system of improvement of psychological and pedagogical knowledge of teachers-curators for rendering social psychological assistance to the subjects of educational process
- The possession of specific qualities and abilities which are necessary for implementation of the curator activity directed on formation of students 'corporate culture

In order to disclosure the educational potential of a curator work, its transformation into actual innovative resource of the higher education it is necessary to solve the above-mentioned problems and create a system of organizational, scientific-methodological provision, social-psychological and pedagogical support of institute of curators-advisors of the academic groups.

Within the frame of our research we focus attention on the programs of development of the corporate culture which were accepted by local higher educational institutions. The higher educational institutions having

long-term traditions in a scientific and creative component of student's life consider the preservation of a heritage and formation of the corporate culture as an integral part of their mission. The students are the main carriers of the features of the corporate culture of the higher educational institution, its traditions, values, image during not only the training but also many years later after its graduation. The spread of the positive or negative information about higher educational institution depends on student's commitment to values of the institution.

The main directions in the course of formation of the corporate culture of students of higher educational institution are formulated as follows.

The patriotism of the higher educational institutions strengthening of the historically developed traditions and formation the new ones, the preservation of continuity of generations. Undoubtedly, today it is important to train not just qualified experts meeting the international requirements but also to cultivate love to the university and homeland in general.

The museum of the higher educational institution here students are acquainted with achievements and the heritage of the leading scientists of the institution which is actual today in a political, cultural and interstate context.

The involvement of students in scientific work, their promotion for getting the state grants of the country. The improvement of the content of the mass and sporting events-leisure activity can be carried out in a number of the directions: traditional thematic intellectual games and student's debates; participation of students in political and cultural events of the higher educational institution and the city.

The work directed on adaptation of 1st year students their acquaintance with higher educational institution and involvement in extracurricular activities.

The formation of the bases of the health care-competitions in accordance with the theme of a healthy lifestyle, the development of the program for prevention of drug addiction in the student's environment.

The formation of the corporate culture of the student of foreign-language education relies on the important pedagogical principles. The principle of humanity is the leading principle within the frame of the research. The key concept demonstrates the content of the corporate culture which we try to form. It should be the set of the views expressing the respectful attitude to human rights, values, care of the people their development and the creation of conditions of public life, favorable for the person. The formation of such personal position is rather difficult issue but is essential process. We believe that students should possess such qualities as the respect for each

personality irrespective of his social, religious, ethnic origin, the perception of the personality as a subject, who has personal opinion, the vision in a personality his unique identity and at the same time it is necessary to have own life position. Therefore, there is another important principle the principle of tolerance which should be intrinsic for each personality. The principle of axiology which puts forward a problem of a value of the human beings is also important. From the scientific point of view, the values are considered to be the social phenomena as certain manifestations of the public relations and estimation of public consciousness.

In our research, we had a problem of criteria identification by which it would be possible with sufficient reliability to judge the level of formation of the corporate culture of students of foreign-language education. The process of formation assumes the mastering of the basic concepts, knowledge of culture in general and corporate culture in particular, changes in the personal sphere of students. The determination of levels of formation of the corporate culture of students is a difficult process but it is very important. This category is hardly identifiable due to its measurement by quantitative data. It is possible to give an assessment to levels of formation of the corporate culture of students on the basement of various pedagogical methods only. The most active methods are well-organized conversations, questioning, observation of acts, behavior of students, discussions, various didactic tasks.

Traditionally, three levels of the qualities of the personality are allocated in research papers. Taking into consideration the complexity of the considered phenomenon we allocate five levels of the formation of the corporate culture of students-future teachers of foreign languages.

Low (passive and contemplate) level is characterized by lack of idea of valuable settings, the attitude to future professional activity and corporate culture as to value, the need of the student in the formation and self-education of his corporate culture. Representatives of this level show unwillingness to gain any knowledge of the corporate culture and incapable to distinguish its components in the course of educational activity.

For the level of below average (imitative), the following characteristics are typical: random ideas about the corporate culture and its role in hierarchy of values; rare manifestation of gaining knowledge of the corporate culture. Emotional activity is provoked by random events only. The emotional experience connected with understanding of the corporate culture arise seldom.

Average (search) level is characterized by existence of an idea of the corporate culture and its role in hierarchy

Table 3: Results of the poll of the curators-advisors of the faculty of foreign languages. Self-assessment of possession of the theory of formation of the corporate culture of students-future teachers of foreign languages

How do you evaluate your pedagogical preparation taking into consideration the following problems	I cope with task	I have difficulties with task	I do not cope with task
The sufficient knowledge of cultural values and heritage of the university which are transferred from one generation of students to another	12	34	40
The ability to use habitual, comfortable and well-spread ways of group activities; typical behaviors which are reproduced in appropriate social group (the group of students)	15	32	39
The knowledge of the methods of the formation of the corporate culture of the students-future teachers of foreign languages	10	36	40
The choice of the methods and technologies of the formation of the corporate culture of the students-future teachers of foreign languages	13	37	36
The ability to use specific, planned and developed activities, events which confirm and strengthen the significance of key values and important aims in the mind of the students	21	27	38
The organization of students' self-management at the university	19	25	42

of values. The need for knowledge about the corporate culture is unstable. Allocation of a corporate component in the object of knowledge occurs periodically.

