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## Theoretical bases of professional culture of future specialists in accordance with global challenges of the information society<sup>2</sup>

### Теоретичні засади професійної культури майбутніх фахівців відповідно до глобальних викликів інформаційного суспільства

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#### Abstract

The article highlights the theoretical bases of the professional culture of future specialists in accordance with the global challenges of the information society. The following functions of the general human culture are highlighted: reproductive and translational, constructive-adaptive, regulatory-corrective, developmental, design-orientation, harmonizing-preventive, productive-generative. In the structure of professional culture, motivational, cognitive, activity, axiological and personal components are highlighted, it is concluded that the main components of the content of professional culture are motivation to master special professional knowledge, skills, abilities, professionally important values, which in the method of making a professional culture should become personally significant, the importance of forming personal qualities that determine the success of professional activity of a specialist is

#### Анотація

У статті висвітлено теоретичні основи професійної культури майбутніх спеціалістів відповідно до глобальних викликів інформаційного суспільства. Виділено такі функції загальної культури людини: репродуктивно-трансляційна, конструктивно-приспосувальна, регулятивно-корекційна, розвивальна, проектно-орієнтаційна, гармонізуюче-профілактична, продуктивно-генеративна. У структурі професійної культури виділено мотиваційний, когнітивний, діяльнісний, аксіологічний та особистісний компоненти, зроблено висновок про те, що основними компонентами змісту професійної культури є мотивація до оволодіння спеціальними професійними знаннями, уміннями, навичками, професійно значущими цінностями, які становлять мотивацію до оволодіння спеціальними професійними знаннями, уміннями, навичками, професійно

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emphasized. Among its elements, the following were identified: foreseeing, interpretation of social phenomena and tasks in the goals and objectives of activities; awareness of professional culture as a path to success; use of professional culture with various forms of activity; analysis of the achieved result, linking it with the goals and objectives of professional culture.

**Keywords:** information society, professional culture, specialist training, education, teacher.

## Introduction

Integration of Higher Education, Science and Production is the basis for restoring the content and forms of training and education of the future specialist, a factor that strengthens the unity and interaction of his educational, research, labor and social activities.

Education and training is designed to form the future specialist such personal qualities and abilities that will allow him to independently navigate the professional world and determine the vector of his professional growth, the general style of professional life (Sabatovska & Bobokalo, 2019).

Radical changes in Ukrainian society create prerequisites for determining the overall strategy of the modern higher education system, which requires the training of professionals who combine deep humanistic beliefs, fundamental theoretical knowledge and thorough practical training. Professional culture is a reflection of the spiritual and material values of education and training, methods of creative pedagogical activity necessary for the operation of the educational process. Therefore, the real needs of higher education lead to an rise in the interest of scientists in the problem of professional culture (Zhushma, 2020).

Professional culture of the individual, undoubtedly, affords for the control of professional knowledge, skills and abilities, among which a significant place belongs to the knowledge of the norms and rules of interpersonal interaction, the ability and skills of

значущими цінностями, які становлять мотивацію до оволодіння професійними знаннями, уміннями, навичками. у процесі формування професійна культура має стати особистісно значущою, підкреслено важливість формування особистісних якостей, що визначають ефективність професійної діяльності фахівця. Серед його елементів були виділені: передбачення, інтерпретація суспільних явищ і завдань у цілях і завданнях діяльності; усвідомлення фахової культури як шляху до досягнення здобутків; використання професійної культури з різними формами роботи; аналіз досягнутого результату, пов'язування його з цілями і задачами професійної культури.

**Ключові слова:** інформаційне суспільство, професійна культура, підготовка спеціалістів, освіта, учитель.

communication, adequate report information, reflection of one's own professional activity (Rudenko, 2016).

The purpose. To reveal the theoretical bases of the professional culture of future specialists in accordance with the global challenges of the information society.

