

UDC 378.4-028.42:008:303.82-057.4
doi: 10.15330/jpnu.4.1.18-25

RESEARCHER'S ACADEMIC CULTURE IN THE EDUCATIONAL SPACE OF THE UNIVERSITY: LINGUO-AXIOLOGICAL APPROACH

OLENA SEMENOG

Abstract. The article is devoted to the nature of the concepts “classic University”, “cultural and educational space of the University”, “research activity of future professional”, “researcher’s academic culture” and approach to academic culture as the basis of research culture in a university. It is defined that the concept of academic culture is complex. We are talking in general about the culture at the university, values, traditions, norms, rules of scientific research, and the scientific language culture, the culture of spirituality and morality, the culture of communication between science tutors and students, a culture of unique pedagogical action of master and his social, moral responsibility for the studying results. The formation of academic culture and own style, is better to develop on the positions of personal-activity, competence, axiological, cultural, acmeological approaches.

Keywords: academic culture, lingual axiological approach, research activity of future professional, University, values, scientific language culture.

1. INTRODUCTION

“All our life is a school ... it's calling; it is our job”– wrote an outstanding pedagogue Jan Amos Comenius (1592-1670) [7, p. 383]. His book “Pampediya” which has another title “Universal education of the whole human family, regardless of age, gender and nationality” describes the features of lifelong education. According to the Ukrainian teacher I. Zyazyun “philosophical and pedagogical idea of lifelong learning represents a substantial expanse of several aims. Firstly, it is, above all, understanding education as a process that encompasses all life; relentless assimilation of targeted human sociocultural experience using all parts of the existing educational system; appointed observance of the principle of education and educational policy aimed at creating conditions for education rights throughout the life, relationship and ensure continuity of various stages of education” [4, p. 13]. The purpose of continuous pedagogical education is the reproduction of human capital and intellect of society to promote sustainable human development through quality training and professional development through a combination of national heritage of world significance and established European traditions, development of teachers capable of the process of continuous improvement make professional activities on the basis of humanism, democracy, free competition and high technology.

An educational community increasingly draws attention to the problem of quality of lifelong education that largely provides professional competitiveness in today's job market, in particular, training.

Educational institutions need teachers who are capable of innovative professional activity in the conditions of increasing amounts of information, looking for professional development, self-development, self-improvement and self-realization, design and conduct training and educational activities, creating an atmosphere of research and educational cooperation. The importance of these professional and personal qualities actualizes the need for the formation of academic culture researchers in the process of professional training in Universities of Ukraine.

The University is a special world with its system of relationships, values and traditions. University years are not only the years for the science, but also – identity formation. An authority of alma mater is determined by its scientific and educational potential. One of the most important ways of activities, particularly, in traditional universities is a quality of professionally-pedagogical trainings of students to work in secondary and higher educational institutions. Undoubtedly, the development and implementation of creative qualities of future teachers and researchers depend on the personality of the professors who have high methodological culture, humanistic style of scientific thinking, quickly respond to continuously changing requirements of professional competence, skillfully organize student's joint research.

The necessity of training of the specialist-researcher, motivated for creativity and innovation, according to the UNESCO's Strategy in relation to teachers 2012-2015. The idea of reforming education on the basis of universal, multicultural, national values of the individual teacher-researcher justified in the National strategy of education development in Ukraine for 2012 – 2021, the Law of Ukraine "On higher education" (2014). Analysis of scientific sources (V. Astakhov, T. Dobko, A. Yerokhin, A. Kravchenko, V. Roman, etc.), the research project "Academic culture of Ukrainian students: the main factors of formation and development", which was completed in 2014-2015 East-Ukrainian Foundation for social research, Institute of socio-humanitarian researches KNU named after V.N. Karazin Kharkiv National University, other Universities of Ukraine with the support of International Fund "Revival", shows the attention of the scientific community to the academic virtues, values, and educational aspects of academic culture of the person.

