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## SPIRITUAL FOUNDATIONS OF PROFESSIONAL CULTURE OF AN ENGLISH TEACHER

**O. Ye. Krsek**

ORCID 0000-0003-2218-9548

*The professional culture of an English teacher as a systemic characteristic and activity of a foreign language teacher's personality, which is an integral unity of such interrelated and interdependent components as need-motivational, activity-personal, organizational and creative, are considered in this article. The aim of the research is to substantiate theoretically the spiritual foundations and pedagogical conditions for the formation of the professional culture of future English teachers in the higher education system. The professional culture is considered as the way in which teachers develop their activities in educational institutions. Among the indicators that can be used to characterize the spiritual foundations of professional culture of an English teacher, the following are distinguished: the level of assimilation common spiritual values and culture; the nature of choice and the level of participation personality in the production of spiritual values, in the development and consumption of spiritual wealth; orientation of motives for participation in the creation and consumption of spiritual values; the level of education, qualifications, cultures of thinking, feelings and behavior. The components of professional pedagogical culture: axiological, technological and personal and creative are analyzed.*

*The strategic provisions of the concept of academician G. Shevchenko on the importance of education and upbringing, which should fulfill the most important mission of the current civilization – to form the “Spiritualized Image of Man of Culture of the XXIst century” in the younger generations are used. The professional culture of an English teacher is determined as a systematic characteristic and activity of the personality of a foreign language teacher, which represents the integral unity of such interrelated and interdependent components: need-motivational, activity-personality, organizational and creative. The structural components of the professional culture of a future English teacher are characterized.*

**Key words:** Spirituality, professional culture, spiritual foundations, pedagogical culture, spiritual culture, universal values.

**Statement of the problem in general aspect.** A teacher of foreign languages is a person who discovers the depth of science, life wisdom and spiritual culture, transfers activity skills to the young generation. The development and the strength of the foundations of society depend on it. A real teacher is a person with high moral qualities and a level of *Spiritual Culture*, who understands that the path to the profession requires hard working, constant self-formation and self-improvement, and understanding the purpose, functions and structure of pedagogical activity, rational methods of professional self-education, spiritual foundations of professional culture. Along with special training, higher education is designed to form a spiritually rich, intellectually developed, value-oriented personality, who is able to act and create according to the laws of beauty and goodness. These tasks can be achieved on the basis of identification and cultivation among future teachers of foreign languages the highest priority of moral values, spiritual foundations of professional culture.

**The analysis of recent research and publications.** The concept "professional culture" was specified and grounded scientifically by V. Andrushchenko, G. Ball, A. Guba, K. Kalina, O. Temchenko, V. Tusheva. The statements by foreign authors concerning the definition of the term "culture" and the formation of professional culture of a teacher were used as well (L. Damen, G. Hofstede, E. Fragoso Chipaco, M. Luisa Branco, M. Kardos, C. Kramsch, A. Marckwardt).

**The aim of our research** is to substantiate theoretically the spiritual foundations and pedagogical conditions for the formation of the professional culture of future English teachers in the higher education system.

**Main material presentation.** The professional culture of English teachers comprises the beliefs, values, habits and assumed ways of doing things that are shared within a particular group of teachers or in the teaching community of which they are part and can be observed in the relationships among teachers. The effectiveness of the formation of the professional culture of a future English teacher is enhanced under the following pedagogical conditions when the university acts as a cultural and educational space where the integrity of the process is determined by spiritual values; the organization of motivational and valuable activity of students is carried out on the basis of the anthropologization of the educational process.

According to H. Shevchenko, the most important mission of education and upbringing is formation of *Spiritualized Image of Man of Culture* of the XXI Century, of Man who is able to preserve public morals, natural resources, national and cultural identity and universal values (Shevchenko, 2015).

