

STUDENTS' PROFESSIONAL CULTURE FORMATION IN THE CULTURAL ENVIRONMENT OF COMMUNICATIVE CREATIVITY

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Abstract: The research paper deals with students' professional culture formation in synergetic conditions of learning communicative situations. The aim of the paper is to improve professional education quality and to eliminate contradictions in professional education systems. Projecting synergetic conditions is known to be cultural environment of students' communicative creativity. The conceptual plan of the research determined the choice of scientific methods based on theoretical and historical analysis of psychological, and pedagogical papers; research subject peculiarities required thorough analysis, synthesis, scientific methods of analogy and generalization of advanced pedagogic theories and practical experience, observation and experimental validation of obtained results. Students' professional culture is expanded by synergetic approach and determined as students' self organization in communicative creativity. Students' professional culture criteria are adapted to the research purpose and obtained results experimentally proved efficiency of projected synergetic conditions encouraging students' communicative creativity. The article offers some theoretical and practical recommendations improving education quality.

Keywords: Education, synergy, cultural environment, subjectivity, creativity.

INTRODUCTION

Researchers' significant interest to students' professional culture formation is closely connected with ever increasing requirements to modern specialists, low levels of students' professional culture, social needs and students' motives and interests in self actualization, self realization and self organization in education communicative activity. The purpose of the article determined the research subject choice - students' professional culture formation in cultural environment. Students' professional culture formation is known to be a complicated process involving students' personal and professional features and competences based on cultural and professional value systems, moral codes, and is supposed to be developed in cultural environment. Communicative creativity is known to effect personal development as life situations impacts developing subjective experience. Students' professional culture formation is supposed to be based on students' cultural and professional

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values, moral principles and cultural traditions and tendencies being accumulated by students as self organized creative activity in cultural communicative environment. The aim, subject and authors' supposition coincide with professional culture concept known as cultural code established in a professional community aimed at successful professional results (Dolgova, 2001, p. 23).

As students' professional culture formation is usually connected with people's professional experience some teachers connect it with developing professional skills and increasing professional knowledge segments (Davydov, 2002, p. 67). But as students' professional culture is to be based on cultural values, moral principles so the problem can be hardly solved by increasing professional knowledge.

Semantic meaning of "student's professional culture formation" determined authors' approach to students' communicative creativity resulted in students' consciousness activity, subjective cultural and professional orientations in education cultural environment.

The gaps in theoretical papers and existed contradictions between social and professional requirements to students' professional culture and lack of education technologies to ensure students' humanistic self formation and traditional education methods of forming it (Zimnyaya, 2006); between students' motives to improve professional culture formation and absence of organized education process to ensure it determined the problem and tasks of the paper.

LITERATURE REVIEW

Analyzing scientific papers is intended to point out theoretical and methodological foundations of the research. Concept meaning of the term "professional culture" is the subject of many psychological and pedagogical papers. Differences in determining it can be explained by different researchers' tasks and various approaches to students' culture formation, but generalized concept meaning is determined as basic human characteristics indicating students' professional quality (Beznosov, 2008, p. 45), as students' abilities to self actualization in professional activity (Kuzmina, 2007, p. 67), as psychological features to overcome different professional challenges (Isaev, 2002, p. 90), as students' abilities to solve complex professional tasks (Safin & Suchkova, 2006, p. 90), as students' professionalism (Antonova, 2016, p. 119), as subjects' creative potential (Kochetov, 1975, p. 74), as moral and professional culture codes (Kogan & Vishnevskiy, 1972, p. 98), as person's stress resistance and adaptability (Koroleva et al., 2014, p. 57), as empathy and reflection (Kim, 1978 p. 45), as professional competences quality (Model, 1993, p. 34), professional growth indicators (Derkach & Diachkov, p. 40), as basis of organizational, communicative, perceptual, interactive, reflexive competences (Mitina, 2004, p. 23), as students' holistic orientations in social and professional environment (Koch, 2001, p. 23), as students' communicative and cultural skills (Magamadova, 1993, p. 58).

