

# MODELING OF CULTURAL AND EDUCATIONAL ENVIRONMENT AS A PEDAGOGICAL CONDITION OF FORMING OF PROFESSIONAL THINKING CULTURE OF FUTURE TEACHERS

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## Abstract

Preparation of students for future pedagogical activity involves the acquisition of their professional skills and assimilation of the pedagogical culture values. The important constituent of the pedagogical culture of a young man is a professional thinking culture. The efficiency of the pedagogical system of forming a professional thinking culture of future teachers is determined by the quality of functioning of cultural and educational environment that can provide the educational trajectory for personal and professional development of each student in higher educational establishment. Thus, the modeling of cultural and educational environment is one of the most important pedagogical conditions of forming of professional thinking culture of future teachers in the classic university. The concept-category of research is revealed in the article, the theoretical and methodological principles of modeling of cultural and educational environment are exposed.

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**Keywords:** Professional thinking culture, environment, cultural environment, educational environment, cultural and educational environment

## Introduction

In the “National doctrine of education the development of Ukraine in the XXI century” (2002) it is marked that “the education is the basis of personality development, society, nation and state, the strategic resource of improvement of welfare of people, providing of national interests, consolidation of the authority and the competitiveness of the state on the international arena”. This is an important document, which outlines the goals, objectives, strategies and priority directions of state policy in relation

with reformation and development of education, training of pedagogical and scientific and pedagogical personnel in Ukraine.

In particular, in “The national doctrine of education of Ukraine in the XXI century” (2002) it is clearly marked that “the goal of public policy is to create the conditions for personal development and creative self-realization of every citizen of Ukraine, raising a generation of people that can work and study effectively during life, keep and increase the values of the national culture and civil society, develop and strengthen our state as an integral part of the European community”. Taking it into account the important task of higher school is preparation of future teachers who will be able to realize the goal and tasks of the public policy in the field of education. Special attention, in professional and pedagogical preparation of natural faculties students, is given to forming of professional thinking culture of future teachers, which will help in overcoming of pedagogical activity stereotypes.

In research we believe that education and culture are the priority directions of development of human civilization, which in modern globalized world contribute to the solution of many pressing problems. Education provides the personal development of young person, his entry into the world of science and culture, a successful professional development etc. Getting education, the future specialist acquires not only a professional competence but also he masters the cultural heritage. The cultural heritage of different people, nations and countries, achievement in various fields of science and industry, results of the practical human activity is an inexhaustible source of educational content. Extrapolation of culture into the modern models of education creates wide possibilities for successful implementation of the cultural education paradigm in the universities of Ukraine. Modern University (classic; research; pedagogical) — is a multidisciplinary higher education institution establishment, which conducts the fundamental and applied scientific researches, promotes scientific knowledge and provides the preparation of the specialists with higher education according to the educational and professional programs of all educational and qualifying levels, cultural and educational activity etc.

In the research we also take into account that the professional and pedagogical preparation of future teachers foresees the mastering of values of pedagogical culture of students, the constituents of which are the culture of professional thinking of the teacher, his speech culture, culture of communication, culture of behavior, culture of feelings, appearance culture. To its components also belong axiological, valeological, didactics, and ecological, emotional, aesthetic, innovative, intelligent, informative, communicative, methodical, legal, reflective, rhetorical and other types of pedagogical culture.

From our point of view, the quality of forming of professional thinking culture of future teachers is determined by the fact how well and efficiently the university pedagogical environment operates that creates educational trajectory for personal and professional development of each student. In such context we consider about modeling of cultural and educational environment that can provide a high level of theoretical and practical training of future teachers.

**The purpose of the article** is in comprehension of the concepts and categorical apparatus of research, clarifying the theoretical and methodological principles of the cultural and educational environment as a pedagogical condition of forming of professional thinking culture of future teachers.

### **Culture of the professional thinking of the teacher as a research problem**

Introduction of the person in the cultural field, her becoming an educated and a cultural person provides available in every country educational system due to production, accumulation, maintenance and transmission from the previous generations to the descendants of culturally significant information, cultural heritage etc. Valuable in this respect is finding out the essence, purpose and content of the culture.

