

Artículo de investigación

Socio-cultural and aesthetic aspects of the formation of the professional orientation of a student - a future elementary school teacher**СОЦИОКУЛЬТУРНЫЕ И ЭСТЕТИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ СТУДЕНТА – БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНОЙ ШКОЛЫ**

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The article is devoted to the disclosure of socio-cultural and aesthetic aspects of the formation of the professional orientation of a student – a future elementary school teacher. The authors reveal the socio-cultural and aesthetic potential of university disciplines in the personal development of a student – a future teacher. They characterize the features of the formation of the teacher's professional orientation, the basis of which are his/her humanitarian and pedagogical culture and spirituality as the highest level of development and self-regulation of a mature personality, on which the highest human values become the main reference points of his/her life. Further, on the basis of the characteristics of the research methods, the article presents the results of the diagnostics of the formation of socio-cultural and aesthetic aspects of the professional orientation of the students of the pedagogical university – future elementary school teachers, reflecting the positive dynamics of the

Аннотация

Статья посвящена раскрытию социокультурных и эстетических аспектов формирования профессиональной направленности студента – будущего современного учителя начальной школы. Раскрыт социокультурный и эстетический потенциал вузовских дисциплин в личностном становлении студента – будущего учителя. Охарактеризованы особенности формирования профессиональной направленности педагога, базисом которой являются его гуманитарно-педагогическая культура и духовность как высший уровень развития и саморегуляции зрелой личности, на котором основными ориентирами ее жизнедеятельности становятся высшие человеческие ценности. Далее, на основе характеристики методов исследования, в статье представлены результаты диагностики сформированности социокультурных и эстетических сторон профессиональной направленности у

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development of the qualities we consider in subjects in the experimental group.

Keywords: Professional orientation, socio-cultural and aesthetic aspects, elementary school teacher.

студентов педагогического вуза – будущих учителей начальных классов, отражающие положительную динамику развития рассматриваемых нами качеств у испытуемых в экспериментальной группе.

Ключевые слова: профессиональная направленность, социокультурные и эстетические аспекты, учитель начальной школы.

Resumen

El artículo está dedicado a la divulgación de aspectos socioculturales y estéticos de la formación de la orientación profesional de un estudiante, un futuro maestro de escuela primaria. Los autores revelan el potencial sociocultural y estético de las disciplinas universitarias en el desarrollo personal de un estudiante, un futuro maestro. Caracterizan las características de la formación de la orientación profesional del maestro, cuya base es su cultura y espiritualidad humanitaria y pedagógica como el más alto nivel de desarrollo y autorregulación de una personalidad madura, sobre la cual los más altos valores humanos se convierten en el principales puntos de referencia de su vida. Además, sobre la base de las características de los métodos de investigación, el artículo presenta los resultados del diagnóstico de la formación de aspectos socioculturales y estéticos de la orientación profesional de los estudiantes de la universidad pedagógica - futuros maestros de escuela primaria, reflejando el Dinámica positiva del desarrollo de las cualidades que consideramos en los sujetos del grupo experimental.

Palabras clave: Orientación profesional, aspectos socioculturales y estéticos, docente de primaria.

Introduction

A dynamically changing scientific and industrial practice makes high demands on the level of the professional training of future teachers, their personal qualities, manifested in their professional competence. The main goal of modern professional and pedagogical education is to train a teacher with a wide range of professional and pedagogical competencies, capable of perceiving and implementing innovations in pedagogical activity and personal and professional development throughout life.

According to the international and European standards, a 21st-century teacher is a creative individual with original problem-pedagogical and critical thinking, he/she is a creator of multivariate programs based on the world cultural experience and new teaching technologies, interpreting them in specific pedagogical conditions based on the diagnostic goal-setting and reflection.

A 21st-century teacher is a person of Culture. It is entirely understandable therefore, that various aspects of the concept of “culture” have been actively developed recently. One of the most important aspects in the context of this study is

the concept of “pedagogical culture”, which is defined as “a complex of general cultural and professional knowledge, skills and proficiencies, methods and forms of communication and experience of effective pedagogical activity, the level of development of pedagogical consciousness, self-awareness and thinking formed by the personal and professional self-concept, the concepts of the Pupil and Activity” (Kodzhaspirova, Kodzhaspirov, 2005, p. 154). The components of the pedagogical culture are: pedagogical orientation, a complex of professionally significant personal qualities and abilities, a broad outlook, pedagogical erudition and professional competence. However, the presence of all these components in the personality of a modern teacher does not guarantee success in pedagogical activity. In a “living”, real pedagogical process, the professionalism is manifested in the unity of the qualities mentioned above with the general cultural and moral manifestations of the personality of the teacher. The unity of these manifestations forms the humanitarian culture of the teacher. Therefore, the processes of the humanization of education in Russian pedagogical universities are directed precisely on

the formation of the humanitarian and pedagogical culture of future teachers.