We will outline the essence of the concepts "classic University", "cultural and educational space of the University", "research activity of future professional", "researcher's academic culture" and approach to academic culture as the basis of research culture in a university in the article.

2. ANALYSIS AND DISCUSSION

Classical education is called the type of secondary education, which is based on the study of Latin, Greek language and ancient literature as priority subjects [6, p. 343], and the ideal of training in educational system of classical education is an intelligent person.

Classical Universities as stresses I. Zyazyun, has the following specific characteristics: the emphasis in scientific work on fundamental research; training of specialists for high-tech industries; higher level of basic training; the transition to the implementation of interdisciplinary knowledge; active use in educational process of results and technologies of scientific research; orientation on the preparation of teachers for higher education system, especially in the Humanities, natural Sciences [4, p. 455].

In the XIX century German scientist Wilhelm von Humboldt wrote about such university where the priority belongs to joint scientific research of teachers and students. The activities of classical universities at all stages of historical development of Ukrainian society was founded on the fundamental priorities of education, respect for the person, conformity to culture, national and multicultural values, intellectual, spiritual, creative development of personality. In modern sociocultural conditions, the activity of these institutions is directed on formation of the humanitarian

elite, at raising the quality and competitiveness of national education, the acceleration of Ukraine's integration into the international educational space [9, p. 5].

The activities of classical universities at all stages of historical development of Ukrainian society were based on the fundamental priorities of education, respect for the person, conformity to culture, national and multicultural values, intellectual, spiritual, creative development of personality. In modern sociocultural conditions, the activity of these institutions is directed on formation of the humanitarian elite, at raising the quality and competitiveness of national education, the acceleration of Ukraine's integration into the international educational space [9, p. 5].

Therefore, the main goal of traditional universities is training of a future specialist as a person of culture, which should be combined spirituality, humanistic, national and international conscious-tolerant position, intelligence, competitiveness and professionalism.

Cultural-educational space of the University should fill and value priorities of the culture of scientific and pedagogical work, about which K. Ushinsky wrote: "Culture as art and education are sisters, it is their interaction that is the primary factor in the development of man, his interests, needs, spirituality, and soulfulness, creativity" [13, p. 149]. The scientist has proven that culture and education determine the meaning of life that is not only a means of knowledge and self-knowledge, but also a means of overcoming their own limitations, the universalization of the individual, they should serve the idea of nation, which is the main component of the educational system. At the same time, an outstanding teacher was not confined to a purely national approach, he constantly stressed: "Every educated people only has value in science when it enriches the truths that remain for all peoples."

A. Smolinska, analyzing the concept of cultural-educational space in philosophy, cultural studies, sociology, and management, and offers these names are synonyms of cultural-educational space of the University, as the "spirit of place" (Col. Ushinsky), "memory companies" (G. Vaschenko), "the spiritual life of the school" (V. Suhomlinsky), "pedagogical matrix" (Andrushchenko) and explains the principles of conformity to culture, environmentalism, self-positioning, homeostatic [12, p. 56]. Ukrainian Universities should be centers of academic culture, and act on the principles of academic freedom, public accountability, respect for human dignity and observance of academic integrity in research activities.

Theoretical analysis allows to determine the nature of the research activities of the future specialist (in the study of the teacher-scholar) as a multidimensional and complex process of scientific creative activities. We are talking about a set of interrelated personality characteristics that include perseverance, commitment, responsibility, research, methodological, psychological, pedagogical, linguistic knowledge; research skills, experience in traditional and creative ways of teaching research activities, commitment to professional self-development. Research activities, in particular, teachers of language and literature involves the creation of spiritual values in the form of joint educational result, samples of original creative learning activities of students, in particular the writing of creative works. Therefore, training in the University should be organically combined with the research component and contribute to the formation of the academic culture of the future teachers-researchers.