The quality of a society's socio-cultural development largely depends on the professional and personal characteristics of teachers, a future teacher's ability for

quick adaptation and personal realization under the new conditions of professional life, purposeful professional and acmeological self-development and self-determination, the ability to produce new ideas, which is achieved owing to the holistic development of the social and professional intelligence. In this context, the idea from professionalism to understanding the system of culture, and from understanding the holistic culture to understanding the meaning and content of the profession becomes especially important (Tusheva, Guba, Kalina, Temchenko, 2020).

Building a healthy professional culture is key to developing and retaining an effective teacher workforce. Understanding and responding to teacher needs improves workplace satisfaction, prevents adversarial dynamics, and allows teachers to focus their energy on improving student outcomes. Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning. V. Andrushchenko states spirituality organically combines rational and sensory components of human thinking. It is the harmonious unity of truth, kindness and beauty. Feelings and mind do not contradict, but complement each other, interact, embrace the contradictory world in its integrity. The above-mentioned interaction is carried out in the activities and communication of people in a society. Without activity, spirituality loses its historical rational-sensory outlines or social sense (Andrushchenko, 2008).

L. Damen (1987) presented six notable characteristics of culture:

1. Culture is learned.
2. Cultures and cultural patterns change.
3. Culture is a universal fact of human life.
4. Cultures provide sets of unique and interrelated, selected blueprints for living and accompanying sets of values and beliefs to support these blueprints.
5. Language and culture are closely related and interactive.
6. Culture functions as a filtering device between its bearers and the great range of stimuli presented by the environment (Damen, 1987).

G. Hofstede (2001) defines culture as "the collective programming of the mind that distinguishes the members of one group or category from another" (Hofstede, 2001). It is the way in which our minds work, and it encompasses values, beliefs and shared history. The use of "collective" implies that culture is something that is shared rather than individual, and "programmed" that this is something that we acquire, rather than something that is a constant. According to the definition by C. Kramsch, culture is portable schemas of interpretation of actions and events that people have acquired through primary socialization and

which change over time as people migrate or enter into contact with people who have been socialized differently (Kramsch, 2015). It seems that culture has to do with 1) the way in which we understand and interpret the world around us, 2) that it is something we learn through socialization, and 3) that it is something that belongs to different groups of people.

Being an accomplished teacher of English language means being a person of culture who knows, uses and teaches language and culture in an ethical and reflective way. It involves a continuous engagement with and commitment to learning, both as a teacher and as a life-long learner. It means more than teaching knowledge of language and includes teaching learners to value, respect and engage with languages in their own lives and to interact with others across linguistic and cultural borders. It means creating a culture of learning which approaches language, culture and learning with respect, empathy, commitment, enthusiasm and personal responsibility.

E. Fragozo Chipaco, M. Luísa Branco state that the professional culture refers to the way in which teachers develop their activities in educational institutions. Through this, the work accomplished acquires significance and the new teachers learn to solve their problems, being, little by little, integrated into the professional community. The professional culture of teachers comprises the beliefs, values, habits and assumed ways of doing things that are shared within a particular group of teachers or in the teaching community of which they are part and can be observed in the relationships among teachers. In turn, teacher professionalism is understood as what is specific in the teacher action, that is, the set of behaviours, knowledge, skills, attitudes and values that constitute the specificity of being a teacher. The professional interaction of teachers contributes, to a greater or lesser extent, to the educational success of students, and is often related to the quality of teacher professionalism (Fragoso, Branco, 2018).

The professional interaction of teachers contributes, to a greater or lesser extent, to the educational success of students, and is often related to the quality of teacher professionalism. It means more than teaching knowledge of languages and cultures and includes teaching learners to value, respect and engage with languages and cultures in their own lives and to interact with others across linguistic and cultural borders.