Materials and Methods

In our research were used the following theoretical methods: the study of philosophical, cultural and psychological-pedagogical literature, theoretical analysis, comparison and contrast and methods of logical abstraction (induction and deduction). These methods contributed to the theoretical and methodological substantiation of the process of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers, allowed us to identify the cognitive, motivational and active components in its structure. Further, in the process of multi-stage diagnostics of students of the pedagogical university, we used a variety of research methods and techniques. Among them are the methodology for diagnosing the professional orientation of the personality, the rating methodology for determining the motivation of professional activity, tasks for resolving various pedagogical situations, the methodology of “value orientations”, the rating scale of the importance of emotions, the thematic apperceptive test, the test for determining the level of development and self-development ability and frontal, intermediate and final surveys of students and elementary school teachers.

Discussion

For our study, it is important that the humanization of education is “a system of measures aimed at the priority development of general cultural components in the content of education and therefore, at the formation of personal maturity of trainees” (Modern Dictionary of Pedagogy, 2001, p.138), “the establishment of the harmonious balance between natural-mathematical and humanitarian cycles in learning with the aim of developing a spiritually rich personality in each learner who is able to withstand technocratism and inhumanity” (Kodzhaspirova, Kodzhaspirov, 2005, p. 61). The last definition clearly demonstrates the interconnection between the humanization of modern education and its humanization, appealing to people.

The study of the biographies of some outstanding teachers really shows that it was their humanitarian culture, manifested in a wide education, intelligence and high sense of duty and responsibility, that served as the basis for the emergence of humanistic ideas, breaking the

vicious circle of familiar pedagogical ideas and raising the theory and practice of pedagogics (including high school) to a new level of the development.

Therefore, the highest results in the pedagogical activity of a modern teacher are associated with the overcoming professional limitations and the ability to consider professional issues from the broadest philosophical, methodological and socio-cultural positions. Humanitarian university education is aimed at achieving this goal, which is understood as the priority development of general cultural components in the content of education aimed at the formation of the personal maturity of students, and first of all, at the formation of their spirituality.

The Big Psychological Dictionary defines the concept of “spirituality” as “a search, practical activity and experience, through which a subject carries out the transformations necessary to achieve the truth and for his/her self-determination” (Big Psychological Dictionary, 2006, p.149).

More precisely, spirituality is a spiritual and practical (not utilitarian) activity of self-creation, self-determination, and spiritual growth of a person. Spirituality is a necessary condition for moving to the highest psychology, which, according to L.S. Vygotsky (Vygotsky, 2005), determines not the depths, but the peaks of a personality. The scientist believed that the movement to them “from below”, only from the side of objective activity, is dangerous, since it can lead to the formation of a human machine, artificial intelligence, “artificial” intellectuals, and therefore should be supplemented by the movement “from above”, from the side of the Spirit.

From the pedagogical point of view, spirituality is “1. the highest level of development and self-regulation of a mature personality, at which the highest human values become the main reference points of its life; 2. an individual ability to world- and self-understanding, the personality’s orientation to act “for others”, its search for moral absolutes” (Kodzhaspirova, Kodzhaspirov, 2005, p. 82).

From the Christian point of view, spirituality is the interaction between God and a person in his/her highest aspirations.

L.P. Pechko believes that “the spirituality of a particular person or a group of people has a multilayer or certain dominance with respect to

the spheres of culture in the life of various objects and phenomena. The formation of the personality's spirituality is a living and dramatic process, the result of the activity of individual consciousness" (Pechko, 1997, p. 197).

In modern understanding, spirituality most fully includes the qualities of a personality's culture, the activity of its self-consciousness, the ability to self-development, humanistic orientations and values. In this case, the nature of the attitude towards oneself as a unique person is essential (which, according to our model, is the most important element in the structure of the cultural and aesthetic competence of primary school teachers).

