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METHODS OF FORMING THE CORPORATE CULTURE OF FUTURE TEACHERS AT THE UNIVERSITY

Abstract

The article addresses the issue of developing the corporate culture of prospective teachers in higher education institutions. The authors view student corporate culture as a complex and diverse notion that relates to the University's corporate culture and the student's own culture. They argue that student corporate culture influences the process of educating professionals and has several functions. The most significant of them is the pedagogical function.

The issue of developing a corporate culture at a Pedagogical University is particularly important. Future teachers and psychologists have to deal with educational challenges in close collaboration with colleagues, and students of educational institutions, so they have to acquire the skills of building harmonious relationships with various people and working in a team.

Keywords: education; corporate culture of students; student associations; project activities; future teacher.

Introduction. The phenomenon of corporate culture at all levels of Education has attracted the attention of domestic and foreign scientists in recent years. Many researchers (sociologists, psychologists, teachers, etc.) (Spivak, 2011) explored the role of corporate culture in creating the image of an educational organization (Sergeeva, 2006), examined its components,

types, formation mechanisms, enhancing competitiveness in the market of educational services (Gerasimova, 2012). Various approaches to corporate culture (symbolic, cognitive, axiological, practice-oriented, etc.) were suggested (Kolesnikov, 2023).

According to researcher Onishchenko (2011), the corporate culture of a higher educational institution is "a unique system, a whole set of norms, values, beliefs, patterns of behavior, communication, and interaction with employees, which guide and define the ways of their professional integration to achieve the goals established by the management of the educational institution and accepted by the organization itself and the whole team for the development. In scientific sources, the corporate culture of the university is classified into three categories: the university - as a separate organization; the faculty - as a part of the organization; and students and staff social groups (Sherbakova, 2013).

Arstangaleeva (2011) states that the corporate culture of the future specialist is shaped by the educational and cognitive activity in the educational space, which encompasses cognitive, axiological, action, and personal domains. The author emphasizes the importance of the value–semantic and spiritual-moral education of the future specialist, the expression of the value and spiritual-moral attributes of the person in behavior, communication, professional communicative interaction, as well as the enhancement of their sense of self-worth and reflection.

The corporate culture of a future specialist in a university is a broad concept that covers their motivation, their value orientations, communicative skills, and the ability to tackle group problems. It also involves norms and behavior models that are endorsed by many students. This enables the creation of a positive socio-psychological atmosphere in the student environment and guides students to pursue not only their own goals but also the common good of the people and communities around them (Fetiskin, 2022).

Main part. The corporate culture of students is a complex and multifaceted concept, firstly, an integral part of the corporate culture of higher education institutions. Secondly, it is closely related to the general and internal culture of students, which depends on their education and upbringing.

Student corporate culture at the university allows the process of formation of future specialists to perform several important functions:

− contributes to the adaptation of students, their successful entry into a new social environment (Danilova, 2013);

− controls and regulates the behavior of students in the pedagogical educational space (Ibragimova N.V., 2019);

− allows you to compare the behavior of students with corporate norms and principles and thereby realistically evaluate it (Shajdullina, 2017);

− contributes to the worldview and value orientations of students, the transformation of corporate values into personal (Taubayeva, 2020);

− improves mutual communication and understanding between students and teachers, creates a positive psychological climate in student groups;

− preserves and accumulates corporate experience, traditions (Pestereva, 2020);

− formation of a universal (spiritual and moral) position of students (Pestereva, 2021).

Corporate culture improves the quality of the educational process at the university, forms students ' interest in positive learning, knowledge, an active life position, and develops student self-management (Chinnapat, 2009). All this contributes to the personal self-development and professional formation of future specialists (Daoruwan, 2015).

In their professional work, future specialists will need to deal with educational challenges in close collaboration with colleagues, and various experts of educational organizations (psychologists, defectologist, speech therapists, etc.), and create a positive psychological environment in pedagogical groups. Therefore, they should first learn how to establish harmonious corporate relationships and work effectively in a team.

Research materials and methods. To find out how the corporate culture of future teachers of preschool organizations is developed, we

worked with 3rd-year students (20) studying under the educational program 6B012 - Preschool Education and upbringing. They gave out questionnaires about corporate culture conducted at universities and institutes and held additional online classes. During the study, we obtained information about the corporate culture of students.