In explanatory dictionaries the concept "academic" explains how training (in higher educational institutions); theoretical; traditional canons; artistic; honorary. Academic culture reflects the attitude to values and behaviours that are common to everyone who works and studies at the University [15]. To determine the academic culture researchers are turning to the provisions of culturological, personality-activity, competence, axiological, approaches.

In the context of culturological approach the aims of education are defined (by S. Hessen) as a cultural value, which in the process of education must be attached. Academic culture researcher at the University is based on the application of the competence approach. According to the National qualifications framework of Ukraine among general competencies of graduates of magistracy there are such competence as the ability to operationally handle the Ukrainian scientific texts of different genres of scientific style (abstracting, annotating, note-taking, informative, linguistic and stylistic editing, translation, etc.); the ability to model cohesive scientific texts of different genres and different professional direction in accordance with the requirements of the scientific style, including the use of

information technologies; the ability to demonstrate a high level of professional skills interaction in the Ukrainian language with a wide range of specialists, particularly higher qualifications, and the public in a specific area of scientific and/or professional activities.

An important place in the structure of scientific language culture takes a culture of professional scientific editing and self-editing. The objective of this component is not, actually, correct language deficiencies, but ensuring a harmonious unity of the content and form of scientific text (if necessary, reread, cut) – to make “a holistic image of cognitive functional space.”

It is obvious the weight of bibliographic culture of researcher is big. It is an indicator of maturity, a necessary condition for successful learning, self-education, professional and personal growth. About scientific knowledge of the author and the validity of the studies provisions demonstrate the existence of citations. It is a set of bibliographic information on cited work, referenced in the text another document (or part of the documents) that is necessary for their overall characteristic, identification and search. The purpose of the link is to argue, supplement or illustrate own opinion with facts from other academic texts; confirm or refute someone else's opinion; compare the different approaches according to analyzed problem.

It is important to focus attention on the scientific language culture as a component of academic culture. According to the *competency approach*, it is made a formation of speech and communication, rhetoric, text and discursive skills of the researcher. Out of *speech and communication skills* essential for researchers are skills to possess morphological, lexical, syntactic rules; build oral and written expression; to keep accuracy, cleanliness, consistency expressivity of speech; ability to perceive, think creatively and critically; allocate important, significant thoughts; establish cause-effect relationships, identify difficulties in communication; the flexibly build and rebuild communication depending on the communication situation; the ability to pick and choose depending on the communicative situation or dialogical monologue form of text.

Among the text-genre skills we distinguish the ability to model coherent text on the basis of structural and semantic, genre-compositional characteristics and to use the principles of text organization, innovation and professionally oriented cognitive value of information, the names of problematic scientific text and more. Before creation of scientific text, it is needed to collect and examine the relevant material, to think about the facts, to consider sign language statements. Otherwise the following text will be similar to overview or previously read books summary that does only informative function [11].

Among the polemical skills we can admit the ability to defend its position. It means to make argument proving that is determined by a steadfastness position. In the debate it is advisable to be able to determine the position of the interlocutor, to assess the consistency of argument, to formulate its own position, protect it with the evidence that builds as thesis - arguments – conclusion, which are needed to achieve truth of expressed opinions. Abstracts contain the answer to the question “What is being proved?”, argument realizes the goal – to give theoretical or empirical generalizations which proves the truth of the thesis, shows the logical connection of the phenomena.

Focus on the reader-professional, also, updates such research and scientific functions of different genres texts as *epistemic* (scientific explanation of phenomena, clarification, justification hypotheses, concepts classification, systematization of knowledge); *communication* (transmission of specific information); *performative* (the establishment of certain facts or links using language material); *epistemological* (cognitive, aimed at increasing knowledge of the recipient); *cognitive* (obtaining new knowledge); *influence function* (author's desire to convince readers / listeners in the correctness of his position); *reasoned evidence* (guidance of evidence or facts which confirm the truth of explanations and opinions); *dialogic* (author's appeal to the opinion of the reader, the author's comparison of his view with approaches, positions of other researches), and others.