Level above the average (active) combines the existence of an idea about the corporate culture, the steady requirement to gain knowledge is observed. The emotional response to events is steady. Frequent emergence of the feelings and experiences connected with understanding of valuable settings is noted.

High (creative and valuable) level is noted by allocation of the corporate culture as personally significant and constant requirement to gain knowledge of it. For the representatives of this level the ability and need in development of behavior, typical to the corporate spirit are characteristic. A choice of the behavior and the solution of the practical tasks is constantly connected with emergence of feelings and experiences. The emotional response to all events are typical for such people. They perceive the corporate culture as reference points of their own activity.

Experimental work was carried out among students of "foreign language: two foreign languages" specialty of the university of foreign languages and professional career. The specificity of this specialty gives students the chance to study the culture of the different people, learning their valuable orientations profoundly. It promotes the formation of certain views and beliefs, necessary for each personality. The audience of students of different nationalities and faiths who are the carriers of different cultures and languages, creates the unique opportunity to define ethnic distinctions and to reveal the universal values typical for all people. In polylingual audience there is an active process of familiarizing with world culture that is the integral factor of formation of the corporate culture.

Flexibility and the developed thinking, tolerance, ability to understand and accept other people, distinguish the students who are profoundly learning a foreign language. Their feature is a spiritual development, the aspiration to live in a harmony with the surrounding social environment to process the received information logically and to give a personal assessment. Developing all

types of memory, fast reaction and observation, the students of language specialties are more adapted for the world around, gaining some kind of moral immunity to surrounding negative impacts, trying to defend their belief and ideals and influence intensively on environment, bringing fresh, creative and advanced thoughts.

Future experts of foreign-language education have specific ability of creation of communicative interaction that actively promotes the process of formation of the corporate culture.

Pfeiffer notes that one of the main tasks of the present is a formation of the new teacher who has an aspiration for creativity and vigorous activity. The new teacher has to be characterized by the new level of consciousness, thinking, high demands to themselves and quality of their work. The formation of new valuable orientations, creating the axis of consciousness, provide the stability of the personality and the ability to understand a surrounding situation.

We conducted the survey among curators-advisors of the faculty of foreign languages of the university of foreign languages and professional career (86 people were interrogated) regarding the theoretical knowledge of the formation of the corporate culture of students-future teachers of foreign languages. These self-assessments are presented in Table 3.

As we see from the provided data, only 30% of curators gave a positive assessment to the activity within the fame of formation of the corporate culture of students, future teachers of foreign languages.

For the assessment of an effective work of the student's group curator we carried out a questioning among students of "foreign language: two foreign languages" specialty. The results show the assessment of the activity of curators-advisors. The generalized data of questioning showed that students had difficulty with answering many questions. It means that problems of professional development of student's group curators demand the urgent decision. Now professional development is considered as a component of continuous professional education: higher educational institution-institute of professional development-

educational institution (the place of work). The main form of professional development of curators in the higher educational institution is the school of the curator-advisors which forms a basis for a combination of the most various options of the professional development taking into account conditions of concrete institution of higher professional education. Being guided by normative documents, having studied the experience of local and foreign scientists (Koloyesnikova *et al.*, 2005) we developed the draft of the program of the professional development of the teachers-curators “school of curators-advisors: psychological and pedagogical bases of cooperation of students and curators-advisors”. This program promotes the improvement of professional competences, abilities and knowledge: the training of the curator-advisors of the higher educational institution according to this program would allow the expert to carry out social and professionally stipulated educational functions in the formation of the corporate culture of students-future teachers of foreign languages. Nowadays the work of methodological service has a new position a position of distance learning and maintenance of professional development of curators-advisors. The development and the deployment of the network model of interaction of methodological service with advisors and other categories of teachers who participate in the organization of educational work at the university, would promote the efficiency of scientific and methodological maintenance of educational work in the formation of the corporate culture of the students.

The basis of our experimental work was made by the whole system consisting of several stages. We made the program of training directed on formation of the corporate culture of students-future teachers of foreign languages.

Training is focused on learning to communicate, easily to find contact with people and the most important, not to be afraid of strangers. Communication for us

is one of the most important ways of interaction and its development involves the elaboration of intelligence and morality which is typical for the future teachers of foreign languages whose activity is focused on communications.

Students of experimental group willingly took part in training, showing abilities to communicate and find contact with the partner. We claim that students of foreign-language education must improve their skills of nonverbal communication and develop the ability to understand a sign language, mimicry of the partner and interpret it correctly. The ability to illustrate a distortion of the meaning of the text while its interpretation; the training of verbal expression of the observed phenomena are directed not only on improvement of language competence but also on development of elements of the corporate culture. Participants of training were acquainted with the “reflection” concept, acquired skills of self-reflection. Finally, we carried out the analysis of the results received in the course of the training, the main objective of which was a formation of the corporate culture of students-future teachers of foreign languages.

