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Pedagogical Model of Primary School Teacher Cultural and Aesthetic Competence Formation Using Personality Oriented Approach

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Abstract

The paper reveals methodological foundations and components of the pedagogical model of forming the primary school teacher's cultural and aesthetic competence as the basis of his professionalism. The relevance of the problem of creating favorable conditions for forming the cultural and aesthetic competence in primary school teachers in pedagogical higher education institutions that is determined by a number of controversies described by the author. The paper contains the goal, objectives and research methods, it characterizes the phases of approbation of the model created by the author. Special attention is paid to the basic grounds for modeling the process of forming the cultural and aesthetic competence of primary school teacher proceeding from the learner-centered approach – they are works of Russian and foreign scholars. The author of the paper suggested has analyzed the structural components of the model proposed and briefly described the results of the pedagogical experiment on approbation thereof.

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1. Introduction

The modern social and cultural situation is characterized by the necessity of forming the cultural and aesthetic competence in primary school teachers. Reforms in the Russian education touching on interests of all strata of the population have become the most acute and global. The society needs professionals that will be in demand at the labor market. Such professionals have to be able to consciously perform cultural and aesthetic upbringing of primary

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school students. Hence there is an overdue urge of rethinking the philosophy of education and working out another paradigm of development for the Russian primary school (Federal'nyj obrazovatel'nyj standart nachal'nogo obshhego obrazovanija(2011-2012), 2014).

As historical experience shows, the development of education, its conceptual content cannot be considered outside the general world trends associated with the united educational space formation, information and globalization problems. Revealing the place and role of primary school, the strategy of its development, describing its value and meaning content update, providing grounds for orienting to the new type of personality for a primary school student – all this is of essential and topical nature. Within this context, the training of a new teacher for the new school gains a special importance (Bondarevskaja, 1995).

It is primary school teacher who due to the kind of his professional activity is intended to cooperate proceeding from the humanist ideas and accepting the personality of a primary school student as a unique, significant, inimitable one and to shape for this a special cultural and aesthetic education environment. The role of education and culture increases, for it is only being closely connected that they are capable of enriching the primary school student's personality with social and cultural experience of mankind. The interrelation of notions "primary school student" and the "future" is evident. Today, perceiving primary school students in the traditional sense is not enough – they have to be perceived exceptionally as the future of our society.

All this renders crucial the necessity of forming not only the teacher's professional expertise but also his cultural and aesthetic competencies as a vital component of his personality. In the modern world, the inner world of a primary school teacher gains special social significance: its versatility, the multiple aspects of its manifestations, revealing and development of its creative capacity.

Under the intensive educational reforms, we can observe the increase of a primary school teacher's need in determining his own, the most promising and efficient strategy of activity relying on real opportunities of transforming development and self-development, the value and meaning focus of which is determined by his seeking to implement his cultural and aesthetic competence.

This is why we consider it so important to find out what the structure of cultural and aesthetic competence of a primary school teacher is, what meaning it has got in teaching at primary school, because the teacher's possessing such competence sets an example for the primary school students driving them towards self-development and self-improvement.

All the above has determined the scientific problem of our research that follows from the controversy between the requirements of the modern society for primary school teachers who are capable to efficiently perform pedagogical activity combined with cultural and aesthetic competency and lack of theoretical and technological support for the process of forming the cultural and aesthetic competence in primary school teachers.

The solution of this scientific problem requires new methodological and theoretical approaches, creating specific organization and pedagogical conditions promoting the formation of cultural and aesthetic competence in primary school teachers during their professional training and activity using the achievements of the Russian and foreign science. The new ideas and scientific approaches allow furthering the value-oriented cultural and aesthetic and pedagogical advance of primary school teachers of the new formation both as personalities and as professionals.

The analysis of activity of educational institutions and organizations for forming the cultural and aesthetic competence in primary school teachers has allowed revealing a number of controversies between the following:

- an acute need of the modern society in professionals having a high cultural and aesthetic competence and the irrelevant theoretical, methodological and organization, methodical provision of this process in conditions of pedagogical higher education institutions;
- the current traditional approach to determining the content, forms and methods of forming the cultural and aesthetic competence of future primary school teachers in pedagogical higher education institutions and the objective needs of qualitative transformation of the academic process due to the adoption of state standard of the third generation;
- mass character of the audience involved in education and upbringing process of pedagogical higher education institutions and insufficient orientation of the primary school teachers' professional competence to personal qualities capable of revealing the inner world of cultural and aesthetic values of a student – the future primary school teacher;  

- the objective social and cultural order of the society for forming a future professional possessing the professional, cultural and aesthetic competence of primary school teacher, his value attitude to art, nature, people around him, to himself, and the technocratic bias of education and upbringing process in pedagogical higher education institutions.

