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COMPONENTS OF STUDENT PEDAGOGICAL CULTURE

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Abstract

The present article analyzes the essence of pedagogical culture and examines its principal structural components. The study identifies axiological, cognitive, communicative, behavioral, reflective, and creative components as the main constituents of student pedagogical culture. Each component contributes to the formation of professional competence, ethical responsibility, and readiness for lifelong learning. The article emphasizes that the development of pedagogical culture among students should be considered a continuous and purposeful process implemented through educational activities, practical experiences, and reflective self-improvement. Recommendations are proposed for higher education institutions to create pedagogical conditions that facilitate the comprehensive development of students' pedagogical culture.

Keywords: Pedagogical culture, students, professional competence, pedagogical values, communication skills, reflection, creativity, higher education.

Introduction

The contemporary system of higher education faces significant challenges associated with globalization, technological advancement, and the increasing complexity of social and professional relationships. These transformations

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require educational institutions not only to provide students with professional knowledge but also to cultivate their personal qualities, ethical orientations, and cultural competencies. In this context, the concept of pedagogical culture has gained considerable attention in educational research. Pedagogical culture represents an essential aspect of professional preparation and personality development. It reflects an individual's ability to understand educational values, organize constructive interactions, and effectively perform educational functions in diverse situations. The concept is particularly important for students because the period of higher education constitutes a critical stage in the formation of professional identity and value orientations. Researchers emphasize that pedagogical culture is not limited to pedagogical knowledge or teaching techniques. Instead, it encompasses a complex system of values, attitudes, communication patterns, ethical standards, and creative abilities that collectively determine the quality of educational activities. Consequently, the study of pedagogical culture and its components has both theoretical and practical significance.

Culture is generally understood as the totality of material and spiritual values created by humanity and transmitted across generations. Within the educational sphere, pedagogical culture represents a specialized manifestation of general culture that reflects an individual's pedagogical knowledge, professional competence, ethical principles, and ability to organize educational interactions. Pedagogical culture can be defined as an integrated personal formation that combines pedagogical values, professional knowledge, communicative competence, creative abilities, and reflective skills necessary for successful educational activity. From a professional perspective, pedagogical culture performs several important functions: Value-orienting function; Educational function; Communicative function; Humanistic function; Developmental function; Reflective function. These functions demonstrate that pedagogical culture is both a result and a condition of professional development. It influences

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the quality of interpersonal interactions and determines the effectiveness of educational activities. For students, pedagogical culture acts as an indicator of their readiness for future professional responsibilities. It shapes their worldview, determines their attitude toward learning, and influences their ability to establish productive relationships with teachers, peers, and society.

The axiological component constitutes the value foundation of pedagogical culture. The term "axiology" originates from the Greek word *axios*, meaning value, and refers to the philosophical study of values and value systems. The axiological component includes: Humanistic values; Respect for human dignity; Responsibility and honesty; Social and professional responsibility; Commitment to lifelong learning; Respect for cultural diversity; Ethical standards of behavior. Values perform a regulatory function in human activity. They determine personal goals, influence decision-making processes, and shape behavioral patterns. Students who possess developed pedagogical values demonstrate greater motivation toward learning and exhibit more responsible attitudes toward their professional development. Humanistic values occupy a central position within pedagogical culture. Modern education is based on the principles of personality-oriented learning, cooperation, and mutual respect. Therefore, students should recognize the intrinsic value of every individual and develop the ability to establish relationships based on empathy and understanding.

Professional values are equally important. They include dedication to educational ideals, responsibility for professional duties, and commitment to continuous self-improvement. Such values contribute to the formation of professional identity and determine students' readiness for future educational activities. Thus, the axiological component serves as the ideological and ethical foundation upon which other components of pedagogical culture are built.

The cognitive component refers to the system of pedagogical knowledge, intellectual abilities, and theoretical understanding necessary for educational activity. This component includes: Knowledge of pedagogy and psychology;

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Understanding of educational principles; Knowledge of teaching methodologies; Awareness of developmental characteristics of learners; Knowledge of educational technologies; Understanding of professional ethics. Knowledge constitutes the basis of professional competence. Without adequate theoretical preparation, students cannot effectively solve pedagogical problems or adapt to changing educational conditions. The cognitive component also encompasses analytical thinking and critical reasoning. Contemporary education requires students to evaluate information critically, analyze educational phenomena, and make informed decisions.

An important characteristic of the cognitive component is its dynamic nature. Pedagogical knowledge continuously evolves due to scientific and technological progress. Consequently, students should develop readiness for lifelong learning and continuous professional development. The integration of theoretical knowledge with practical experiences significantly enhances the development of pedagogical culture. Students who actively participate in discussions, research projects, and educational practices demonstrate higher levels of cognitive competence and professional readiness.

