

# Methodological Culture as A Means of Professional and Personal Development of Bachelors of Pedagogical Education

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**Abstract.** The logic of the organization of the professional and personal development of bachelors of pedagogical education based on the effective development of their methodological culture is scientifically grounded in the article. The authors have set a goal to define and substantiate the essence and structure of the category of methodological culture, as well as to define its role in personal development. Moreover, the authors rely not only on consolidating but also on alternative theoretical approaches and conclusions. The methodological basis of the research is a systematic approach, which has allowed identifying and substantiating the place of methodological culture in the system of training future educators. The components and characteristics of the methodological culture revealed during the research have proved that the methodological culture is the basic means of the professional and personal development of bachelors in the system of teacher education. The scientific novelty of the work consists in logical construction of stages of the professional and personal development of bachelors of pedagogical education during the formation of methodological culture. As prospective research on the development of the methodological culture of future educators, the authors propose relevant directions for its further development.

## 1 Introduction

The realization of the strategy of the professional and personal development of the future specialist together with the solution of these problems allows presenting the professional and personal development of students as a holistic process. The structure and logical organization of the process of the professional and personal development of the future specialist are represented by the development of their motivation and value sphere, the formation of fundamental knowledge, relevant competences, as well as their professional culture. The understanding of the professional and personal development of the future specialist as a

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holistic process ensures a systemic and dialectical movement towards the goal of professional training, the result of which is the student's interiorization of fundamental knowledge, the formation of a system of professional competencies, the acquisition of professional values, meanings, and ideals, the formation of socially and professionally valuable motives, the mastery of applied skills, and the experience of professional and personal reflection.

The efficiency of the holistic process of the professional and personal development of the future specialist is ensured by addressing the model of the personality of a professional, competent, self-developing, and self-realizing specialist. Criteria and indicators of the professional and personal development of the future specialist are the following:

- *in the cognitive sphere* – breadth and stability of fundamental professional knowledge; the degree of interiorization of social and professional values and meanings as the basis for professional self-realization;

- *in the application and practice area and the competence area* – self-socialization and self-realization in the professional and creative activity;

- *in the emotional and motivational sphere* – the ability of a student to reasonably motivate a professional choice; emotional interiorization of values, meanings, and moral and ethical norms of professional activity.

The conducted research, as well as Russian experience in the professional and personal development of bachelors of pedagogical education (Moscow State Pedagogical University, Kursk State University, Yaroslavl State Pedagogical University), shows that the most important tool for the efficiency of this process is the formed methodological culture of an educator.

The term "methodological culture" in its applied meaning was introduced into the scientific research of philosophers, psychologists, and educators in the late 1980s — early 90s. For example, philosophers A.N. Dorozhkina, A.T. Kasyan, L.A. Mikeshina, A.V. Tikhonov, and A.M. Khachatryan interpreted it mainly in terms of revealing the content of the term "creative person". The works of western scientists of the period of the 20th century — early 21st century did not disclose the content of the term "methodological culture" but only substantiated the necessity to include methodological knowledge in the content of educators' education. Several notions are used to denote this knowledge; "personal experience", "individual practical knowledge", "personal interpretation" (N. Pine, S. Disanston, S. Matheson, E. Ross, etc.). The modern representation of the western scientists about methodology, methodological knowledge, and its application in psychology and activity of educators is reflected in the work of the New Zealand scientist R. Fisher, who believes that ethnomethodology is a relevant scientific tool to reveal the essence of a person and their development [1]. S. Ackerman, A. Bakker, V. Collinson, T. Fletcher, J. Ligran, B. Avalos, L. Brevik, and others are also engaged in studying the methodology of professional development of personality and its introduction into the educational process [2-14].

## **2 Methods**

The methodological basis of the study was a systemic approach that allowed identifying and justifying the place of methodological culture in the system of training future educators. The gnoseological potential of statistical and sociological methods of quantitative and qualitative studies allowed us to the results of scientific research of the subject of analysis appropriately to a modern environment interpret.

### 3 Results

As our study has shown, ethnomethodology is a component of the methodological anthropological knowledge, which reflects the content of methodological culture, addressed to the professional and personal development of bachelors of pedagogical education. Russian researcher-educators E.V. Berezhnova, M.S. Burkin, P.G. Kabanov, V.K. Kirillov, V.A. Mosolov, V.A. Slastenin, V.E. Tamarin, and A.N. Hodusov argue that only systemic anthropology with its methodological content allows revealing the essence of a person and their development. Besides, these researchers believe that systemic anthropology with its methodological content is an essential determinant of an educator's methodological culture. According to A.N. Khodusov, culture is defined by images or notions "professed" by people since the nature of these images and notions determines the nature of culture itself. In this regard, culture can be represented in the categories of the following series: culture as "a kind of being", culture as "appearance of being", culture as "vision of being". If one relies on the modern notions of "methodology" and "culture", then the methodological culture of an educator can be represented as an image of their ideal professional being, including the ontological predictive and methodological interiorization of their professional activity. This image determines the strategy of professional thinking, behavior, and activity of an educator [1].