Professional Culture and its Formation

The analysis proved relevance of students' professional culture formation as it improves professional education quality indicating students' readiness to professional activity and developing professional competences based on students' cultural and professional values, moral characteristics, creativity and subjectivity. Basic components of students' professional culture formation can be pointed out as historical, education, cultural, socio humanitarian and professional (Boykov, 1999, p. 35). Scientists stress that it is impossible to form students' professional culture using traditional methods of teaching (Gribkova, 2010, p. 56). So, students' professional culture formation is supposed to be reorganized in self education where students determine ways, levels and duration being active subjects of education process (Antonova, 2016, p.120).

New approaches to students' formation are based on students' creative development (Dmitrienko, 2011, p. 88). As communicative creativity is known to have serious potential for students' personal and professional self development (Gorb, 2008, p. 73), so the authors refer to communicative creativity in cultural environment of leaning foreign languages. Some researchers underline that learning languages process combines technical and humanitarian knowledge segments in a unique picture of students' professional development.

The conceptual plan of the research is intended to fill gaps in theoretical and practical papers and reduce complexity of students' professional culture formation based on synergetic methodology regulating education crises situations and students' consciousness. Imbalance transforming students' formation into professional self organization ensuring students' transitions to higher levels of professional culture in accordance to students' physiological and psychological peculiarities.

Synergetic Conditions of Communicative Situations

Synergetic approach is based on integration and generalization of education components ensure transforming professional culture into self formation is often ignored in humanitarian science. Synergetic methodology is effectively applied in natural science (Pedagogy of professional training, 2004, p. 45). So the researchers' task was to adapt theoretical and practical synergetic principles to students' professional culture formation

Peculiarities of student's professional culture formation in synergetic conditions are explained by synergetic criteria :open character of communicative situations (communicative situations are to be expanded by students' consciousness activity), subjectivity (communicative situations are to be enriched by subjective experience), dialogue character of communication (contain basis to dialogues), complementarities (communicative situations are to be added by invariant students' thinking) and creativity (communicative situations appeal to students' consciousness) ((Pedagogy

of professional training, 2004, p. 91). These criteria ensure synergetic conditions of self organized students' creativity (Knyazeva & Kurdyumov, p. 45) so the authors adapted them to students' self organized professional culture (Dogadin, 2016, p. 24). Homeostatic character of communicative situations is determined as synergetic hierarchy based on synergy integration uniting internal and external facts, cultural and education segments to students' self organization. Synergetic hierarchy of communicative situations includes cognitive elements, interconnections and ties, social and traditional culture segments, moral, professional and social principles stimulating students' personal and professional characteristics functioning at fundamentally new communicative levels.

Nonlinear character of communicative situations generally determines synergetic components existence to enhance cumulative effects of students' self organization. Synergetic criterion applied to non liner communicative situations is contradictive information, problem facts enriching cultural environment of communicative situations. Synergetic parameters of instability and crisis can be enhanced by presenting incomplete facts and contradictive information.

Synergetic criterion of subjective observation can be ensured by pedagogic observation evaluating methods to estimate students' professional culture levels appeared in communicative creativity (Rybin, 2006, p. 360).

Synergetic conditions of communicative situations ensure components unity of students' internal coherence of education, cultural and professional development and encourage students' communicative creativity.

The Criteria of the Students' Professional Culture

Cognitive criteria of students' professional culture formation have been determined by a lot of scientists (Rybin, 2006, p. 361) but they were to be adapted to students' professional culture formation. So, these criteria were picked out among qualitative characteristics of students' communicative creativity.

1. students' cultural and professional knowledge segments of communicative abilities;
2. students' communicative technologies and regulation rules, communicative technique
3. students' communicative methods of preventing conflicts and forecasting communicative results;
4. psychological patterns of cultural communicative interaction;
5. students' abilities to listen to partners and to support them, to maintain visual contact;
6. students' abilities to formulate and express personal points without offending interlocutors;

7. students' abilities to convince and regulate communicative behavior;
8. students' moral principles based on dignity, respect to other people and opinions as self esteem and self control.