## Literature Review

N. Mykolayenko (2012) examines the essence of the definition of "professional culture" in sociological, psychological, pedagogical, and cultural sources. The definition of "professional culture" is generalized.

V. Tusheva (2013) substantiates the theoretical and methodical bases of processing the research culture of the future teacher in the conditions of the higher pedagogical school. The author emphasizes that «...based on cultural, systemic, synergetic, activity, axiological, personal scientific approaches, the essence of this personal phenomenon as a special type of competence in new socio-cultural and informational conditions is comprehensively revealed, its component-structural composition».

A. Popchuk (2013) proposed a special course "Professional culture of a document specialist" aimed at improving the general culture of the individual and forming the professional culture of future specialists in the circumstances of higher education institutions.

Yu. Kolisnyk-Humenyuk (2015) considers that «...the role of professional culture, the purpose of which is to increase the level of general culture of the individual through: the formation of students' creative thinking; the implementation of professional orientation of the content of education; the disclosure of professional qualities; creating conditions for the development of personal qualities of future specialists in the art profile».

Ts. Yaochen (2016) reflects qualified culture as a route of creation of successful professional self-realization. Based on the review of sources, the scientist showed the etymology and definition of the concept of "culture", considered the concept of "professional culture", and explored the elements of professional culture. The article defines the essence and conditions of the formation of the teacher's professional culture, shows the degree of formation of the professional culture of a modern specialist - low, medium, high. The function of future teachers as subjects of professional culture, implementing the process of professional activity and producing socio-cultural values, is demonstrated.

O. Makeeva (2016) analyzes the problems of the structure of professional culture of future social workers. The results of theoretical study of methodical works are presented. The structural components of the professional culture of future social workers are.

I. Vorona & I. Prokop (2020) pointed out the peculiarities of the development of professional culture of medical students, analyzed the components of professional culture and the conditions of its formation, noted that the change of professional culture internally enriches a person and contributes to his professional development and personal self-improvement. A person is most clearly manifested in activities with others during the performance of professional duties. The culture of behavior, speaking, listening, and speech often determines the results of professional activity.

T. Zhushma (2020) considered the didactic culture of the future teacher, studied the theoretical content and its correlation with professional culture and activity, analyzed the opinion on the issues of gradual deviations in the content, construction and organizational basis for the development of pedagogical culture. Moreover, she gave a recent idea of the components of the studied meaning of applicants for the master's educational level, and presented the structure of educational culture and its

important and least powerful mechanisms on the success of activities.

Kravchenko et al., (2022) on the properties of the new education system in Poland, shown by the introduction of multimedia technologies in education in Poland, the features of increasing the professional competence of a specialist are revealed. They light up, that «...various forms of innovations implemented in improving the professional competence of a specialist are listed: improvement (rationalization), modernization, innovation». Modernization of information resources, especially multimedia, is an urgent condition for the activity of professionals in society today, because specialists are in the focus of the educational process, during the improvement of professional competence.

Plakhotnik et al., (2022) show that «...the importance of multimedia teaching tools is shown, which are promising and highly effective tools that allow the teacher not only to present an array of information in a larger volume than traditional sources of information, but also to include text, graphs, diagrams, sound, animation, video, etc. in a visually integrated form».

Shchybul et al., (2022) light up the content of the concept of multimedia. The article highlights multimedia functions. Digitization of the education process requires the teacher to have knowledge and skills in the field of multimedia technologies, as well as knowledge of high-concept methods and tools of modern science. The authors show the current concepts of media education, which are being deepened and improved in Ukraine and represent a strong basis for the modernization of education, which will energize the constructions of the digital society in the country and the formation of civil society. Distance education allows large sections of society to receive education and is considered the most democratic form of education. We can observe the use of distance learning methods in higher educational institutions, in schools, in the system of improving the qualifications of teachers, in the system of training various managerial personnel.