These controversies conditioned by technocratic development of the modern civilization have enabled us to conclude that it is essential to create a pedagogical model of forming the cultural and aesthetic competence of a
primary school teacher based on learner-centered approach which would promote spiritual development of the modern professional throughout his professional rise.

2. Research objective

In our psychological and pedagogical research, we have viewed and generalized the experience of Russian and foreign scientists studying the problem of cultural and aesthetic component of the professional and personal rise of a primary school teacher.

Within the context of our research, the works of scientists having made an important contribution into solving the problems associated with particularities of human mind, with sensuous forms of assimilating the reality, with development of cognitive abilities and intellect, touching on the theoretical and applied problems of psychology of activity and communication, such as L.S. Vygotsky (1996), A. Maslow (1997a, 1997b) who are of special interest.

The problem of forming cultural and aesthetic qualities in teachers has been considered by representatives of various sciences – by philosophers, pedagogues, psychologists, culturologists. The scientific works dealing with historical aspects of development of consciousness (including the aesthetic one), problems of philosophy and methodology of higher pedagogical education within the context of artistic and aesthetic rise of personality, those of man as a creator and subject of historical action (M.M. Bakhtin, 1986, 1994; N.A. Berdyaev, 1991) have played the crucial role in providing ground for the research strategy.

The complexity and versatility of the scientific problem under study have conditioned our turning to basic theoretical and applied scientific developments in history of pedagogics, didactics and theory of upbringing, general and social psychology, sociology. Among them, there are works of E.V. Bondarevskaja (2000), N.M. Borytko et al. (2007). In their works, the well-known foreign philosophers, pedagogues and psychologists - B. Croce (1929) A. Maslow (1997a, 1997b) - discuss the problems of being educated, upbringing and education, activity and selecting the optimum technologies for developing the personal potential in various conditions, including different types of communities and personality theories. The works of A. Adler (1996) were of great help for us in determining the professional component of a primary school teacher's cultural and aesthetic competence. The ideas presented in works of V. Andreev (1998), A. Rean (2008), M. Rokeach (1972) furthered determining the directions of promoting the forming of primary school teachers' cultural and aesthetic competence and diagnostics thereof.

In our research, the classical works on psychology and pedagogics of S.L. Rubinstein (1999) dedicated to studying the artistic and aesthetic rise of a personality were considered. A.I. Burov (1975), L.P. Pechko (2010) had works on studying the nature of aesthetic upbringing and problems of forming the aesthetic culture of personality, applying the complex of arts in the process of teaching, upbringing and development. In determining the culturological bases for forming the cultural and aesthetic competence in primary school teachers at pedagogical higher education institutions, the ideas of N.A. Berdyaev (1991) were fundamental for us.

Artistic and creative aspects of the vocational training of professionals are studied in the works of A.D. Zharkov (2007). The ideas of expression-based (expression and aesthetic) approach to humanitarian and artistic education have an important methodological meaning for our paper. The ideas of learner-centered and learner and activity based approaches to education are significant. The above research is the methodological and general theoretical foundation for studying the problem of primary school teacher's cultural and aesthetic competence formation on the basis of learner-centered approach. As the analysis of works of the Russian and foreign scientists shows, with all controversies found, the problem under consideration represents a new direction in the pedagogical area of knowledge due to the absence of methodology, theory and technology which ensure functioning of the primary school teacher's cultural and aesthetic competence formation process.

This conclusion has enabled us to determine the goal of the research that consists in developing the methodological, theoretical, organization and methodical aspects of the primary school teacher's cultural and aesthetic competence formation process based on learner-centered approach. Creation of a model of the process under consideration has contributed to attaining the goal.

3. Research methods

Theoretical methods of studying the efficiency of the primary school teacher's cultural and aesthetic competence formation model developed by us included: broad study of specialized philosophical, psychological and pedagogical, scientific and methodical literature on problems under study, as well as the teaching aids and methodical documents proceeding from analysis, synthesis, and theoretical modeling.