*Australian Federation of Modern Language Teachers Associations* (AFMLTA, 2005) carried out "Professional standards for accomplished teaching of languages and cultures" which defined the moral norms and spiritual foundations of professional culture of a language teacher. These standards recognize that accomplished language teaching can only occur in an appropriate and supportive teaching context and so the standards document includes not only standards for accomplished teaching, but also programs standards, which the

profession believes are necessary for accomplished teaching to occur. It means creating a culture of learning which approaches language, culture and learning with respect, empathy, commitment, enthusiasm and personal responsibility. Accomplished languages and cultures teaching is reflected through the following dimensions: educational theory and practice, language and culture, language pedagogy, ethics and responsibility, professional relationships, awareness of wider context, advocacy, personal characteristics. These standards were developed by AFMLTA to reflect the profession's understanding of what it cultural values in the accomplished teaching of languages.

The Pedagogical Constitution of Europe, which defines a single value and methodological platform for a new teacher's preparation for the united Europe of the XXI century, emphasizes that teacher training in accordance with the unified scale of general human values and considering national characteristics is the main framework around which the processes of pedagogical education modernization and innovation in the modern European space should be carried out. A European teacher is meant to find answers to the challenges of the era and promote pupils' and students' audience introduction to the bosom of progress of scientific knowledge, high culture, socio-practical experience of generations, universal socio-cultural values, the spirit of humanism and humanity (Tusheva, Guba, Kalina, Temchenko, 2020).

The ground of professional culture is the development of intellectual (professional knowledge and methods of activity), emotional (emotional state), effective-volitional (practical readiness, volitional self-regulation), spiritual and moral (motives, needs, value orientations, reflexive culture) spheres of the teacher's personality.

By professional culture, Susan M. Kardos means the norms, values, and modes of professional practice, both formal and informal, that new teachers find at their schools. She states that "some new teachers described what we called veteran-oriented professional culture, in which the modes of professional practice are determined by the predominant veteran faculty. Veteran teachers may be warm and welcoming, but they generally operate independently, leaving new teachers feeling alone and unsupported. New teachers struggle on their own, day to day, or band together with a small group of new teachers, and operate on the margins of the predominant professional culture".

Susan M. Kardos selects three main aspects of integrated professional culture:

1. *Teacher Interaction*: Ongoing, reciprocal professional exchange between veterans and novices about instruction and curriculum-based on a prevailing belief in the importance of teacher interaction.

2. *Novice Status*: Attention to the particular needs (and talents) of new teachers by granting them unique, sheltered status and appropriate roles – based on a belief that teaching expertise is developed in practice and over time.

3. *Collective Responsibility*: Teachers share responsibility for the school's students and for each other based on a belief that teachers hold knowledge and power in a school and are collectively dedicated to their own success and the success of their students (Kardos, 2004).

Certainly the teacher candidates themselves will be affected by what-ever is developed as a pattern appropriate to this preparation for entry into the profession (Marckwardt, 1968).

Building a healthy professional culture is key to developing and retaining an effective teacher workforce. Understanding and responding to teacher needs improves workplace satisfaction, prevents adversarial dynamics, and allows teachers to focus their energy on improving student outcomes.

V. Andrushchenko states spirituality organically combines rational and sensory components of human thinking. It is the harmonious unity of truth, kindness and beauty. Feelings and mind do not contradict, but complement each other, interact, embrace the contradictory world in its integrity. The above-mentioned interaction is carried out in the activities and communication of people in a society. Without activity, spirituality loses its historical rational-sensory outlines or social sense (Andrushchenko, 2008).

Among the indicators that can be used to characterize the spiritual foundations of professional culture of an English teacher, the following are distinguished:

- the level of assimilation common spiritual values and culture (in various forms public consciousness);
- the nature of choice and the level of participation personality in the production of spiritual values, in the development and consumption of spiritual wealth;
- orientation of motives for participation in the creation and consumption of spiritual values; the level of Education, qualifications, cultures of thinking, feelings and behavior.