## Methodology

To solve the tasks set and realize the goal, the resulting study methods were used: theoretical: examination, combination, judgement, systematization, generalization, modeling – analysis of psychological and pedagogical scientific sources and methods of professional training on the topic under study to clarify the

key concepts of the study; study of provisions, concepts, normative documents on the professional culture of future specialists in accordance with the global challenges of the information society.

The study of the problem revealed the need for methodological substantiation of the process of forming the professional culture of future specialists.

Let's consider the methodological basis of the professional culture of future specialists.

We will consider the approaches as the basis of the methodology, which are determined by the peculiarity of professional activity, the specifics of training future specialists, the peculiarities of student training in organizations of secondary vocational education: the synthesis of communicative and technological components, the constant interaction of all subjects of the educational process aimed at mastering service activities, the situational nature and rituality of implementation service communications, which require their contexts, the need for cultural development of a professional and the formation of his value-motivational sphere as a condition for increasing his competence.

Philosophical methodology forms a higher level, the content of which is the basic principles of knowledge and the categorical apparatus of science. The philosophical level determines approaches to the process of understanding and transforming reality. In this study, this methodological level is represented by an axiological approach.

The application of an axiological approach to the teaching of professional culture is based on the fact that axiology — a philosophical study of values, their nature, place in the real world and its structure — can be interpreted as a methodological basis of education, as it ensures the formation of value orientations of the individual, a humanistic worldview, establishment of activities and creative realization in it. The axiological approach contributes to the education of a humanitarian culture in the subject of education, which contributes to the formation of a sense of belonging to society, in the limit - to everything human. The axiological approach is a catalyst for the individual's activity, the driving force of his professional and personal development. It is manifested in the study and improvement of students' value orientations from the point of view of professional needs and interests.

Actualization of the axiological component of the process of training in service communications contributes to the adaptation of the future specialist, his mastering of the values of professional culture: orientation to the service culture, implementation of a personal approach to each client and individualization of his service. The next level of methodology is the general scientific level, which forms a system of knowledge that is the basis of theory and practical activity. Systemic approach arose with the development of society's culture.

Systemic approach allows to consider the process of formation of students' professional culture as a system, to reveal its structure, external and internal connections and system-forming elements, interaction between them. The systematic approach in this study acts as a methodological basis for formulating research concepts and designing a model of the process of forming the professional culture of future specialists.

Specific scientific methodology is a set of principles, research methods used in a certain field of knowledge, which helps to specify the problem, identify principles and determine research methods in this scientific field. The competency approach is the methodological basis of federal state educational standards.

In order to reveal the research methodology in the article, we identified the functions of general human culture, the functions of professional culture of a specialist. It is emphasized that professional development is part of the overall development of the individual and the components of personal professionalism are highlighted. The theoretical foundations of the professional culture of future specialists are described in accordance with the global challenges of the information society.

## Results and Discussion

Culture is one of the most characteristic attributes of human civilization, covering all aspects of social life and human activity. S. Honcharenko claims that culture is understood as the level of education, training of a person, as well as the level of proficiency in a particular branch of knowledge or activity (Honcharenko, 1997).

Scientists have identified such functions of the general human culture.

1. Reproductive and translational. The preservation and transmission of that new in

views, traditions, theories, methods, mode of action, values, as well as the achievement of a certain personal cultural level that would create the continuity of generations, would not allow subsequent generations to slide back and would prepare the conditions for the progress of mankind.

2. Constructive and adaptive. Ensuring social adaptation, effective interaction, mutual understanding of people, ensuring the effectiveness of external and internal human activities aimed at solving problems, based on existing life experience, education, development of mental processes and qualities.
3. Regulatory and corrective. Ensuring the effectiveness of self-regulation, self-organization, and self-control processes.
4. Developmental. Activation of the processes of self-education, self-improvement, self-realization, self-development.
5. Design-orientative. Orientation, planning in the processes of life self-determination, conscious design, "building" a person's life, solving crises that arise in life.
6. Harmonizing and preventive. Harmonization of the inner world of a person, creation of a holistic consistent "I-Concept", a state of internal well-being, ensuring a full-fledged human life, improving the quality of life, and the degree of satisfaction.
7. Productive and generative. Ensuring progress, renewal of individual and social human existence in all spheres of life (Ruzyak, 2022).