M.M. Bakhtin saw the essence of spirituality in the interaction of people in the rapprochement of cultural and life contexts of an individual: "the whole culture integrates in a single and unique context of life, I am involved in. The culture as a whole, each individual thought, each separate product of a living act in the only individual context of truly eventual thinking are integrated, too" (Bakhtin, 1986, p. 108). The most universal kind of culture, including others, is artistic and aesthetic culture. The mechanism of aesthetic consciousness, being essentially sensory-evaluative, is involved in all spheres of being and spiritual culture, including moral, religious, environmental, etc. Since the formation of spirituality is a constant search, the internal work of the personality to transform himself/herself and self-development, the formation of aesthetic consciousness and self-awareness forms the necessary basis for the implementation of this process.

The determining condition for the teacher's internal and spiritual growth is the state of his/her aesthetic culture, and this problem is directly related to the need to create psychological and pedagogical conditions for developing his/her ability to aesthetically master the surrounding reality, activating the mechanism of aesthetic consciousness and self-awareness in the process of education, and the formation of his/her professional orientation.

"The orientation of the personality is a complex personal formation that defines the characteristics of human behavior and actions, his/her attitude to other people, to himself/herself, to his/her future" (Kodzhaspirova, Kodzhaspirov, 2005, p.202). Pedagogical orientation is understood as "a system of emotional-value relations that defines the hierarchical structure of the dominant

motives of the teacher's personality, prompting the teacher to confirm it in his/her pedagogical activity and communication; motivation for the teacher's profession, the main thing in which is an effective orientation towards the development of the student's personality (it is not limited to love for children)" (Kodzhaspirova, Kodzhaspirov, 2005, p. 203).

"The teacher plays a responsible role. He/she will have to become an organizer of the social environment, which is the only educational factor", considered the prominent Russian psychologist L. Vygotsky (Vygotsky, 2005, p. 385). However, it is well known that a teacher creates in the process of his/her professional activity such an environment that directly depends on the level of his/her culture. That is why the problem of identifying and updating the cultural and aesthetic capabilities of university professional pedagogical education becomes so urgent in the conditions of the humanization of professional and pedagogical education, for which, first of all, it is necessary to refer to its content.

The content of education in the socio-cultural aspect "is a pedagogically adapted system of knowledge, skills, proficiencies, ways of creative activity and an emotional-value attitude to the world, the assimilation of which ensures the preparation of a person for life in society, the fulfillment of socially significant functions" (Borytko, 2007, p. 117).

In modern didactics, the content of education is considered as:

- Pedagogically adapted foundations of sciences (a traditional technocratic approach);
- A system of knowledge, skills and proficiencies that must be learned by students, as well as the experience in creative activity and emotional-volitional attitude to the world (Lednev, Nikandrov, Ryzhakov, 2002);
- The pedagogically adapted social experience of mankind, identical in complexity of its structure to human culture and including the cognitive experience (knowledge system), the experience of reproductive activity (skills and proficiencies), the experience in creative activity (algorithms for solving problems and cognitive tasks) and the experience in emotional-value relationships (Lerner, 1980; Krayevsky, 2006);

- The content and the result of the process of progressive changes in individual-personal properties and qualities, when the set of general education courses is determined by the structures of the studied field of reality and activity, reflected in the invariant sides of the individual human culture – the cognitive, the communicative, the aesthetic, the moral, the labor and the physical ones (Lednev, Nikandrov, Ryzhakov, 2002);
- The educational environment that can cause the student's personal educational movement and his/her internal increment (Khutorskoy, 2007).

In all cases, the source of the content of education is the social experience of mankind, enshrined in material and spiritual culture. However, in some cases, the content of education means something external towards the student, and in others, they are the changes that occur in the learning process in the student himself/herself, and thirdly, it means the relationship between the social and the individual culture. In our opinion, it is the achievement of this interconnection that is the main task of updating the content of modern education (including pedagogical educational institutions).

The general requirements for this process are defined in Art. 14 of the Law "On Education in the Russian Federation", which, in particular, provides that the content of education should:

- Focus on ensuring self-determination of the personality, creating conditions for its self-realization; community development; strengthening and improving of the constitutional state;
- Ensure an adequate world level of the general and professional culture of society; form a student's picture of the world adequate to the modern level of knowledge and the level of the educational program (level of training); promote the integration of individuals in national and world culture; educate a person and a citizen, integrated into modern society and aimed at improving this society; reproduce and develop the personnel potential of society;
- Promote mutual understanding and cooperation between people regardless of racial, national, ethnic, religious and social affiliation, take into account the diversity of worldview approaches, promote the realization of the students'

rights to free choice of opinions and beliefs.

Thus, the legislation of the Russian Federation in accordance with the requirements of society to education requires the orientation of its content on the formation of various socio-cultural qualities of the individual.