We used general logical methods in our research: modeling, comparison, studying and generalizing the pedagogical experience in the research problem, conceptualization of educational practice.
The empirical methods (observation and analysis of practical activity of pedagogues, students, and primary school students within a psychological and pedagogical experiment) were used in trial and experimental work in line with the worked out model of promoting the primary school teacher's cultural and aesthetic competence formation.

Among psychodiagnostic methods, we have selected the following: motivation, creativity, and projective tests, personality tests, questionnaire survey, interview, survey, analysis of creative works of students and schoolchildren of primary classes. The mathematical data processing methods have allowed estimating the results of monitoring the levels of cultural and aesthetic competence of each future and currently practicing primary school teacher who participated in the research on the basis of a complex of diagnostic techniques.

4. Research design

The first phase was exploratory and theoretical (2002-2003). In this period, the main circle of questions on the topic under study was found out. The degree of development of the research problem in the practice of professional pedagogical education was elaborated. The scientific conception of the research, its goals, objectives, and hypothesis were worked out. Objective and subjective factors, psychological and pedagogical conditions and controversies directly influencing the process of primary school teacher's cultural and aesthetic competence rise as an integral component of the professional competence were determined and systematized.

At the second phase (2004-2013), the trial and experimental work was performed. Here the main idea of research consisted in trying out the created by us new pedagogical model of primary school teacher's cultural and aesthetic competence formation. This pedagogical model is based on the analysis of the teacher's cultural and aesthetic competence formation process as a psychological and pedagogical formation having a complex structure. The search for scientific conception has allowed us to consolidate the research, to determine the conditions of functioning of the primary school teacher's cultural and aesthetic competence formation process that included the following components: goal, objectives, principles, main approaches, technologies, components of the higher education institution cultural and aesthetic process within the context of problems range discussed. Here the directions of pedagogical activity, factors, psychological and pedagogical conditions, adjustment of objectives, forms and technologies that in our opinion had to ensure the positive result of humanitarian and artistic interaction "teacher of a higher education institution – student – primary school student" were of special importance here.

During the psychological and pedagogical experiment of approbation of the model elaborated by us, great attention was paid to development of evaluative criteria for determining the levels of rise of cultural and aesthetic competence in students of various enrolment years and various years of study. The research methods and diagnostic techniques were elaborated too.

The third phase (2013-2014), the final one, involved completing the research work as analysis and generalization of the results obtained, wording the conclusions of the research, compiling the scientific and methodical recommendations and summing up the results. The analysis of the primary school teacher's cultural and aesthetic competence formation model based on the learner-centered approach shows that the primary school teacher is a subject who, on the one hand, builds his own personality under the influence of objective and subjective factors, and, on the other hand, is a carrier of cultural and aesthetic competence ensuring a higher level of the professional excellence.

5. Discussion of the research outcomes

In its essence, the suggested by us pedagogical model has personality-centered nature, as the future primary school teacher's personality being the priority subject of the educational process is central to the entire system of education and upbringing aimed at the development and fulfillment of its natural potentials.

The model relies on the principal provision about the primary school teacher's cultural and aesthetic competence formation being the process of his personal growth and self-development that is lifelong and distinguished by independence and awareness. The professional pedagogical education is aimed at creating the basis for this process and giving momentum to it. This is why the important component of the model is the goals setting of the aesthetic and educational process in pedagogical university which consists in promoting the formation of cultural and aesthetic competence in each student – the future primary school teacher.

Resolving the fundamental problems of promoting the primary school teacher's cultural and aesthetic competence formation in the process of his professional training in pedagogical university is only possible when relying on the system of principles (developmental teaching; conformity to nature and culture; comprehensive development of personality; interconnection of the aesthetic and the moral (ethic) in the humanitarian education (M.M. Bakhtin, 1994); independent creative implementation of cultural and aesthetic competence of the future
primary school teacher; integrative interconnection between the higher education components of the institution aesthetic and educational process; mutual complementarity of notions in humanitarian sciences).

An important component of our model is the main approaches to the teacher's aesthetic and pedagogical position rise process in conditions of the higher professional education:

- culturological approach;
- axiological (value) approach;
- polyartistic approach;
- polyaesthetic (expression-based) approach;

with the learner-centered approach role being the system- and meaning-forming one.