Today in scientific literary sources we can find different interpretations of the essence of this phenomenon. In particular, M. Lisa, L. Vaughn (2010) examine the analyzed concept in a broad sense by which *the culture* is an integrated model of memorized beliefs, behaviors, acts, actions which are divided within certain groups and include thoughts, styles of communication, ways of interacting, views on the role and relationship, values, practices and customs. The researchers emphasize that the culture is a total way of life of people. The concept of the culture can be expanded to include the factors to consider the aspects of daily life of the person and social influences.

G. Vasyanovych and V. Onyshchenko (2007) under the culture understand “the universal method of creative self-realization of the human through desire to discover and affirm the meaning of human life in its relation to the current content”. Valuable for our research is an interpretation, after which a “*culture* — is character of people, which exposes and symbolizes a national world view, ethics, aesthetic, artistic, religious or social aspects of life of people in time of its existence” (M. Semchyshyn, 1993). We agree with the opinion of the researchers, that in such sense a culture is a meaningful world which inspires people and connects them into community (people, nation, religious society, professional group etc.). This world through the creation of values of society is passed from the generation

to generation and determines the way of existence and attitude of the man as an active subject of culture, creator of its values.

The analysis of scientific literature demonstrates the ambiguity of approaches to definition of the purpose and content of culture. In research we adhere to the point of view, that “comprehensive harmonious development of forces and active capabilities of the man is a ***purpose of the culture***; progressive development of the man as a subject of humanizing of the nature, of society and of himself is a ***maintenance of the culture***. Synthesis of the cultural needs is the need of human culture as a universal and creative and humane way of outlook” (V. Rybalka, 2009). Coming from the subject of our research, opinion of the Ukrainian scientist deserves attention that “the culture of the man is synthesized in the culture of basic forms of outlook — *practical* (culture of activity, culture of behavior), *spiritual and practical* (culture of feelings, culture of communication), *theoretical* (culture of thinking)” (V. Rybalka, 2009).

By the culture of culture and thinking in the thinking a priori consider the culture of thinking. Today in Ukrainian scientific and pedagogical researches and pedagogical practice notably grew the interest to understanding the essence of this phenomenon. In particular, ***the culture of thinking*** is defined as “a certain level of formation of mental activity, which is based on the common laws and the rules of logic, and at the same time is a measure of creative intellectual effort of individual, growth of cognitive needs, improvement of speech abilities and skills, and fixing in the system of vital values a leading role of cognition, self-improvement and self-realization” (A. Marchenko, 2006).

Note that the essence of professional thinking culture of the teacher we propose to consider in the context of the overall understanding of the phenomenon of culture, educational culture and cultural dimension of pedagogical thinking. In our understanding a ***culture of professional thinking of the teacher*** is an integrated unit, which characterizes the individual features of his thinking, the level of mental activity, the degree of development of the varieties and properties of thinking, art of operation of forms of thinking and application of thinking operations. It is an indicator of formation of professional culture of the teacher, his ability to learn and transform the phenomena of teaching reality (L. Kovalchuk, 2007; L. Kovalchuk, 2011).

From our point of view the realization of the important tasks of forming of professional thinking culture of future teachers should be examined in the plane of the cultural paradigm of education. This approach logically shows the necessity of analysis of theoretical and methodological principles of cultural and educational environment as a pedagogical condition of forming of professional thinking culture of future teachers.

## **Analysis of theoretical and methodological principles of modeling of the cultural and educational environment**

In the context of solution of the research tasks an important aspect is understanding of the essence of the model, modeling and environment.

After V. Lozovetska (2008), “*model* (of fr. *modele* — *standard*) is an imaginary or materially-realized system which represents or recreates the object of research (natural or social) object, able to change it, that its study gives a new information about this object”. In the “Dictionary of foreign words” (1985) we find the determination according to which *modeling* (fr. *modeler* — *to model, to form*) is interpreted as: 1) a method of research of the difficult phenomena, processes, objects, that is based on the replacement of concrete object of researches (original) by other, similar to it (by a model); 2) making of the model.