– students' attitude to the University;

– level of motivation and satisfaction to study in higher education;

– interaction and socio-psychological atmosphere in student groups;

– aspiration for professional and personal self-development.

To evaluate the corporate culture of students, we used two methods: in the method of V.M. Zavyalov "assessment of the microclimate in the student group" we observed the expression of the attitude of students to each other in the group and the related mood. In the second method "student subculture as a component of corporate culture", students had to rate 32 points (from 1 to 10), which describe four components of the corporate culture of the university: organizational, emotional, reflective, and behavioral. Thus, we examined the plans and reports of the advisors of the responsible Group and the teaching staff of the Department.

Results and discussion. At the start of the study, we discovered that in the method "student subculture as a component of corporate culture", all students surveyed thought that "corporate culture at the university is formed at the average level", and the characteristics of students' perception and evaluation of individual components of corporate culture are shown in the following table.

Table 1. *Results of students ' assessment of the organizational culture of the University*

Components of corporate culture	Development levels		
	Low	Middle	High
Organizational component	2 %	91 %	7 %
Emotional component	0 %	66 %	34 %
Reflective component	4 %	60 %	36 %
Behavioral component	0 %	69 %	31 %

According to most students, all four components of corporate culture are developed at the average level. About a third of the students surveyed appreciated the formation of organizational (7%), emotional (34%), reflexive (36%) and behavioral component activity (31%). Only 2% of students underestimated the organizational and 4% - reflexive components of the corporate culture of the University. Let's move on to the description of each component.

Analyzing the organizational component, students are not well versed in the" mission and vision of the University " - (41%), internal academic policy of the University (25%). However, educational tasks at the University (69%) are well represented by structural divisions and institutes, departments and teaching staff of the University.

Also, the majority of students (66%) appreciated the equipment of the University's Scientific Library and classrooms. Thus, 31% of those surveyed at the high level and 37% at the middle level assessed the conditions for the development of students ' personality outside the classroom (clubs, sports clubs, etc.).

At the higher and secondary levels, students assessed the emotional component of corporate culture. 81% of the respondents who took part in the survey noted good organization in the student body, mutual assistance, warmth and respectful attitude. Thus, almost half of the survey participants believe that "most students try to prove themselves" and "study with interest."

Students showed many indicators of the reflexive component of corporate culture (satisfaction with learning, participation in the public life of the University, maintaining the tasks and positive image of the student) at an average level, 88% of students appreciated the student self – government bodies and student educational work of the University.

Also, at the secondary level, the majority of students (69%) appreciated the behavioral component of corporate culture, and 31% appreciated this component. Half of the respondents noted that students "try not to miss their studies and classes", "listen to group advisors", and "have a good relationship with the teaching staff. "The University assessed the qualification level of teaching staff and their interest in teaching students" - (69%). At the same time, 91% highly appreciated the fact that "Academic disciplines are conducted in strict accordance with the curriculum" - (59%), "Organization of pedagogical practice" - (78%)," great independent activity and creative approach" -91% highly appreciated.

The subjects taught and the methods of motivating students were rated at the average level by 69% of students, while 62% mentioned the use of interactive whiteboards in universities and the use of interactive teaching methods.

The socio-psychological atmosphere among students is a significant indicator of corporate culture. To examine this indicator, we applied the questionnaire of V.M. Zavyalov "assessment of the microclimate in the student group" (Fetiskin N.P., 2022). Students assessed the following indicators of the microclimate: attitude towards learning, group tasks, successes and failures; activity and efficiency of the group, readiness to join in group activities; attitude towards the curator, asset, and all members of the group, newcomers, lazy and absent; mood and well-being in the group. The outcomes of the survey are shown in Table 2.

Table 2. *Comfort levels of the microclimate in student groups*

Psychological micro-climate comfort levels	High	Middle	Low
Number of students %	59	37	4

It is evident from the table that most of the students (59%) high and medium (37%) assess the microclimate in their student groups and only 4% note low indicators. None of the students assesses the microclimate as "unfavorable". Along with positive grades, 35% of students rated some indicators of the psychological climate negatively. For example, "of the lazy and truant in the group" – 25%, "disregard for the wishes and inclinations of students in the distribution of public assignments" - 29%. 21% of those surveyed "note the passivity of students in the public life of the group.