The progression of professional training is considered effective only in the context of the relationship of professional training with the professionalization of the future specialist. The formation of a professional's personality is provided by the synthesis of its capabilities, abilities, activity and requirements of activity.

General and professional development of the individual is an integral component of its professionalization, which involves the formation of specific types of human labor activity. In our opinion, a professional is not just a specialist in a particular field of work. Professionalization involves not only the inclusion of the individual in professional activities, the presence of requirements for professional education and the level of qualification, the existence of a public need for professional improvement, but also the formation of an appropriate level of professional culture. Professional culture is one of the components of

the culture of the individual as a member of society, it provides for creative mastery and development of personal knowledge, performance of work, possession of a certain strategy in the performance of tasks, development of professional intuition. It is formed among people who are professionally engaged in a certain field of activity and have received special training for it. Professional culture is undoubtedly connected with the general culture, but it also has its own specific features. The structure of professional culture of specialists is characterized by a set of historically established principles, norms, rules and methods that regulate a person's professional activity. The position of a person as a subject of professional activity begins to form much earlier than this activity begins, so its development should be influenced from the beginning of training. The qualified situation of the student is created on a scheme of value-semantic constructive attitudes to: movement, its structures, surroundings, consequences; socio-cultural space, opportunities for determining environmental systems by the capabilities of the chosen profession; self-awareness in the profession. The complexity of a young person's life direction depends on many circumstances, and spirituality is an important factor, since it is directly related to the worldview, aspirations, and ideals. With the growing importance of the environment for the individual, his involvement, inclusion in this environment, the power, diversity and sophistication of the personality-forming influences of the environment on the individual increases. Thus, the social environment determines the level of consciousness of each person and the potential of his spirituality, and therefore the level of his professional culture. Nevertheless, the interests, spiritual and human values, needs and actions of the individual reflect the level of culture of society. Therefore, the development of professional culture internally enriches a person and contributes to his qualified progress and individual self-improvement (Kolisnyk-Humenyuk, 2015).

The creation of a student's professional culture is a process of constant combination of a teacher and a student, humanity, creativity and the search for new ways and assignments, the solution of which increases the motivation of future professionals to achieve modern heights in professional practice (Vorona & Prokop, 2020). The cultural dictionary defines "The professional culture characterizes the level and quality of professional activity, which depend on the socio-economic state of society and conscientiousness in mastering certain knowledge, skills of a

particular profession and their practical use" (Korinnyi & Shevchenko, 2003).

S. Isaenko argues, "Professional culture is an integral personal education, the essence of which is the dialectical connection of all elements of an individual's culture, which develops dynamically and non-linearly, specifically manifesting itself in the sphere of professional activity and communication" (Isaenko, 2009).

Ts. Yaochen (2016), studying the issues of professional culture, shares the position of scientists regarding the definition of professional culture from the point of view of the need of society for the cultural level of persons involved in a specific professional activity. He notes that the general culture is considered very broadly. At the everyday level, people should focus on this model. Culture is identified with education, intelligence as a certain quality of a person. Culture can also be considered as a specific characteristic of society, reflecting a person's attitude to history, nature, and society. Understanding culture as a socially progressive activity of humanity in all spheres of existence and consciousness is aimed at improving and transforming reality, at transforming the wealth of human history into the inner wealth of the individual.

The definition of "professional culture" is not a combination of the concepts of "professionalism" and "culture". This synthesis creates a new social phenomenon, where mastery with a common culture is formed. Therefore, for a professional, his activity serves as a criterion for personal morality, compliance with the educational principle. Professional culture is combined with ethical standards, professional competence, encouraging a person to high professionalism and personal expression.