"Methodological culture is a holistic multilevel and multicomponent education that includes the pedagogical philosophy of a bachelor (belief), thinking activity in the mode of methodological reflection (understanding) as the internal plan of consciousness (self-consciousness) and determined by the features of integral individuality" [15]. It defines not only the orientation of the professional and personal development of a bachelor but also organizes this process. If a methodological culture is realized, then the process of the professional and personal development of bachelors acquires structural completeness and logical organization, reflected in didactic and educational principles. Besides, the organization of the process of the professional and personal development of bachelors ensures the attraction of interactive methods and means of training and professional education.

The conducted analysis has shown that the methodological culture is structurally represented by several components-characteristics, which provide the dynamics of the professional and personal development of the bachelors, as these characteristics cover the spiritual and moral, cognitive and intellectual, activity and application, and motivation and demand spheres of their personality.

The leading component-characteristic of the methodological culture of the educator is its orientation, presented as a set of values and meanings. Highlighting values and meanings, the bachelor demonstrates their awareness and professional and personal attitude to them; actions on their personal choice; realization as a closest, medium, and distant goal of professional training.

The next component-characteristic of methodological culture is its aggregate content, represented by a bachelor's awareness of the role of methodological knowledge in professional and personal development; their personal attitude to methodology; application of methodology in professional training and professional activity.

Another component-characteristic of the methodological culture of a bachelor is forms, methods, and ways of manifestation of methodological culture in professional training and professional activity, i.e., methodologically justified ways of individual activity of a bachelor. A bachelor demonstrates the understanding of methodological principles, methods of logical organization and construction of professional and pedagogical activity; the attitude to them and the fact of implementing the methodology of psychology and pedagogy in professional training [16].

The development of methodological culture in the modern system of professional training of bachelors requires a reorientation of training and professional education processes from the cognitive paradigm to the methodological one. In this case, the training and professional education of bachelors is aimed at forming their methodological thinking, which is characterized by the justification of cause-effect relations, logical organization, principles, ways, and methods of professional activity. Methodological analysis, synthesis, comparison, correlation, induction, deduction, "brainstorming" in the professional training of bachelors become didactic determinants.

There is a certain set of stages in the professional and personal development of bachelors of pedagogical education in the process of forming methodological culture.

The adaptive level of methodological culture is formed in the first year of the university. During this period, the bachelor learns to define the tasks of independent pedagogical activity and to differentiate them by the degree of didactic and educational complexity. The bachelor develops a value and sense attitude to methodology and systemic anthropological knowledge and readiness to use them in individual professional activities. During the first year, the skills of reflection of pedagogical activity at the methodological level are also formed.

In the second year, not only the formation of a value and sense attitude to the methodology of pedagogical activity is carried out but also the monitoring of the manifestation of this attitude in the process of pedagogical practice. The bachelor, approving the role of methodology in the transformation of pedagogical activity, demonstrates the readiness to use the methodology and the system of anthropological and psychological and pedagogical knowledge in the development of a holistic pedagogical process. They apply the methodology to design laboratory (training) models of pedagogical activity transformation. During this work, bachelors develop the ability and necessity to apply their own professional knowledge, skills, and abilities in the pedagogical activity.

In the third and fourth years, the bachelor continues to form as a subject of pedagogical activity, demonstrating a willingness to use the methodology, the system of anthropological and psychological and pedagogical knowledge, and professional skills and abilities in the creative transformation of pedagogical activity. In professional activity, the bachelor uses skills and abilities to work with the methodology of psychology and pedagogy. Using the developing possibilities of methodology, the bachelor integrates into reality scientific ideas, positions, approaches, and theories to enrich the structure and logical organization of professional activity. It also develops the skills of reflection on one's own pedagogical experience.

The bachelor consciously includes methodology in the structure and logical organization of all types of professional and pedagogical activities in their independent professional activity, as well as in the system of professional development and retraining of education workers. At the same time, their professional activity is characterized by continuity and mobility in the use of the methodology of psychology and pedagogy. In this regard, the reflection of the bachelor's professional activity is transformed into a new qualitative state — methodological reflection. Thus, methodological reflection becomes the technological basis for sustainable, creative transformation of a bachelor's individual professional activity. At the same time, methodological reflection contributes to the formation of the bachelor's methodological consciousness and orientation towards modeling innovative professional activity. In this case, the bachelor develops methodologically oriented professional thinking and reflexive skills and abilities.

In this context, the model of a bachelor's professional activity is structured and organized in the images of methodological culture.

## 4 Conclusion

Thus, the conducted multipurpose pedagogical research and its results and conclusions allow us to highlight several relevant directions for further development of the presented problem:

- individualization of the professional and personal development of bachelors of pedagogical education by opportunities of methodological culture;
- a variation-program approach in the system of the professional and personal development of bachelors of pedagogical education by opportunities of methodological culture;
- methodologization of culture as a means of the organization of the theoretical and methodological competence of bachelors of pedagogical education.

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