During the stage of control we used a technique of an assessment of personal development of the student-future teachers of foreign languages, developed by Yu. Kleyberg. In research of manifestation of personal qualities in the behavior of students within the studied problem, the curator-advisors of student’s groups (15 people) and 140 students of foreign-language education of different courses took part. The following categories were taken: the attitude to activity (diligence, responsibility, initiative, organization, inquisitiveness, accuracy); attitude towards people (honesty and truthfulness, unselfishness, sociability, feeling of solidarity, responsiveness, politeness and tactfulness). Qualities were estimated according to 5-mark system by three parameters (the student’s self-assessment, an assessment of the curator, an assessment of the fellow students). Results of the research are presented in Table 4.

Table 4: Indicators of manifestation of personal qualities in behavior of students in the course of formation of the corporate culture

Attitude to activity						
Parameters	Diligence	Responsibility	Imitativeness	Self-discipline	Inquisitiveness	Accuracy
The assessment of the curator	4.03	4.10	3.89	3.92	4.00	4.21
The student’s self-assessment	3.89	4.07	3.92	3.75	3.75	4.10
The arithmetical mean of assessment of the fellow students	4.00	4.21	4.21	4.00	4.03	4.28
Total average point	3.99	4.14	3.96	3.89	3.90	4.20
Rating	8.00	3.00	9.00	11.00	10.00	1.00
Attitude to people						
Parameters	Honesty	Unselfishness	Communicability	Friendship	Sympathy	Politeness
The assessment of the curator	4.10	4.14	3.96	4.07	4.07	3.89
The student’s self-assessment	4.00	3.96	4.32	4.28	4.25	3.92
The arithmetical mean of assessment of the fellow students	4.10	4.10	4.07	3.89	4.21	4.07
Total average point	4.10	4.05	4.20	4.12	4.18	4.02
Rating	5.00	6.00	1.00	4.00	2.00	7.00

Thus, 9 qualities from 12 in behavior of students correspond to level over 4 points (from 5). These qualities are obviously expressed and they are typical in manifestation of behavior of the students. In addition, the leading traits of character among the respondents were: communicability, sympathy, responsibility and friendship; all 12 qualities were well developed that speaks about moral stability of the identity of the student.

CONCLUSION

The research of the formation of the corporate culture of future teachers of foreign languages based on scientific and methodological maintenance of activity of the curator-advisor allows drawing the following conclusions.

During the organization of the experimental work on formation of the corporate culture in future teachers of foreign languages on the basis of scientific and methodological maintenance of activity of the curator-advisor we created the corresponding pedagogical conditions:

- The program for professional development of teachers-curators was developed under the title of “School of Curators: Psychological and Pedagogical Bases of Cooperation of Students and Curators of Higher Educational Institution”
- The program of “development of corporate culture of university and formation of the corporate culture of students-future teachers of foreign languages” is created
- The calendar plans of curator hours for students of “foreign language: two foreign languages” specialty is elaborated on the basement of the themes intended for the formation of the corporate culture of future teachers of foreign languages
- The questionnaire for specifying of dynamics of levels of the formation of the corporate culture in future teachers of foreign languages is developed
- The questionnaire for specifying of assessment by students the activity of curators in the course of the formation of the corporate culture is developed

The results of our research revealed the possibilities of the active methods and technologies of the groups’ curator training to be adequate to the formation of the corporate culture of students: lecture, training, practical situations (cases), group discussions, business and role-playing games. The 140 students

and 15 curators-advisors of the university of foreign languages and professional career took part in experiment.

The analysis of results showed that the number of the students who are not realizing the importance of the corporate culture for future professional activity was significantly decreased. The declared values of the higher educational institution were the basic values for most of the students: usefulness for society, innovation, success, dynamism, openness, self-improvement, creative growth and high ethical standards.

Undoubtedly, the mechanism of measurement of the corporate culture of future teachers of foreign languages is rather difficult. However, the pedagogical methods of: conversation, questioning and analysis of the written and oral polls, observation of the daily activity of students showed the dynamic growth of students’ world outlook. There was a change of views, optimism and a transformation of a life for the best. During the discussion, the moments, reflecting the elements of the corporate culture, positive perception of fellow students and teachers, the respectful and tolerant attitude towards them, the desire to understand them and aspiration to personal perfection led to the formation of the corporate culture.

Our research does not pretend to a final decision of so important pedagogical problem as the formation of the corporate culture of students of foreign-language education but it represents one of the most effective versions of its decision. It is expedient to continue the research in the line of searching of the new forms, methods and means of the formation of the corporate culture of students not only of higher educational institution but in a complex: school-higher educational institution-school; improvement of the diagnostic techniques aimed at identification of the level of the formation of the corporate culture.

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