From the point of view of forming of professional thinking culture of future teachers, great attention is given to modeling in studies. Its essence is determined by I. Rapazevych (2005), who distinguishes two aspects after which *modeling in studies* is interpreted as:

1) the content to be learned by the students in the process of studies; the method of cognition that they must master (intended to include in the content of education the concepts of the models and modeling, driven by the formation of objective scientific and theoretical type of thinking of the pupils predefined by the task to realize and master modeling as a method of cognition);

2) one of basic educational actions which is the element of educational activity (consists in research of the place and forms of the use of modeling as a higher and special form of visibility for fixing the common patterns of actions and operations that they must perform in the study of complex abstract concepts).

Under the *design of cultural and educational environment* we understand:

- the creation of pedagogical models of real pedagogical phenomena and situations, that enable students during classes to plunge into the reality of teaching, which promotes activation of their educational activity, cognitive interest, creativity, forming of the culture of professional thinking, etc. (*in the narrow sense*);

- such planning of the process of studies during the study of educational disciplines provides theoretical and practical training of students for future educational activities (*in the broad sense*).

In the context of comprehension of theoretical principles of modeling of cultural and educational environment considerable interest is presented by the ideas of researchers, who in their scientific works accented on such important aspect, as a culture of school. In particular, we took into account,

that “the *Culture Based Approach* starting from the concept of institution sees schools as entities endowed with their own distinctive features and traits that distinguish their substantive aspects and define them as cultural phenomena in change. The reflection on a school or, at least, on the dominant culture is configured in all respects as a theoretical and practical activity, because it takes into account both the cognitive aspects related to the practitioners’ mental models, as well as the performances within the service they provide” (G. Angeloni, 2013).

In the context of our research valuable is the opinion of Dj. Bruner (2006), who examines the *culture of education* as “a set of techniques and procedures for understanding the world and helping yourself in it”. We support the position of the scientist that "school is a culture, not just preparation to participation in the culture.

The researches of thinking culture through school culture is offered in the scientific work of S. Tishman, D. Perkins, E. Jay (1995). Authors mark that “Schools are places of culture. Not only in the sense that they introduce students to great intellectual achievements, but also in their sense of community, their spirit of common enterprise. Spend a little time in any classroom and you will instinctively sense it — a particular culture of teaching and learning. It is evident in the way students and teachers interact, in their expectations of one another, their common ways of talking, their shared understanding of what is acceptable, what is interesting, what is valuable”. As an extension of this idea, they rightly point out that “Naturally, not all classrooms have the same cultural feel: some are rigid, others open; some value answers, others questions. But every classroom has a culture of some sort, and this cultural aspect of education is one of the things that makes the experience of schooling so much greater than the sum of its parts. The purpose of teaching thinking is to prepare students for a future of effective problem solving, thoughtful decision making, and lifelong learning” (S. Tishman, D. Perkins, E. Jay, 1995).

Interesting opinion is expressed by B.-D. Gołębniak (2007), who examines the *culture of school* as a difficult phenomenon which is presented on such *levels*:

- understanding of the values which are formed on the basis of faith and persuasions (*transrational level*);
- perception of values in the context of public norms, customs, expectations, standards (*rational level*);
- personality experience and priorities, which have the sources of emotion and appear fundamental, direct, affect and behavioral in character (*subrational level*).

The author emphasizes that “awareness of the existence of these three levels of values must warn against temptation to impose the school better

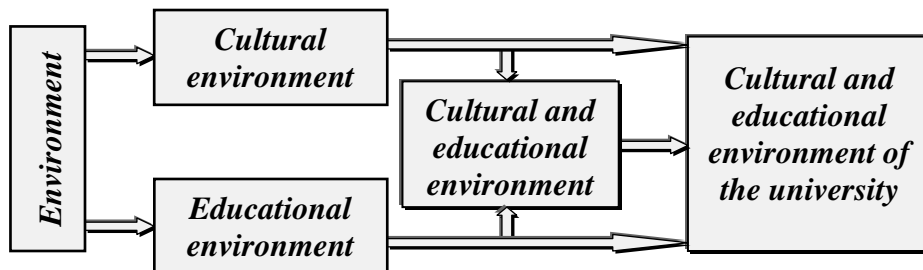
even collegial culture. Improvement of school, including higher education, taking into account cultural changes is a pedagogical and public process, not just a technological task” (V.-D. Gołębnik, 2007). Agreeing with the opinion of the investigator, we note that the culture of school (including higher education) is determined by the culture interaction of subjects. In this sense speech goes about the pedagogical interaction.