Professional culture is considered as an essential part of the general culture of the individual, or as a complex structural education based on conscious assimilation. Moreover, continuous development and use of an integral system of special professional knowledge, skills and abilities, or as a professional quality for highly effective professional activity in situations that require the mobilization of deep personal resources of a specialist. Thus, based on the above, N. Mykolayenko (2012) suggests interpreting professional culture as a complex, integrative socio-psychological education, which is born in the system of relations to the social environment, defines ideological guidelines, value attitudes, and the general concept of

professional training of a specialist. Professional culture is a qualitative sign of social development, a concrete integrity created by human activity. It is characterized through the certainty of human activity as a system of the most important and necessary properties of a certain specialty.

The professional culture of a teacher is a system of social qualities that directly ensures the level of labor, professional activity and determines its content, attitude to work; it is the most important spiritual quality of a person, which manifests itself in the pleasure that he (the person) receives from work, etc. Nevertheless, pedagogical culture is the level of assimilation of pedagogical experience by a specialist and its manifestation in the process of professional activity.

Professional culture includes internal and external components. The internal component is not only the level of knowledge and skills in the field of pedagogy, because it characterizes only competence in the relevant field, but also formed personal attitudes, ideals, needs, motives that determine the scope and conditions of their daily manifestation. The main components of the internal culture of the teacher are: a) the personality of the teacher (internal originality) with its individual psychological and social pedagogical dignity and disadvantages – individual-personal level; b) the volume and degree of assimilation of the teacher accumulated in professional activity of pedagogical experience. This is the theoretical (ideological) level of pedagogical culture. It defines the rational level (component) and shows what psychological and pedagogical knowledge and how it is learned by the teacher; to what extent they can be used in professional activities; c) a sensitive attitude of the teacher to the object of pedagogical work, its results, their pedagogical components is formed, and self-improvement in the pedagogical field is the emotional level of pedagogical culture.

In the real educational process, professional culture is found in integral unity with the general cultural and moral manifestations of the teacher's personality. It is determined by the creative use of the usual technological nature of its activities, thanks to which it acquires peculiar features of science and at the same time art. Therefore, it is no coincidence that today such considerable attention of researchers and practitioners is paid to the problems of pedagogical artistry, which is only able to successfully solve complex tasks of important and responsible professional activity of a higher school teacher (Zhushma, 2020).

O. Makeeva (2016) concluded in the structure of professional culture identified motivational, cognitive, activity, axiological and personal components, that the main components of the content of professional culture is motivation to master special professional knowledge, skills, abilities, professionally important values. There are in the process of forming professional culture should become personally significant, noted the importance of the formation of personal qualities that determine the effectiveness of professional activity of a specialist.

I. Sabatovska (2010) offers the following functions of professional culture of a specialist:

- creating a sense of internal control;
- formation of a strict standard of activity;
- development of moral validity of service relations;
- desire to perform official duty;
- increasing the culture of professional actions;
- stoppage of professional deformation.

The professional culture of a specialist has its own specifics. Among its basics, the following can be distinguished: foreseeing, interpretation of social phenomena and tasks in the goals and objectives of activities; awareness of professional culture as a path to success; use of professional culture with various forms of activity; analysis of the achieved result, linking it with the goals and objectives of professional culture.

As mentioned above, the professional culture of a specialist is a component of his general culture, more precisely, education in an integral structure of personality. We can outline the most characteristic features of the professional culture of a specialist: the presence of abilities for professional activity, the development of which contributes to the education of culture, because of which the specialist is able to feel and understand others. Moreover, the formation of professional culture, which affects both the general development of a person and his inner world and is the basis of the general culture. The presence of professional and cultural skills and abilities; the development of the emotional sphere, without which it is impossible to develop the spiritual culture of the individual, the assimilation of values of social existence, etc (Yaochen, 2016).