The professional culture of the teacher is the most important part of the general culture of the teacher, which consists in the system of his/her personal and professional qualities, as well as the specifics of his/her professional activity. The professional development of a teacher in psychological and pedagogical science in the professional and personal aspect is considered as the formation of personal, personal and business qualities, professional competencies and professionalism. According to the concept of M. S. Kagan, the essence of culture should be understood as a certain form of concentration of the spiritual energy of

mankind in unity with a set of ideal-practical methods and results of the development and transformation of the world.

A group of scientists under the leadership of Academician H. Shevchenko in the work "Spiritual Awakening of the Personality as key to Spiritual Security in the Context of Postmodernism" quote an important thought by the Canadian culturologist D. Paul Schafer, who considers culture to be a spiritual transformation of the personality and the basis of spiritual security: "...It does so by postulating an "ideal prototype of the cultural personality" against which people can measure the reality of their own experience and to which they can look for guidance in times of adversity. It is a prototype based on the belief that culture in general and the cultural personality in particular provide the most effective avenues and means for dealing with the present and the future in all areas of life" (Shevchenko, Bezuhla, Antonenko, Safonova, 2021).

Our colleagues V. Tusheva, A. Guba, K. Kalina, O. Temchenko from H. S. Skovoroda Kharkiv National Pedagogical University (Kharkiv, Ukraine) having analysed the existing conceptions and theoretical deduction of the concept of "culture" ... "focus on definitions that expand the understanding of the essence of culture, fill the content "a teacher's professional culture" with the new meaning and contents. Thus, we consider culture as: a qualitative certainty of the phenomenon, which does not only allow us to identify and distinguish it from others, but also to point at the degree of formation, development and relative perfection; value significance and "completeness" of any phenomenon, which allows us to consider it in terms of inclusion in the set of achievements in the fields of science, education, lifestyle; in this sense, culture itself becomes a social meta-value, combining values in their cultural-historical and national-cultural contexts; the process and mechanism of preservation and transition of values, their constant generation and transformation in the field of education, communication and creativity; the environment of socially significant development of humanity and the space of free emergence of new elements of creative experience, its self-organization, self-development and self-renewal (Tusheva, Guba, Kalina, Temchenko, 2020).

Many scientists distinguish the following components of professional pedagogical culture: axiological, technological and personal and creative.

*The axiological component* includes: professional pedagogical knowledge, worldview, pedagogical thinking and reflection, pedagogical tact and ethics. In the process of pedagogical activity, the teacher masters the ideas and concepts, knowledge and skills that make up the humanistic technology of pedagogical activity, and, depending on the degree of their application in real life, they evaluate them as more significant. The ability to see and appreciate the new in

what has been known for a long time is an indispensable component of the teacher's culture.

*The technological component* includes the methods and techniques of the pedagogical activity of the teacher, his ability to structure professional activity and build it according to a certain algorithm, taking into account the stages of goal-setting, planning, organization, assessment and correction. Pedagogical technology helps to understand the essence of pedagogical culture, reveals historically changing methods and techniques, explains the direction of activity, depending on the relations developing in society. It is in this case that pedagogical culture performs the functions of regulation.

*The personal-creative component* reveals the mechanism of mastering it and its embodiment as a creative act. The process of appropriating the developed pedagogical values occurs at the personal and creative level. Mastering the values of pedagogical culture, the teacher is able to transform and interpret them.

G. Ball offers a reasonable vision of a specialist's professional culture by picking out the prerequisites for its formation, focuses on mastering the strategies of creative activity and personal knowledge not only recorded in manuals and reference books, but also informal knowledge, transferred while communicating with professionals, developed with the professional intuition (Ball, 2003).

An important basis for the professional culture of a teacher is *pedagogical ethics*, or deontology (from the Greek. Deon - duty and logos – teaching, Ethos-temper, custom) is the science of norms and rules of behavior, relationships between people. Pedagogical ethics (pedagogical deontology), on the basis of general ethical norms, spirituality, humanism determines those normative moral positions that must be guided by a teacher in the process of communicating with students, their parents, and colleagues.