The application of these approaches in a complex has enabled the author of the research to characterize the structure of primary school teacher's cultural and aesthetic competence.

In order to fulfill the cultural and aesthetic humanist ideas of the modern pedagogical education in practice, we have to use learner-centered pedagogical technologies occupying the central place in our model.

We proceeded from the following ideas when developing these technologies:

1. This process is one of the determining conditions of successful formation of the primary school teacher's cultural and aesthetic competence in pedagogical universities.

2. The sources and constituents of our pedagogical technologies are: social transformations and new pedagogical thinking; science; the cutting edge pedagogical experience; achievements of technical advance; Russian and foreign experience of the past; folk pedagogics (ethnopedagogics).

In the author of this paper's work practice at the pedagogical faculty of Ulyanovsk State Pedagogical University named after I. N. Ulyanov from 1995 to 2014, various kinds of learner-centered technologies being in their main methodological approach the technologies of developmental education (among them: value-oriented ones (social and psychological training, discussion, business and role play games); adaptive ones (split-level teaching technology, modular education technology, imitation (modeling) technology); creative personality development (TRIZ – technology, technology of learning as research, creative workshops technology)). These aesthetic and pedagogical technologies developed by the author of this research in relation to higher education institution educational process based on the learner-centered teaching technology and technologies of learner's personality self-development (Selevko, 2006) are described in detail in the monograph (Aryabkina, 2010).

The author's 20-year work in approbation of the pedagogical model considered in this paper has allowed concluding that relying on the above goal, principles, approaches and technologies allows building the education and upbringing process in pedagogical university in such a way that all its components being in unity and interaction would promote the development of each student's – the future teacher's – seeking aesthetic and pedagogical growth, "being the one who he can be" (Maslow, 1997, p. 13), i.e. fulfilling one's capabilities, becoming the man one wants to become, self-actualizing.

According to our model, the important components of education and upbringing process are: classroom work; extramural work; students' independent work; pedagogical practice; scientific and research activity of students. Traditionally, in higher education institutions, the leading classroom work forms are lectures, seminars and laboratory classes. However, one and the same learning organization form can have a changed structure and modification depending on the objectives and methods of the academic work. In our practical activity, the following kinds of lectures were used: introductory lectures, information lectures, review lectures, problem lectures, visualization lectures, binary lectures, lectures containing preplanned mistakes, conference lectures, tutorial lectures, as well as the following kinds of seminar classes: game seminars, quiz seminars, composition seminars, dispute seminars etc. (the kinds are analyzed in detail in the monograph [4]). Meanwhile, the meaning of development and implementation of innovation teaching forms into higher education institution educational process is seen to be not in the novelty effect but in higher quality of professional training of a comprehensively developed, competent professional, which is promoted by increasing the cognitive activity of students – future primary school teachers, their interest for studies, development of initiative and creative potential of everyone, emerging opportunities for creative self-fulfillment and self-actualization (Pechko, 2008).

Extramural work includes teacher's tutorials for increasing the students' preparation for seminar classes, optional courses and clubs according to interests (optional courses of fine arts amateurs, of classical music, choral singing, theatre studio, poetry club etc.), students' participation in various events and social projects of faculty, university, city, region, all-Russian importance rich in aesthetic content. Extramural work is the logical continuation of classroom one and is aimed at perfecting professional and personal qualities of future teachers, with the individual particularities and needs of each personality taken into account.
An important place in the model under consideration is occupied by the independent work of the future primary school teachers.

According to our model, not less significant cultural and aesthetic component of higher education institution educational process is the pedagogical practice of students. It is intended to ensure a solid basis for laying down the main pedagogical (including cultural and aesthetic) competencies in the future primary school teachers. Versatile orientation of the future teachers to all spheres of the pedagogical activity is the key and essential condition of practical training organization: academic activity of students and its methodical equipment, upbringing interaction itself and its organization, research and exploratory work and mastery of its techniques. In pedagogical higher education institution, students are performed for practice in all the directions listed and in their close connection. All education and upbringing activity aimed at forming each student's professional and personal qualities is in its essence their theoretical training for practice, for working with children. Moreover, in classes on pedagogics, psychology, teaching techniques and in extracurricular time, the students familiarize themselves with the main requirements for performing the practice, its structure, difficulties that can be encountered and ways of their overcoming. For this purpose, at the faculties and then at schools where students are sent for practice, overview and exit conferences are held, with leading professionals of higher education institutions and schools participating, weekly tutorials with resource teachers, methodical recommendations are published. Teachers of higher education institution visit classes and extramural events helping students not only with organizing and conducting the classes and events but also in mastering the self-analysis skills, in resolving various adaptation problems. In the context of this research problems range, the pedagogical practice is considered not only as a component of education and upbringing process but also as the most important in higher education institution conditions form of aesthetic and pedagogical interaction of students with primary school students the intensity of which is one of the factors, and activity of its subjects is the crucial condition of efficiency of the primary school teacher's cultural and aesthetic competence formation process. The objective of a higher education institution is to organize the pedagogical practice for various year's students in such a way as to actualize its cultural and aesthetic component using special tasks in pedagogics, psychology and particular aesthetics-oriented techniques.