It is quite obvious that the solution to this problem is possible only by analyzing and maximizing the cultural and aesthetic component in the content of modern education.

The analysis of the Federal state educational standards of higher education in the direction of training "Pedagogy and Methodology of Primary Education", the profile of "Primary Education" allows us to conclude that each discipline studied by students – future teachers in the process of their professional training, has its own socio-cultural and aesthetic potential (in some cases pronounced, in others hidden, but no less significant one) (Aryabkina, 2010). That is why we believe that the intensification of socio-cultural and aesthetic components in the system of the formation of the professional orientation of future primary school teachers should be implemented simultaneously in two directions:

- The maximum use of the educational potential of disciplines related to the aesthetic sphere (such as "Ethics and Aesthetics", "World Art Culture", "Theory and Methods of Musical Education", "Methods of Teaching Technology with a Practicum" "Methods of Teaching Fine Art with a Practicum" and others) by using a system of modern approaches, forms, methods, technologies of pedagogy of art, including those related to the integration of these disciplines;
- The identification and implementation of the socio-cultural and aesthetic potential of other disciplines (in accordance with their specifics).

So, the content of the main vocational educational program for the training of primary school teachers includes:

- 1) In a Foreign Language: in addition to the requirements for the assimilation of grammar, vocabulary and its differentiation in fields of application, types of texts, speech, speech works, etc., the culture and traditions of the

- countries of the studied language, the rules of speech etiquette;
- 2) In Physical Education: not only theoretical and professionally-applied physical training of students, but also the formation of the physical culture of the individual (which, as is known, is a part of the general culture, and, therefore, is a socio-cultural phenomenon), as well as the study of the basics of a healthy lifestyle (the foundation of which even the ancient Greeks considered the desire of people to improve the beauty and harmony of their own bodies);
 - 3) In National History: a parallel study of political, economic and other features of a particular time period and the analysis of factors that have influenced the formation of the Russian culture and are affecting its development nowadays;
 - 4) In Political Science: the acquaintance not only with the political structure of society, political processes and relationships, but also with the socio-cultural aspects of politics;
 - 5) In the Russian Language: a parallel study of various styles, linguistic norms, speech interaction, etc. and appeal to beauty, expressiveness, originality, melodiousness of the modern Russian literary language and colloquial speech, and also the formation of students' speech culture;
 - 6) In Sociology: in addition to studying the structures of various social groups and communities, social relations and modern sociological theories, the considering culture as a factor of social changes, the interaction of the economy, social relations and culture;
 - 7) In Philosophy: not only the assimilation of the basic categories, laws of philosophy, various philosophical concepts and studies, but also the acquisition the skills of philosophical understanding of the students' environment, a special place at that is occupied by ideas about a perfect person, aesthetic and moral values and their role in the human life;
 - 8) In Natural Science: not only the study of history, modern concepts of natural science, the laws of nature and evolution, but also the significance of human creativity, the desire for a "unified culture".

Such subjects as Pedagogy and Psychology, related to the compulsory disciplines, contain, in addition to the most important theoretical, methodological and practical foundations of professional activity, a huge socio-cultural potential. Psychology, for example, reveals the mechanisms of complex mental processes, without knowledge of which such important social processes as training or education are impossible. Pedagogy helps future teachers comprehend the integrity of the educational process, in which socio-cultural education plays an important role, and forms the concept of theoretical and practical foundations of schoolchildren's education, its forms, methods, and means. In addition, Pedagogy proves that future teachers and educators should strive for continuous self-improvement and self-education. Among the disciplines that directly solve the problem of activating the socio-cultural component in the process of the formation of the professional orientation of primary school teachers, we can distinguish Cultural Studies, Ethics and Aesthetics.

- 1) Children's Literature, the Theory and Practice of Reader's Activity as generalizing, in a sense, "collective" educational subjects, include the art of the word, the history of literature, and the science of literature. These disciplines not only significantly expand the horizons of students, enrich their erudition, learn to navigate in the modern literary process, but also give them the opportunity to make sure that the perception and comprehension of an artistic literary work give the reader an aesthetic pleasure, affect his/her spiritual world, the formation of needs, motives behavior; contribute to the development of thought processes, broaden the horizons, deepen knowledge. The role of literature in the modern spiritual and value orientation of people is especially great. It is important for teachers to know what works belong to children's reading, what is their ideological and artistic value and moral orientation, since "knowledge of life using highly artistic works of Russian and world classics helps students to penetrate deeper into the process of democratic renewal of society, get a social orientation, form their ideological and aesthetic attitude to changes in society" (Abramova, 1998, p. 289).