As pedagogical interaction can be considered as a nonlinear system that develops both in space and in time, under certain conditions, it becomes a factor of development of all subjects of the learning process. We examine *pedagogical interaction* as a system of synergistic interaction of the subjects of the learning process, that is opened out at the level of different activity subsystems and is focused on learning, education, training and personal development of personality of each student, the formation of future teachers a high level of general and educational culture, the culture of professional thinking and so on.

Higher school, creating the environment of educational interaction conducive to personal and professional development of young person gives her an opportunity not only to acquire the appropriate education and successfully adapt to the modern world, but also provide her creative growth in professional activity. Taking it into account, modeling of such environment is an important pedagogical condition of forming of professional thinking culture of future teachers in the process of theoretical and practical preparation of students.

The comprehension of scientific literary sources certifies that the category of “*environment*” became the object of research not only of natural sciences (biology, geography, chemistry and others), but also the object of study of extensive humanitarian discourse of cultural studies, education, psychology, sociology, philosophy, etc., in the process of which various scientific concepts are built. It is a system (base) category, which is superposed on a number of other concepts (“*cultural environment*”, “*educational environment*”, “*cultural and educational environment*”, “*informative and educational environment*”, “*communicative environment*”, “*innovative educational environment*”, “*creative educational environment*”, “*reflexive and educational environment*” etc.). In our opinion, the concept of “*cultural and educational environment*” is more common because it shows the signs of all mentioned types of environments.

To understand the cultural and educational environment as a complex, integrated, multifunctional, we suggest comprehending its essence in a logical sequence, represented on the picture 1:



Picture 1. Sequence of theoretical comprehension of the essence of cultural and educational environment

Acquaintance with scientific literary sources certifies that the essence of the concept notion of our research is examined as a number of conditions, the integrity of certain processes, social space and so on. In particular, the *environment* is considered:

- as a set of natural and social conditions where human activity, its environment takes place (A. Ivchenko, 2002);
- social space that surrounds a man, the area of individual activity, the nearest development and action (R. Nikolaievskia, 2013);
- integrity of ecological, economic, political, social, cultural and educational, institutional processes in their relationships and dependencies (V. Okon, 2007).

We agree with the opinion that “the environment begins where there is a meeting of the person who teaches and the person who learns where they begin to design and build — and as a subject and as a resource of their mutual activities” (V. Yaskvyn, 2001). The essence of this environment is characterized by the conceptions of educational environment in which it is defined as a part of the space, constituent of life, certain system etc. In particular, in scientific literary sources we find an interpretation according to which an *educational environment* is defined as:

- a part of socio-cultural space, where interact different educational systems, processes and events, subjects and objects in order to develop and create the conditions for the development of personality (V. Kuleshov, 2008);
- some constituent of life, accessible for perception, in which subjects in the process of vital functions have the opportunity to satisfy their requirements in education, to extend the methods of cognition of the world, to develop personal qualities (V. Delhi, 2008);
- the system of influences and personality formation conditions for a given pattern which are contained in social, spatial and subject surrounding (V. Yaskvyn, 2001);
- collection of material, spiritual, emotional and psychological



conditions, in which an educational process takes place, and factors which promote and hinder the achievement of its efficiency (R. Gurevych, 2011);

- a set of social, cultural, and specially organized psychological and pedagogical conditions, as a result of their interaction with an individual there is formation of personality, his perception of the world (A. Maron, S. Tarasov, 2010);

- characteristics of external educational content, which includes terms of personal development (A. Hutorskoy, 2008).

V. Okon (2007) draws attention to the fact that “under the influence of emotions in the process of human interaction with cultural heritage, there are feelings, beliefs, and relationships with other people”.

The concepts of the cultural environment explain the mechanism of this interaction in the process of entry of the human in the world of culture. The essence of this environment is of considerable interest for our study in terms of its impact on the formation of the general culture of the individual young person, the culture of professional thinking of the teacher. According to the definition of research workers, the *cultural environment* — it is:

- a set of cultural heritage, which is the creation of the world and national culture, or represent the local heritage and affect the personality (V. Okon, 2007);

- community of people who are educated on certain cultural traditions and are their continuers, and also environment that educates people of high moral character and aesthetic tastes (A. Datsenko, 2008);

- concrete social space in which the pupil is actively involved in the cultural relations of society, where it gains the experience of independent cultural and professional activity (I. Barantsova, 2011).