All negative marks are linked by senior students to the sphere of public life. Maybe the lack of interest in public activities is because studying at the university is accompanied by work, large families, health issues, etc. students valued all other indicators of the microclimate. 92% of the survey participants indicated a positive attitude of students to learning and a wish to master the profession. Based on the results of the study, we can infer that various components of corporate culture are shaped unevenly, which shows the complexity, variability, and difficulty of studying this phenomenon. Students have a notion of the corporate culture of the university, know their membership to the student community, and aim to master the profession.

Discussion. In pedagogical theory and practice, various types of activities, forms, and methods of developing the corporate culture of students are examined and applied (Danilova A.A., 2013). In our view, Project work is very important in solving this problem. The project work of students enhances their skills of working as a team, helps to comprehend the essence and objectives of joint activities, and also enables them to get a good quality education in learning by creating an atmosphere of creativity, initiative, and responsibility. Students in various academic disciplines, and scientific circles, when writing term papers and theses, conduct research projects, which are presented not only in the teaching process but also at the annual student Scientific and Practical Conference of the University, International and national conferences, Olympiads, and scientific contests. Students "My profession is my pride!", "How do I envision a future specialist", "student-applicant", "student-moderator", "student leader", etc. Debates, Business games, training, and round tables are

arranged among students on various topics. Students create games, and adventure projects in preparation for holidays and anniversaries. Not only students but also teachers participate in such projects. In addition, future teacher-specialists will need the opportunity to design and implement various projects in their professional work. If in the works of scientists cited in the study, the social aspect of the formation of corporate culture was discussed, then the feature of our study is the study of the development of corporate culture of future teachers educated in higher educational institutions.

Conclusion. Therefore, the problem of developing the corporate culture of future teachers is pertinent and significant. Project activities are very important in solving this problem. It brings together teachers and students and makes it possible to effectively solve the main social task of the university to improve the level of education of students, and their personal and social maturity. It also fosters the formation of corporate relations, when students are united not only by the "educational institution" and educational activities but also by common views, values, and norms of behavior. The joint solution of creative and socially meaningful tasks related to professional activities allows you to form an efficient corporate culture.

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SELF-EDUCATIONAL COMPETENCE OF SUBJECTS OF EDUCATION AS A PREREQUISITE FOR ACHIEVING LEARNING OUTCOMES

Abstract

The development of self-educational competence is determined not so much by fixed learning outcomes as by the ability to determine and plan the necessary time to achieve the best learning outcomes. The purpose of the article is to present a methodology for determining the time to achieve learning outcomes based on a mathematical model in the process of self-educational activity of subjects of an educational organization of higher education.

The study was conducted on the basis of the Kazakh National Women's Teacher Training University (Almaty, Republic of Kazakhstan) and the State University of Humanities and Technology (Orekhovo-Zuyevo, Russian Federation). The results of the study were obtained on the basis of a comparative analysis of the development of self-educational competence of the subjects of the Kazakh and Russian educational organizations of higher education, the method of designing the applied orientation of teaching pedagogy, the mathematical method using the "didactics equation". The following methods were used: theoretical analysis, comparison, survey, expert observation.

According to the results of scientific research of the subjective activity of students of the Kazakhstani university, an underestimation of the importance of the formation of algorithmic skills for monitoring the achievements of learning outcomes was revealed: 58% of future teachers have a low level of self-educational competence; 44% of students have difficulties in self-planning self-educational activities. 38% of Russian university students were found to be unable to independently choose an algorithm of actions when planning and controlling the time of self-educational activities and productively implement it in the course of the module "Innovative technologies of educational activity". A mathematical method has been developed using the "didactics equation" (M.I. Poteyev), which allows determining the necessary time for effective learning in the process of self-educational activity of university students.

Keywords: diagnostics of achievements, learning outcomes, mathematical model of measurement, self-educational competence, subject of education.

Introduction. The subject of education shows competence in the ability to apply what he / she has learned in practice, that is, to transfer competence to certain situations in real life. The solution of this problem will contribute to improving the quality of training of future specialists in the context of the globalization of education and ensuring competitiveness in the process of lifelong learning (Serjozhnikova et al., 2020). This means that the priority competence