- 2) The Russian Language and the Methodology of Teaching the Russian Language, the Methodology of Literary Reading. When studying these disciplines, in addition to “equipping” students with modern teaching methods, which is, of course, necessary for professional pedagogical activity, the interconnected socio-cultural and aesthetic sides are of the utmost importance. The ability to captivate children with the beauty and originality of the Russian language and literature is the key to the successful teaching of these subjects at school. Love for the language of their homeland, in which the great poets, writers, philosophers, and thinkers of our country have so often recognized, will help our children become truly literate and educated people. A future teacher should also always remember that in literature classes a child not only improves reading skills, learns the socio-cultural and aesthetic understanding of literary works, assimilates their ideological and moral content, but also develops his/her mental powers: imagination, feelings, thinking and speech. It is no coincidence that Reading and Literature at school belong to the subjects of the artistic cycle, because, as B.T. Likhachev, “the main goal of studying literature is ideological, moral and aesthetic education of the child’s personality” (Likhachev, 1991). The role of the aesthetic aspect in the teaching of the Russian Language and Literature is currently increasing nowadays due to the observed tendency to weaken the interest of students in reading. It must be noted that the need for literary and artistic creativity, which, unfortunately, occupies a very modest place in the curriculum, should be compensated, apparently, in extracurricular and independent activities of students.
- 3) The Teaching Methodology of the course “The World around Us” involves not only the analysis of typical and alternative programs and textbooks on Natural History, forms and methods of teaching Natural Science, but also the formation of ecological culture. Its foundation is made up of reliable knowledge, practical skills and proficiencies aimed at protecting nature, as well as love for it and value, caring attitude, which manifests itself in a person when he/she acquires the ability to admire and be fascinated by its beauty and expressiveness. In the process of aesthetic experience, a person experiences a wide variety of emotions and feelings, which enrich his/her inner world. The aesthetic, spiritual attitude of people to nature gives rise to and develops a moral attitude towards it, because a good attitude to nature is to preserve and increase its wealth and beauty, while causing harm to nature and environmental pollution is the greatest evil. In addition, in these classes, students are convinced that the role of nature is especially important in raising children, and the formation of ecological culture, as well as the formation of aesthetic culture should be started at a very early age. That is why a very important direction in science, the aesthetics of nature, has appeared in the last decades of the 20th century. It is on the ideas of the perception of nature from the aesthetic point of view that it is necessary to organize classes on the teaching methodology of the course “The World around Us”. It is also important to remember that environmental education should help ensure that the image of the Motherland in the students' minds is inextricably linked with the unique beauty of their native land. At the same time, it is necessary that children learn to feel not only beautiful things, but also expressive ones in the world around them, so that they were able to perceive the world in all its diversity in their future life.
- 4) The Methodology of Teaching Technology with the workshop is not only to acquaint students with the history of development, theory and methods of labor training at elementary school, but also to emphasize the aesthetic side of labor, which was pointed out by many famous teachers. Aesthetics should permeate the organization of labor and all the diverse practical activities of students. In our opinion, one of the tasks of this discipline is the disclosure of the fruitful influence of labor on the physical forces and moral and aesthetic feelings of people.

- 5) The Methodology of Teaching Mathematics is not traditionally considered a subject directly related to aesthetic education, which, in our opinion, is not fair enough. Indeed, even Plato and Aristotle considered one of the greatest virtues of mathematics its accuracy, order, certainty, harmony and, therefore, its beauty. According to the ancient Greeks, whose culture is considered the "cradle" of European civilization, one of the main secrets of beauty as an aesthetic category lies precisely in symmetry and accurate calculation.
- 6) The Methodology of Teaching Fine Art with the workshop is, of course, one of the disciplines closely associated with the formation of students' aesthetic culture and their acquirement of the methodology of artistic and aesthetic education of younger schoolchildren. This discipline is aimed to acquaint students with works of art, elements of art history, the theory of visual activity, federal, author and alternative programs of teaching fine art in elementary school and contributes to the formation of practical image skills, visual literacy and creative self-expression, aesthetic needs, ideas, concepts and tastes.
- 7) The Theory and Methodology of Music Education as a discipline of the aesthetic cycle presupposes not only the acquaintance of students with the history, theory, methodological principles and foundations of music education in elementary school, the main types of musical activity of elementary schoolchildren, forms of mass and club work in organizing musical leisure, and the main trends in music education in the modern world, but also the perception and acquaintance of students with musical works, history, the theory of music and musicology, as well as the acquisition of performing skills (singing, playing musical instruments etc.)