Today, we observe the growing interest of researchers to cultural aspects of education, its culture. There are concepts that deal with the ways of life of the culture and education, their mutual determination, mechanisms and levels of interaction etc. Fundamental interest for the research of the problem of forming of professional thinking culture of future teachers is presented by the cultural constituent of educational environment, where the different levels of pedagogical interaction of the learning process take place.

The theoretical analysis of scientific papers revealed the that authors use different concepts (“*cultural and creative educational environment*”, “*educational and cultural environment*”, “*cultural and educational environment*”, “*cultural and educational environment of higher educational establishment*” etc.). Their essence is interpreted by the researches ambiguously, coming from the positions of their research. Some of the interpretations are analyzed by us.

Thus, O. Petrenko (2007) in the thesis gives a definition of the *cultural and creative educational environment*. He interprets it as “a

professional universe of the student, in which the process of forming of the humanism-orientated professional consciousness takes place actively”.

O. Sinokosova (2008), after V. Bolharina, describes the ***educational and cultural environment*** as a multidimensional phenomenon that includes the system of elements of the human and the objective environment and conditions (informational and educational, psychological and pedagogical, material and technical, sign and symbolic) that affect the cultural development of the subjects of the educational institutions, their socialization and undergo changes as a result of their cultural and creative activity.

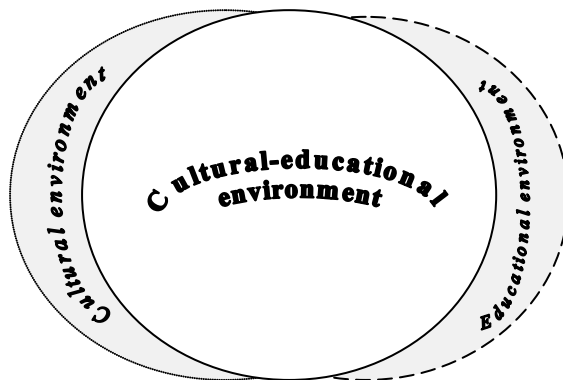
V. Streltsova (2009) during the research found that the ***cultural and educational environment*** is a “special social and pedagogical phenomenon, that is the transmitter of rich, various and at the same time contradictory information, which directly affects the process and result of social adaptation of the students, especially of creative specialties, since this category is characterized by response to psychological and emotional irritants, more perceptible review at rational, emotional, spiritual level”. A researcher considers that “in this context a cultural and educational environment becomes an adaptation niche, where the transformation of the social experience of the student takes place” (V. Streltsov, 2009).

In the same context, from the position of organization of pedagogical accompaniment A. Hinkel determines its essence (2011), interpreting the cultural and educational environment as “a set of conditions for adaptation of students in the process of development of their base culture”.

According to V. Delia (2008), “***cultural and educational environment*** should be considered in the context of its spiritual content, determined by the general cultural development of students, the degree of development of their spiritual needs and interests, the dominant value orientations”.

We consider the ***cultural and educational environment*** as a part of the socio-cultural space, which is a combination of internal and external conditions and influences, various resources and relations, and other components that provide theoretical and practical training of students to pedagogical activity, personal and professional development of future teachers, their intellectual and cultural development, including formation of culture of professional thinking etc.

The analysis of scientific literary sources and conducted research leads to the conclusion that the cultural and educational environment is an integral multidimensional environment that integrates the features of both cultural and educational environment. Their correlation, in our opinion, can be schematically presented in the picture 2:



Picture 2. The correlation of cultural, educational and cultural and educational environments

Y. Atamanchuk and M. Rossokha consider that the feature of cultural and educational environment is in its compliance with personal activity and teaching process, in which:

- student is given a freedom of choice of belief and ideals;
- internal potential and professionalism of personality is developed;
- the combination of personality and professional meaningful values in the integral system of regulators of consciousness, conduct and activity in the educational establishment and after his limits, what is adapted to the social terms, options of society etc. (J. Atamanchuk, M. Rossoha, 2012).