An integral part of the academic culture of the researcher is ability to work with professional text, so there is a need to use the provisions hermeneutical approach that finds a manifestation in the ability and skills of the individual to think critically about the problems of modern society and life of a particular person, to interpret phenomena by integrating knowledge from different fields, to create

their own educational products. Position if this approach is reflected in the culture of mental work, academic discourse, moral culture, academic reading, academic writing, academic literacy, academic rhetoric, etc.

An integral part of academic culture we find in the culture of working with professional text. That is why, it is a need to use the provisions of *hermeneutic approach*, which finds expression in ability and skills of individuality critically reflect the problems of modern society and the life of person, to interpret the phenomenon, integrating the knowledge from different areas, to create own educational products. The provisions of the hermeneutic approach are reflected in the culture of mental labor, academic discourse, ethical culture, the culture of academic reading, academic writing, academic literacy, academic discourse and others.

An important component of the academic culture of the future philologist is values, value areas of professional (teaching or research) activities which are analyzed from the position of axiological approach (axiology from Greek. *axia* - value, *logos* - word). Axiological approach involves respect for the individual values, morals, values, desire to develop the internal capacity, that perform continuous self-expansion and own professional potential. Use of axiological approach allows us to build subject-subject relationship between participants of educational process.

"One of the main features of academic culture in University life is student voice in research. Cribbing other people's thoughts is not welcome [14]. Goncharenko gives priority to the moral dimensions of science and socially responsible community of scientists, and each in particular, fair treatment of scientific results. Characteristics of the academic culture of S. Goncharenko are used acmeological approach, which characterizes the condition of the teacher's personality, is the core professional ideology of the teacher, his professional-pedagogical culture [10].

Taking into account the provisions of the personal-activity, acmeological approach enables you to attract the members of the academic community to academic communication on subject-subjective, humanistic basis.

In the report of the League of European research universities (LERU) generally exemplary experience in the formation of academic culture of young researchers in European universities for research oriented model that is embodied in such aspects as: flexible academic environment of the doctoral school through the use of technology and research web journal (a web-based research student log). That is as an instrument of effective communication of young researchers, team of scientific advisers, well-known scientists and administrative staff, and a means of assessment of academic progress of degree candidates (University College London, University College London, The Graduate School), strengthening of the responsibility of young researchers and scientific advisers for the quality research by creating a competence-based model of doctoral education as a descriptor in the form of the expected results; the formation of competencies of effective academic writing; (formation of academic, technological, intellectual, communicative competencies and self-management, competencies of innovation management and leadership, career and competences) and the like. This activity confirms that the values of academic culture must pervade the educational and scientific program of future teachers training.

Synthesis research allows you to identify features of the concept of "academic culture" as the knowledge, a sample of the calling. Among the definitions and characteristics of concepts highlight, in particular, such as intellectual and moral system of values, motivations, beliefs and perceptions which determine professional activity in education and science [2]; system of values, traditions, norms, rules, patterns of behavior research, methods, activities, principles of communication, based on pedagogically adapted experience in scientific cognitive activities; culture of high spirituality and morality, the culture of a particular behavior in the academic space and the communication of academics who are professionally designed to ensure the broadcasting of cultural values [5]; the culture of high quality of work and the responsibility for its results, a culture of tolerance and pedagogical optimism [3]. An integral part of the academic culture of the teacher-researcher is communicative culture.

Tasks calling for attention to the personality of the teacher and the student that are educational-cultural dialogue on criteria: knowledge, communication arts, the latest technology, spiritual

penetration into the essence of the subject, phenomena, things. Significant is the role of scientific management, distil, unique culture, unique pedagogical master.