Communication is one of the fundamental mechanisms of educational activity. Therefore, communicative competence represents an indispensable component of pedagogical culture. The communicative component includes: Verbal communication skills; Nonverbal communication abilities; Listening skills; Empathy and emotional intelligence; Conflict resolution abilities; Teamwork and cooperation skills; Intercultural communication competence. Educational activity is impossible without effective communication. Students constantly participate in interactions with teachers, peers, and representatives of diverse social groups. The quality of these interactions substantially influences educational outcomes and personal development. Communicative competence enables students to express ideas clearly, understand others' perspectives, and establish positive interpersonal relationships. Furthermore, communication skills

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contribute to collaborative learning and facilitate participation in academic and professional communities.

Emotional intelligence occupies an increasingly significant place in pedagogical culture. The ability to recognize emotions, regulate emotional states, and empathize with others improves communication effectiveness and promotes psychological well-being. The communicative component also includes tolerance and respect for diversity. Contemporary societies are characterized by cultural pluralism and globalization. Consequently, students should possess intercultural competencies that enable productive interactions in multicultural environments. The behavioral component reflects the practical implementation of pedagogical values and knowledge in real-life situations. It includes: Ethical behavior; Professional responsibility; Self-discipline; Organizational abilities; Time management skills; Social activity; Ability to make constructive decisions. Behavioral manifestations indicate the degree to which pedagogical culture has become an integral part of personality. Knowledge and values acquire practical significance only when they are expressed through concrete actions. Professional responsibility is among the most important characteristics of pedagogical behavior. Responsible students demonstrate persistence, reliability, and commitment to achieving educational goals. They fulfill academic obligations and actively participate in educational activities. Self-discipline and self-organization also constitute essential elements of pedagogical culture. Modern educational environments require students to manage their learning independently and assume responsibility for personal development. Ethical behavior deserves special attention. Students' conduct should reflect principles of honesty, justice, and respect for others. Ethical behavior promotes trust and contributes to positive educational environments. Consequently, the behavioral component transforms pedagogical culture from an abstract construct into practical competence and socially responsible activity.

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Reflection refers to an individual's capacity for self-analysis, self-evaluation, and conscious self-development. The reflective component includes: Self-awareness; Self-assessment; Critical analysis of personal experiences; Ability to identify strengths and weaknesses; Goal setting and self-regulation; Readiness for self-improvement. Reflection is considered one of the most important mechanisms of professional growth. Through reflective processes, students evaluate their achievements, identify difficulties, and determine strategies for future development.

Self-awareness enables students to understand their personal characteristics, motivations, and professional aspirations. Self-evaluation contributes to realistic perceptions of abilities and encourages purposeful self-development. The reflective component also facilitates adaptation to changing educational environments. Students capable of reflection demonstrate greater flexibility and resilience because they can critically analyze experiences and modify their behavior accordingly. Reflective practices may include maintaining learning journals, participating in group discussions, analyzing educational situations, and engaging in self-assessment activities. Such practices contribute significantly to the development of pedagogical culture and professional competence.

Modern education increasingly emphasizes creativity and innovation. Consequently, creativity constitutes an essential component of pedagogical culture.

The creative component includes: Creative thinking; Problem-solving abilities; Innovation and initiative; Flexibility of thinking; Imagination and originality; Capacity for independent decision-making. Creativity allows students to overcome stereotypical approaches and develop innovative solutions to educational challenges. Creative individuals demonstrate greater adaptability and readiness to function in uncertain and rapidly changing environments. Creative thinking promotes intellectual curiosity and motivates students to seek new knowledge. It also encourages experimentation and supports the development of

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research skills. Innovation has become one of the principal requirements of contemporary professional activity. Educational institutions expect graduates not merely to reproduce existing knowledge but also to create new ideas and contribute to educational improvement. Therefore, the development of creativity should be considered an important objective of higher education and a necessary condition for the formation of pedagogical culture.

Conclusion

Pedagogical culture represents an integrated personal formation that determines the quality of educational activity and professional development. For students, pedagogical culture serves as an essential foundation for future professional competence and social responsibility. The analysis demonstrates that student pedagogical culture consists of several interrelated components: axiological, cognitive, communicative, behavioral, reflective, and creative. Each component performs specific functions and contributes to the formation of a harmoniously developed personality capable of effective educational activity. The development of pedagogical culture should be viewed as a continuous process requiring systematic educational support and students' active participation in self-development. Higher education institutions must create pedagogical conditions that encourage value formation, professional knowledge acquisition, communication competence, ethical behavior, reflection, and creativity. Comprehensive development of pedagogical culture contributes not only to professional readiness but also to students' overall personal growth and their capacity to function effectively in contemporary society.

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