Formation and development of personal and professional skills of students, mastering their cultural values take place in the process of pedagogical interaction, organized in the environment of higher educational establishment at the level of different activity subsystems (eg. “*teacher ↔ teacher*”, “*teacher ↔ student*”, “*student ↔ student*”, “*teacher ↔ a group of students*”, “*student ↔ a group of students*”, “*group ↔ group*” etc.). Each subsystem has certain mechanisms for deploying pedagogical interaction, such as:

- *relationships* (teacher and student as subjects of interaction are capable for self-organization and self-realization, influencing on each other, change in quality);
- *links* (they describe the nature of the changes, degree of activity of each of the subjects in pedagogical interaction);
- *pedagogical influence* (foresees the active actions of the teacher who, seeking to achieve his goals in the learning process, uses encouragement, persuasion, creation of situation of success and other methods);
- *mutual understanding* (assists forming of the only semantic field of the subjects of interaction, that enables them to operate in the learning

process in correspondence with the developed algorithms, programs, plans etc.);

- *coordination* (this mechanism of cooperation is related to the search of facilities to ensure compliance, compatibility in actions, coordination in operations);

- *cooperation* (the subjects of cooperation participate in execution of joint or different projects, but related tasks etc.).

Interaction of the subjects of learning process foresees the culture of pedagogical activity, culture of communication, culture of behavior, culture of interpersonal relationships etc. Thus, speech goes about modeling of the cultural and educational environment of university.

In the study, we take into account the opinion of A. Snihovska who notes that, “an educational environment is the environment of the classical university, a system of conditions of functioning of higher education, reflecting the content and specific training of future professionals”. According to researcher these conditions are the following: the professional orientation, values, variability and mobility of the informative provision, realization of cultural innovations, the subjective attitude of students and teachers (O. Snihovska, 2014).

From the point of view of V. Streltsova (2009), “***cultural and educational environment of the particular higher educational establishment*** — is a collection of various conditions created by teachers (material, organizational and administrative, psychological and pedagogical, informational, communicative, moral, innovative etc.), affecting the process of cultural development and development of students and teachers in the educational establishment”.

A. Masurenko (2006) interprets ***the cultural and educational environment of higher educational establishment*** as “a set of educational, training, developing and culture and creative relations, that give all the subjects the opportunity to participate in the system of social partnership, thus creating favorable conditions for the formation of personal senses and value regulative of assimilated knowledge is the basis of the formation of social and professional competence that can ensure adequate human activities in situations that vary dynamically” (A. Masurenko, 2006).

On the basis of the research we came to the conclusion, that ***cultural and educational environment of university*** is a part of the socio-cultural space, that is an integrated multi-level set of different environments and corresponding conditions, factors, resources, various types of interaction of subjects of pedagogical process, aimed at implementing of the objectives of higher school for the preparation of specialists with higher education after the educational and professional programs of all educational and qualifying levels, cultural and educational activity, realization of scientific researches

etc. T. Nasonova considers, that “cultural and educational environment of higher educational establishment as a pedagogical phenomenon, structural components of which are used by the subjects for mastering of educational and professional activity, business intercourse and creation in the process of intersubjective interaction that provides the successful professional and personal becoming of future specialists in social and spatial and subject surrounding” (T. Nasonova, 2005).

In the context of our research the idea of O. Petrenko deserves attention, that the personality-orientated creative cultural and educational environment of higher educational establishment is built on the following basic principles on such base *principles of professional education*, as:

- appeal to the common to all mankind values — immersion of professional education in the context of human culture;
- appeal to individual human, personality and professional life of the student — attitude to student as an independent subject of professional preparation, what carries out a responsible vital choice (O. Petrenko, 2007).

For modeling of the cultural and educational environment of the university it is important to have a clear picture not only about his nature, but also about the *structural organization* of such environment. According to the “Dictionary of foreign words” (1985), *structure* (from lat. *structura* — *structure, placing, order*) is an internal structure, certain intercommunication of components of the unit, relatively stable way of connection of the elements that provide the integrity of the difficult system.