Teacher-researcher should be not only an expert on language principles and literary subtleties, but the psychologist and practitioner, master of dialogic interaction who based on pedagogical optimism, openness, sincerity and naturalness in communication, perception of students as the partners, willing for spiritual enrichment and proving the truth of knowledge. Dialogue is not only an exchange of knowledge process, but also sharing of personal meaning, collaboration and co-creation. It makes possible to reduce anxiety, promotes the development of a positive "I - concept", provides a humanistic, democratic style of communication.

On his own example scientific mentor teaches to be "enthusiastic for self-learning and self-development" (I. Zyazyun), urges constantly to improve themselves, in scientific work, primarily, see own "horizons of acme" [8].

In recent decades, we noticed intensified researches on idiostyle of scientist that are reflected in increasing interest to pedagogical action directing of master in academic texts and lectures.

The systematization and synthesis of different scientific approaches makes it possible to assume that *academic lecture* is a kind of educational system, a set of didactic closely pressed informational blocks related to internal communications system and permeated by personal meaning. Its goal - to lay the foundations of scientific knowledge, introduce the methodology of scientific research on the discipline and at the same time to provide scientific and pedagogical interaction of teachers and students [see details 1; 8].

Practical experience confirms: lectures action should encourage and develop, not especially the system of knowledge, but thinking skills and independent research. Nowadays it is a growing need to implement the following functional priorities of lectures as *motivational value* (impact on the development of cognitive needs, interests, students' values), *professionalism* (creating conditions for professional self-determination, self-development of students), *methodological aspects* (lecture demonstrates the author's approach to the formulation, strategy selection solution of problems, forecasting).

The indication of an academic lecture we find the *researcher's stylistic*. It means informative, logical, evaluative richness of the scientific text, in other word the degree of semantic and content novelty, manifested in the author's concept, the system of copyright assessments that help the reader understand the meaning of the text. Also it actualized the need for *terminological culture*. It is necessary to pay attention to professional terms: avoid oversaturation, terminology borrowings, only use clear and unambiguous terms. *Lexicographical* attention to culture is also increasing.

The summary of research materials (O. Leontiev, N. Zhyntin, V. Zinchenko and others) makes it possible to conclude: the perception of scientific and educational text is a human mental process of text content reflection with the direct impact on the senses. Need, interest, internal motivation are important conditions for the successful perception of text. Awareness of lecture text is a comprehension of mind, understanding the structure and content of the text through the analysis text verbal forms. Perceived awareness largely depends on experience, background knowledge of personality, memory, and creative thinking.

Lecture efficiency is caused by the presence of a discussion atmosphere, motivation to common creative activity and depends on the quality of the content, level and nature of the exchange activities between the teacher and the subject of collective learning, subjective characteristics of the teacher individuality who find expression in individual lecture style of teaching; lectures influence on motivational sphere of students, their professional and personal development. The effectiveness of lectures at the university affects the effectiveness of teaching in general and the quality of higher education.

Nowadays scientific thoughts are focused on e-reading, listening, understanding and interpretation of electronic text (hypertext) with its hyperlinks, multidimensionality both in terms of representation of expression of the author's meaning and creativity in the search for personal meaning. The difficulties in interpreting the nonlinear text necessitate the use of specific strategies and methods, an appropriate

organization of the learning process. But “live” talk (lection) is still more impressive. Only those who are present in the auditory can feel the real experience and professional satisfaction.

3. CONCLUSIONS

Based on the analysis, we conclude that in terms of today's educational reform in Ukraine, universities are the centers of fundamental scientific schools development and preservation of educational traditions. They are leading educational institutions that provide innovative progress in accordance with European and world tendency.

The concept of academic culture is complex. We are talking in general about the culture at university, values, traditions, norms, rules of scientific research, and the scientific language culture, the culture of spirituality and morality, the culture of communication between science tutors and students, a culture of unique pedagogical action of master and his social, moral responsibility for the studying results. It is better to develop formation of academic culture and own style on the positions of personal-activity, competence, axiological, cultural, acmeological approaches.