The level of professional culture of the future specialist is influenced by many factors, but the most significant of them are the scientific and

general culture of teachers, the culture of organizing diverse activities of the student at the University, the quality and aesthetic appearance of material, technical and methodological support of the educational process.

In a higher education institution, a team of teachers – people of different ages and experience of different specialties and pedagogical views, different character and temperament, moral development, etc. solves the task of forming a general and professional culture of the future specialist.

The formation of a professional culture of a future specialist is impossible at a department where there is no culture of joint activities and interpersonal communication of teachers. Therefore, updating the requirements for the professional culture of a future specialist automatically complements the list of requirements for the scientific and pedagogical staff of an educational institution, because scientific knowledge can exist only in a certain cultural environment.

Improving the level of professional culture of a student is also impossible without improving the quality of educational activities, namely: the culture of educational work, its productivity due to scientific organization and intensification of the educational process, increasing the coefficient of useful classroom and extracurricular work. In practice, this means certain changes in the organizational structure of the higher education institution, which would take into account the trends of integration of educational, scientific and industrial activities. They would create conditions for the formation of socio-cultural aspects of professional activity of future specialists, adapted the mechanism of organizing versatile activities of students to the new requirements of the time.

Harmonious personal development is impossible without increasing the volume of cultural and informational saturation of the educational process, introducing problem-based learning and modeling professional situations. Such an environment is created by interdisciplinary integrative courses that creatively and purposefully combine various fields of knowledge, preserving their consistency and integrity, form and expand the horizons of students, create a moral, intellectual and psychological basis for future work.

Professional development is part of the overall development of the individual. There are the

following components of personal professionalism:

- teaching;
- systematic and analytical thinking, the ability to foreseeing the development of the situation, foreseeing the outcome of decisions, the ability to think large-scale and realistic at the same time;
- communication skills, abilities of effective interpersonal interaction;
- high level of self-regulation, developed self-control, stress tolerance;
- business orientation, activity, striving for continuous improvement of professionalism;
- a clear self-concept, a realistic perception of your abilities (Dudoladova, 2009).

Professional culture enables further self-improvement of the teacher, his perfect level of professional functions and prospects. It stems from the unity of the professional properties of the individual, the degree of his possession of achievements and professional knowledge, which energizes social and moral development in the conditions of entry into the pan-European educational space. In the modern world, there is a demand for the study, detection and analysis of exactly this set of attributes that arise in an educational institution and are subject to their own subsequent improvement, are applied and embodied in the work of a teacher (Kuchai & Kuchai, 2018).

### Conclusions

At the present-day point of development of pedagogical theory and practice, interest in the problem of professional culture is noticeably growing, which is due to the public need for specialists of a high cultural level who would have the ability to effectively solve professional and life tasks. Thus contributing to progress within their own professionogenesis, a certain professional industry and society as a whole. This problem is relevant for professional training of specialists for each field of professional activity (Popchuk, 2013).

Professional culture occupies an active place in the structure of civilization, because in the process of professional practice it acquires its deep and effective realization. In the structure of the individual's culture, the professional culture of the individual acquires specific weight. It occupies an increasing place both as a subject of research and as a factor that is significant for the interpretation and understanding of the behavior

of workers. It should be noted that future specialists are obliged to possess professional knowledge and skills in any field, to be highly educated specialists with great awareness and a high general cultural level in accordance with the global challenges of today's society (Sabatovska, 2011).

The article highlights the notional bases of the professional culture of future specialists in accordance with the global challenges of the information society. Elements of a specialist's professional culture are emphasized. The most typical structures of the professional culture of a specialist are charted. The components of personal professionalism are revealed. The following functions of the universal human culture are highlighted.

The main components of the content of professional culture are motivation to master special professional knowledge, skills, abilities, professionally important values, which in the process of forming a professional culture should become personally significant, the importance of forming personal qualities that determine the success of professional activity of a specialist is noted. The functions of professional culture of an individual are proposed.

We see prospects for further research in the characteristics of the components of personal professionalism.

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