Another crucial component of higher education institution education and upbringing process is scientific and research activity of students.

According to the "Statement of students' scientific and research work (SSRW) of Ulyanovsk State Pedagogical University named after I.N. Ulyanov", SSRW is an integral system of organizing the events for development of students' scientific research and creative work, for carrying out the scientific research as a part and parcel of training of professionals, and for supporting and developing the students' scientific and research work at the university. In the pedagogical university, SSRW is intended to create conditions for revealing the students' creative capacities in the sphere of scientific work and for forming the skills of scientific research performance in them, for consolidating the scientific schools of the university, and for training the personnel – scientific workers, professors and teachers for the university. Development of SSRW system is promoted by a greater share of students' independent work which is research in its nature, as well as by using all forms of research work, ranging from simple tasks and reports in the first years to problem scientific research in senior years of the university.

The following directions of educational work of the higher education institution promoting the formation of cultural and aesthetic competence in every future primary school teacher are the components of the described in this paper model that are of no less importance:

- varied in forms teachers and students' interaction in the sphere of art;
- students' mastery of the world around them from the aesthetic standpoint;
- organization of cultural and aesthetic interaction of the future primary school teachers with primary school students;
- support of cultural and aesthetic self-development and self-improvement of each student.

The directions are conditioned by the system of value and aesthetic attitudes of a personality to the reality among which there are attitudes to the object world, art, people, nature, oneself, and the profession chosen.

6. Conclusion

Multi-step diagnostics based on numerous research methods and techniques (we used: personal professional orientation diagnostic techniques (Bordovskaya & Rean, 2008), rating techniques for determining the professional activity motivation (Zamfir, 1983), problems on resolving various pedagogical situation, "value reference points" techniques (Rokeach, 1972), emotions importance evaluation scale, thematic apperception test, V.I. Andreev's test (1998) for determining the development level of the self-development and self-education ability, general,
intermediate and final questioning of students and teachers, expert's assessment of their written creative works, performances at various events, concerts, meetings etc. in order to find out their mastery level of the aesthetic and professional competencies) allowed obtaining the following results.

In most students of full-time and part-time departments of 2002-2010 years of enrolment, positive dynamics in cultural and aesthetic competence level changing is seen – from a lower elementary level to higher ones, sensuous and motivational, cognitive and technological level (by year 5, the quantity of the latter level students as a rule exceeds 50%). The system and value level is acquired by not so many students by the end of their studies at higher education institutions (15,5% of the future teachers of 2002 enrolment, 3,2% of 2003 enrolment students, 12,3% of 2004 enrolment, and 6% of 2005 enrolment ones). To this level, we refer the students who have already achieved significant results in their cultural and aesthetic activity during their studies.

The main result of the carefully organized (in line with the model characterized above) interaction of the future primary school teachers with schoolchildren with the aesthetic and pedagogical aspect highlighted is the significantly higher level of the aesthetic and pedagogical motivation of each student, value-based, humane and responsible attitude to children and the occupation selected, the majority aiming at further aesthetic and pedagogical self-development and self-improvement. So, as of the beginning of the experiment, 3% and 5% of the surveyed had low and very low formation level of the ability, respectively, while only 2% of the surveyed had this level by the end of the experiment. The quantity of students having the average and above average level went down, but those having a bit higher than average level surged (from 13% to 27%). Students have also demonstrated a high (5%) and very high (7%) development level of the aesthetic and pedagogical self-development and self-improvement capacity (there were no such students at all as of the experiment commencement).

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