REFERENCES

- [1] *Academic culture of the Ukrainian students: the basic factors of the formation and development*. Available at: <http://iro.org.ua>. (in Ukrainian)
- [2] *Analysing academic culture in different countries*. Available at: <https://www.ukessays.com/essays/english-language/analysing-academic-culture-in-different-countries-english-language-essay.php>.
- [3] Astakhova V.I. Academic culture as the foundation for the formation of modern specialist. *Scientific notes of Kharkiv University of Humanities "People's Ukrainian Academy"*, **19** (2013), 21-39. (in Russian)
- [4] Burquel N. Future of the doctorate. In: European Commission. Directorate-General for Education and Culture, Riga, Latvia, May 28-29, 2015.
- [5] Erokhina E.L. Academic culture of the student-researcher in conditions of introduction of GEF. *Man and education*, **2** (2014), 64-67. (in Russian)
- [6] Komensky Y.A. *Selected pedagogical compositions*. Pedagogy, Moscow, 1982. (in Russian)
- [7] Kremen V.G. *Encyclopedia of Education*. Yurinkom Inter, Kyiv, 2008. (in Ukrainian)
- [8] Semenog O. *Academic culture of researcher in educational and cultural space of the university*. SumDPU, Sumy, 2016. (in Ukrainian)
- [9] Semenog O. Academic lecture as a professional communicative phenomenon. *Aesthetics and Ethics pedagogical action*, **2** (2011), 113-121. (in Ukrainian)
- [10] Semenog O. Semen Ustimovich Goncharenko as akmeopersonality in the field of methodology of scientific and educational research. *Physics and Mathematics Education*, **4** (2016), 117-120. (in Ukrainian)
- [11] Semenog O., Zemka O. *The formation of research abilities of future teachers-language and literature: theory and practice*. Nico, Sumy, 2014. (in Ukrainian)
- [12] Smolinska O.E. *Theoretical and methodological foundations of cultural and educational space of pedagogical universities in Ukraine*. University Book, Sumy, 2014. (in Ukrainian)
- [13] Tyagunova T.V., Polonnikova A.A. *Academic Lecture: Teaching and Research*. BSU, Minsk, 2010. (in Russian)
- [14] Ushinsky K.D. *About the people in public education. Pedagogical compositions*. Pedagogy, Moscow, 1988. (in Russian)
- [15] Zyazyun I.A. *Philosophy teacher steps*. Cherkasy, 2008. (in Ukrainian)

Address: Olena Semenog, Sumy A. S. Makarenko State Pedagogical University, 87, Romenskaya Str., Sumy, 40002, Ukraine.

E-mail: olenasemenog@gmail.com.

Received: 12.03.2017; **revised:** 20.05.2017.

Семеног Олена. Академічна культура дослідника в освітньому просторі університету: лінгвоаксіологічний підхід. *Журнал Прикарпатського університету імені Василя Стефаника*, 4 (1) (2017), 18–25.

У статті окреслено сутність понять “класичний університет”, “культурно-освітній простір університету”, “дослідницька діяльність майбутнього фахівця”, “академічна культура дослідника”, підходи до академічної культури як основи культури дослідницького навчання в університеті. Означено, що поняття академічної культури багатогранне. Ідеться загалом і про культуру навчання в університеті, цінності, традиції, норми, правила проведення наукового дослідження, і про наукову мовну культуру, культуру духовності і моралі, культуру спілкування наукових наставників та учнів, культуру унікальної, неповторної педагогічної дії майстра і соціальної, моральної відповідальності за результати дослідження. Формування академічної культури, власного ідіостилю, більш ефективно відбувається, якщо враховувати положення особистісно-діяльнісного, компетентнісного, аксіологічного, культурологічного, акмеологічного підходів.

Ключові слова: академічна культура дослідника, лінгвоаксіологічний підхід, дослідницька діяльність майбутнього фахівця, університет, цінності, наукова мовна культура.