During the theoretical comprehension of this aspect of research we found out that in determining of the structure of the environment diverse approaches of researchers take place. Thus, V. Jaskvyn (2001) in the structure of educational environment distinguishes such *components*:

- *spatial and architectural* (this component is characterized as pedagogical expedient complex of “developing” stimuli);
- *technological* or *psychological* and *didactics* (this component determines the content of the learning process, that allows to organize the “developing” activity of the subjects of educational process);
- *social* (this component allows to organize a “developing” interpersonal interaction between the subjects of the educational environment and their inclusion in the corresponding activity).

Taking into account that, the development of creative potential of the students, their understanding of spiritual and intellectual values, forming for the future teachers of the pedagogical culture and thinking provides the environment of higher educational establishment, considerable interest for our research present the determination of social and cultural constituents of environment research workers. In particular, A. Maroon and S. Tarasov (2010) include the following *components*:

- *cultural and creative* (to system generative constructions of school environment which is the subject of modern culture, belong aims and values, that are divided by all the participants of educational process at participation of local association of the habitants);

- *content and methodical* (it describes the semantic sphere and sources of education, methods, facilities and forms of organization of educational process, structure of self-government etc.);

- *spatial and semantic* (learning environment involves the organization of the object and space and natural environment of the institution, methodological support for the process of creating of the environment, communication of the subjects of education);

- *communication and organizational* (this component takes into account the features of subjects of the educational environment and communicative sphere).

I. Baranzova (2011) pays attention to the fact that a sufficient level of the culture of learning environment characterizes the cultural environment. It is a multidimensional phenomenon that includes the system of elements of the human and the objective environment, conditions (informational and educational, psychological and pedagogical, material and technical, iconic and symbolic), that influence the cultural development of the subjects of educational establishment and change as a result of cultural and creative activity of these subjects.

The analysis of research in this direction certifies, that research workers do not have a definite opinion about the structural organization of the cultural and educational environment. Thus, A. Hinkel (2011), taking into account the research of V. Yaskvyn (2001), in the structure of the cultural and educational environment distinguishes *components: informative, social, technological*.

R. Nikolajevska (2013) examines an environment as a “social space which surrounds a man”. From the point of view of the researcher, the model of cultural and educational space includes such *components*:

- *spatial and semantic* (architectural and ethical organization of vital space of high school students, symbolic space of school);

- *content and methodical* (the concept of studies, education, curricula and programs, forms and methods of education organization, student’s research space etc.);

- *communication and organizational* (the distribution of roles, values and installation of the subjects of education, communication sphere — a style of communication and teaching);

- *organizational conditions* (presence of creative groups of teachers, educational workshops, master classes etc.).

We share the opinion of V. Streltsova (2009) that “the cultural and educational environment of higher educational establishment consists of several microenvironments”. However, we believe that the structure of the environment in which the personal and professional development takes place, forming of culture of professional thinking of future teachers, has a clear level hierarchy, at least after three levels (macro-, mezo- i microenvironment).

***Cultural and educational environment of the university*** — is a *macro environment* that defines its activity and general organization of the pedagogical process, taking into account the specific of professional preparation of students after a professional orientation and educational and qualifying levels. ***Cultural and educational environment of the faculty*** refers to *mezoenvironment*, the feature of which is that, its activity is aimed at creating a favorable psychological and educational environment for learning, education, forming of personality and professional development of future teacher.

Thus, the university is a meeting place of the subjects of educational process, where intellectual and emotional cooperation takes place, aimed at achieving scientific, educational, developing and other aims, implementation of tasks, realization of interests, understanding of the cultural values, forming of personality and professional qualities, social positions etc. In the structure of cultural and educational environment of the university we distinguish such interconnected, interrelated, interdependent and interacting ***microenvironments***:

1) *scientific and scientific and pedagogical staff* (microenvironment, which is entrusted with such important functions for society as scientific research, training of future teachers and others.);

2) *cultural and educational microenvironment of the department* (teachers of the department carry out scientific research, scientific and methodical activity; they are the direct organizers of creative scientific and educational and cognitive activity of the students, their personal and professional formation);

3) *students* (it is a special microenvironment of young people, incorporated not only by educational, scientific, public and other types of activity, a professional orientation, but also by social status, common purpose, values etc.);

4) *student government* (microenvironment of active students, who provide the management of the vital functions of the team on the principles of equality of rights, freedom, direct participation, promotes socialization, self-creative capacities of students determine the content, types and forms of student groups etc.).