**Conclusions.** The professional culture of an English teacher is a systematic characteristic and activity of the personality of a foreign language teacher, which represents the integral unity of such interrelated and interdependent components: need-motivational, activity-personality, organizational and creative. The structural components of the professional culture of a future English teacher are characterized. The spiritual characteristics of the connections that exist between the components of the professional culture of a future English teacher can conclude that the set of components under consideration is a holistic, systemic entity. The formation of the professional culture of a future English teacher is a complex and long-term process, which should include the stages of education in a higher education institution and in independent pedagogical activity, as well as the systematic work of the future English teacher on self-improvement.



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## ДУХОВНІ ОСНОВИ ПРОФЕСІЙНОЇ КУЛЬТУРИ ВЧИТЕЛЯ АНГЛІЙСЬКОЇ МОВИ

О. Є. Крсек

*У статті розглядається професійна культура вчителя англійської мови як системна характеристика і діяльність особистості вчителя іноземної мови, яка являє собою цілісну єдність таких взаємопов'язаних і взаємозалежних компонентів: потребнісно-мотиваційного, діяльнісно-особистісного, організаційного і творчого. Метою дослідження є теоретичне обґрунтування духовних основ і педагогічних умов формування професійної культури майбутніх вчителів англійської мови в системі вищої освіти.*

*Використано стратегічні положення концепції академіка Шевченко Г.П. щодо важливості освіти і виховання, які мають виконати найважливішу місію нинішньої цивілізації – сформувати у підростаючих поколіннях «Одухотворений образ Людини Культури ХХІ століття».*

*Духовні характеристики зв'язків, що існують між компонентами професійної культури майбутнього вчителя англійської мови, дозволяють зробити висновок про те, що розглянутий набір компонентів є цілісним, системним утворенням.*

**Ключові слова:** *духовність, професійна культура, духовні основи, педагогічна культура, духовна культура, загальнолюдські цінності.*

## ДУХОВНЫЕ ОСНОВЫ ПРОФЕССИОНАЛЬНОЙ КУЛЬТУРЫ УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА

О. Е. Крсек

*В статье рассматривается профессиональная культура учителя английского языка как системная характеристика и деятельность личности учителя иностранного языка, которая представляет собой целостное единство таких взаимосвязанных и взаимозависимых компонентов: потребностно-мотивационного, деятельностно-личностного, организационного и творческого. Целью исследования является теоретическое обоснование духовных основ и педагогических условий формирования профессиональной культуры будущих учителей английского языка в системе высшего образования.*

*Использованы стратегические положения концепции академика Шевченко Г.П. о важности образования и воспитания, которые должны*

*выполнить важнейшую миссию нынешней цивилизации – сформировать у подрастающих поколений «Одухотворенный образ Человека Культуры XXI века».*

*Духовные характеристики связей, существующих между компонентами профессиональной культуры будущего учителя английского языка, позволяют сделать вывод о том, что рассматриваемый набор компонентов является целостным, системным образованием.*

**Ключевые слова:** *духовность, профессиональная культура, духовные основы, педагогическая культура, духовная культура, общечеловеческие ценности.*

**Крсек Ольга Євгенівна** – доктор педагогічних наук, доцент, завідувач кафедри іноземних мов та професійної комунікації Східноукраїнського національного університету імені Володимира Даля (м. Северодонецьк, Україна). E-mail: krsek@i.ua

**Крсек Ольга Евгеньевна** – доктор педагогических наук, доцент, заведующая кафедрой иностранных языков и профессиональной коммуникации Восточноукраинского национального университета имени Владимира Даля (г. Северодонецк, Украина). E-mail: krsek@i.ua

**Krsek Olga Yevgenivna** – Doctor of Pedagogical Sciences, Associate Professor, Head of Foreign Languages and Professional Communication Department of Volodymyr Dahl East Ukrainian National University (Severodonetsk, Ukraine). E-mail: krsek@i.ua