Thus, the analysis of the content of the main professional educational program in the direction "Pedagogical Education", the profile "Elementary Education" allows us to conclude its enormous socio-cultural and aesthetic potential, which should be realized in the planning of both classroom work and extracurricular (including independent) student activities.

Results.

To determine the level of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers, we carried out comprehensive diagnostics according to cognitive, motivational and activity criteria.

Students of the Federal State Budgetary Educational Institution of Higher Education "Ulyanovsk State Pedagogical University named after I.N. Ulyanov" (the Russian Federation) took part in this research. The total number of subjects was 232 people; 118 students were included in the experimental group and 114 students in the control group. Thus, at the beginning of the experiment in the experimental group, the following results have been obtained: only 14 out of 118 students showed a high level of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers, i.e. 11.9%; the average level showed 22 students (18.6%); a low level showed 82 students (69.5%), i.e. the vast majority. The following results have been obtained in the control group: out of 114 students (100%), a high level of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers was diagnosed in 14 student (12.3%); the average level showed 18 students (15.8%); a low level showed 82 students (71.9%). Based on the results obtained, it can be concluded that at the beginning of the experimental work, a low level of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers, prevailed both in the experimental and control groups.

At the end of the formative stage of the experiment, which lasted for five years and consisted in updating the content of the main professional educational program of higher education in the direction "Pedagogical Education", the profile "Elementary Education", directed on the formation of sociocultural and aesthetic aspects on the above grounds, the level was re-diagnosed according to the proposed methods. It turned out that at the end of the experiment, the following results have been obtained in the experimental group: out of 118 students (100%), 17 students were diagnosed with a high level of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers, i.e. 28.8%; the average level showed 66 students (55.9%); a low level showed 18 students (15.3%). In the

control group, the following results have been obtained at the end of the experiment: out of 114 students (100%), a high level of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future primary school teachers was revealed in 18 students (15, 8%); the average level showed 24 students (21%); a low level showed 72 students (63.2%).

Analyzing the results obtained during the control diagnostics, we conclude that certain changes occurred in the control and experimental groups of students. However, the most significant positive dynamics are observed in the experimental group (this is evidenced, for example, by the fact that the number of students with a low level of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers decreased quite significantly (from 82 to 18 students), i.e., for 64 students (which amounted to 54.2%), while in the control group this change is not so significant: the number of students with a low level of intelligence acquired qualities decreased from 82 to 72 students (i.e., only by 10 people (i.e., by 8.8%)). Also in the experimental group, positive dynamics manifested in an increase in the number of students with a high and a medium levels of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers: the number of students with a high level increased from 14 students (11.9%) to 34 students (28.8%), i.e. for 20 students (16.9%); the number of students with the average level increased from 22 students (18.6%) to 66 students (55.9%), i.e. for 44 students (37.3%). At the same time, in the control group, the number of students with a high level of the formation of aesthetic perception increased from 14 students (12.3%) to 18 students (15.8%), i.e. by only 4 students (3.5%), the number of students with the average level increased from 18 students (15.8%) to 24 students (21%), i.e. for 6 students (5.3%).

These results demonstrate the effectiveness of our formative experiment.

Conclusion

The theoretical analysis of the scientific literature on the issues studied in this article show that the identification and updating of socio-cultural and aesthetic aspects of the formation of the professional orientation of future elementary school teachers requires the integration of theory

and practice and the study of the issues from different perspectives.

We have identified a huge potential of the content of university disciplines of various scientific fields in the direction “Pedagogical Education”, the profile “Primary Education” in the context of the formation of socio-cultural and aesthetic aspects of the professional orientation of students – future elementary school teachers that has not been fully realized yet. A meaningful analysis of these disciplines allowed us to create a program of pedagogical interaction between a university teacher, a student – a future teacher of elementary school and an elementary school, which includes classroom activities (focused on the socio-cultural and aesthetic sides of a particular discipline), extracurricular activities (scientific clubs) and pedagogical practice in elementary school, where each student was given the opportunity, on the one hand, to realize socio-cultural and aesthetic aspects of his/her professional orientation in his/her interaction with younger schoolchildren and, on the other hand, personally enrich and develop in this direction himself/herself. Diagnostics performed at the end of the experimental work showed the effectiveness of the program we had created.

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