In the modeling of cultural and educational environment important is not only the comprehension of theoretical principles of research, but also the study of methodology of scientific research. According to the “Dictionary of foreign words” (1985), **methodology** (gr. μέθοδος — *a way of research, method of cognition, λόγος — science, word, studies*) — 1) teaching of techniques and knowledge of reality; 2) a set of methods of investigation that they are used in any science.

Note that the essence of the cultural and educational environment and its modeling as a pedagogical condition of forming of professional thinking culture is examined by us on the basis of complex of the methodological approaches, as:

- theoretical and practical preparation of the students for future professional activity takes place during the study of pedagogical and special disciplines, pedagogical practice in terms and under the influence of various factors according to created environment (*environmental approach*);

- cultural and educational environment is not strictly determined, but nonlinear open system capable to self-organization, self-development, self-regulation (*synergistic approach*);

- cultural and educational environment has a difficult, hierarchical structure, formed from a great number of substructures, components, elements and other constituents, therefore the design of such environment is based on correlation, coherence, complementarity of all the components (*system approach*);

- cultural and educational environment is an environment, in which take place the development and forming of future teacher as a “man of culture” with a high level of general culture, culture of professional thinking, culture of pedagogical communication, culture of behavior, speech culture etc. (*cultural approach*);

- the process of professional preparation of future teacher is carried out in the cultural and educational environment, the professional competence of which is determined by a set of general and specific competences (*competence approach*);

- well-organized cultural and educational environment assists understanding not only fundamental informative and knowledge and cognitive values, that focused higher education, but also at the highest virtues such as Goodness, Love, Faith, Wisdom, Truth, Beauty, Harmony and others. (*axiological approach*);

- as a result of purposeful pedagogical influence of the experienced teachers there is forming of personality of student, capable of professional growth, self-actualization, self-education, self-development, self-realization, self-appraisal, self-regulation, self-control, constant self-improvement, etc. (*personal approach*);



- cultural and educational environment is favorable for the organization of educational interaction, in which actively included a learning subject of studies (student) and teaching subject (teacher), becomes the subject-to-subject (*subjective approach*);
- cultural and educational environment during lessons and pedagogical is beneficial for a variety of teaching situations that encourage students to find creative solutions, enabling future teachers to master different types of educational activities successfully (*activity approach*);
- cultural and educational environment of the university is a system, in which separate microenvironments harmoniously integrate united by common goals, objectives, strategies, activities, etc. (*integrative approach*).

The analyzed approaches logically complement each other that substantially strengthen the efficiency of their application. The feasibility of the use of a methodological approach is determined by various factors (goals, objectives, content of the discipline, methodological aspects, specific situation etc.).

## **Conclusion**

In summary, we note that the culture enters a man in the world of values (spiritual and material; moral, religious, artistic, intellectual, informative and knowledge, scientific, etc.), carefully cherished, stored, increased and passed from generation to generation. Education, opening a man the way to knowledge, contributes to his entry into the world of culture. This interpenetration of culture in education and education in the field of culture makes the man's world richer, wiser and kinder. Whether this world will be such, in a great deal depends on us (teachers, educators, research workers). In fact, as noted by prominent Ukrainian scientist, writer and poet Ivan Franko (1986): "A teacher is a school when a teacher is unnecessary, unprepared, unconscientious, school is not good". Therefore today higher educational establishments should provide facilities for preparation of future teachers, who are characterized by a high level not only of professional competence, psychological and pedagogical eruditions, but also the cultures of professional thinking.

Modeling of multilevel cultural and educational environment is one of the pedagogical conditions of forming of professional thinking culture of future teachers. The theoretical aspects of the problem and the methodological approaches to modeling of various levels of cultural and educational environment are interpreted in the article. However, considered questions do not exhaust all the aspects of the problem. Organizational and methodological foundations of modeling of cultural and educational environment are disclosed by us in the educational manuals (L. Kovalchuk,

2005; L. Kovalchuk, 2007; O. Kovalchuk and S. Koryt, 2009; L. Kovalchuk, 2011).

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