These criteria of students' professional culture are based on students' consciousness activity as reflection, (students' communicative abilities to control and logically express thoughts), empathy (students' abilities to demonstrate emotion and support) creativity (students' abilities to be original in communication, predicting results and reaction) criticality (students' abilities to analyze and evaluate communicative positions, to express outsider's points in communication), sympathy (students' ability to empathize and support))tolerance (students' abilities to observe moral and dignified features in another person, to express respect and love to own personality), self control (students' abilities to control emotions avoiding conflicts) and others. These students' professional culture characteristics are given in Table 1, they can be observed and tested in communicative creativity.

TABLE 1: PROFESSIONAL CULTURE CRITERIA

<i>The evaluation criteria and levels of professional culture</i>	<i>The indicators of the students' professional culture</i>
Motives	Professional activity is closely connected with individual or personal characteristics and features being developed and demonstrated in communicative creativity based on creative students' potential improving professional culture quality ensured by cultural environment based on human cultural, professional values and essences.
Purposes	Students' personal and professional perspectives and purposes are usually restricted by professional obligations and duties but students' communicative creativity can broaden personal and professional culture levels.
Instruments	Synergetic parameters of communicative situations stimulate self organization increasing professional competences, improving communicative skills and analytical abilities as main criteria of professional culture
The process	Professional, cultural levels are encouraged by motives and aims of generalized communicative situations.
The conditions	Contradictive and problem communicative situations ensure self esteem, self control, empathy, external and internal self-control locus in cultural and human purposes of professional activity
The results	Assessing personal achievements and results as the achievements of cultural and professional growth based on integration of communicative culture, social and professional communication values and modeling various communicative styles.

Source: Rybin, 2006.

MATERIALS AND METHODS

The study was conducted among the students of the 1-4 courses of the Socio Humanitarian Faculty at the Institute of Service and Business (branch) of Don State Technical University situated in Shakhty. Five experimental groups were randomly selected from mainstream students groups of the Faculty included 790 students. While the students of control groups were selected among other groups with total number-685. These groups were coded as Experimental groups 1-5 and Control groups 1-5. In the light of the above discussion mixed methods guided this study. The experimental research suggested a variety of formal and informal methods and techniques - oral, written or visual communicative situations inviting students to participate in communicative creativity to add the essence of these situations with personal senses and values and to exchange with other participants. While using these methods a high value is placed to individual and collective creativity as positive personal changes in professional culture formation. Following the brief explanation a prompt, a supposition and pedagogic support was given to the participants. The students were encouraged to think about global problems through the prisms of communicative creativity expressing personal senses and values. The designed situations were based on incomplete situations.. The summarized results of students in the control and the experimental groups are presented on the table 3. To highlight the students' indicators resulting from used synergetic conditions the authors used student's *t*-test as the secondary method of statistical processing of experimental data. The basic formula is $t = (M1 - M2) / (D1 - D2)$, where M1 is the mean value of the index at the beginning of the experiment; M2 - is the average value of the index at the end of the experiment; D1 - is mean-square (standard) deviation of the sample (beginning of the experiment), D2 is the mean square (standard) deviation of the sample (at the end of the experiment). With the help of the formulas the index *t* for all scales was calculated, as the sample of the experimental and the sample of the control groups. For a given number of degrees of free creativity (40% in control and 32% in experimental) and the probability of error tolerance is $\alpha < 0,05$ table value of *t* is 2.02 and 2.04 respectively. The calculated value *t* exceeds the table in both samples of two scales: on a scale of support and on the scale of flexibility of communicative creativity (Table 4).

Thus, it is possible to assert with confidence that developed synergetic conditions of communicative situations affect the formation of professional culture among students of experimental groups as they demonstrate independence of professional values and communicative creativity based on their personal goals and beliefs.

Both qualitative and quantities were used to collect and analyze the received data proving the supposition. The participants were provided with designed communicative situations. They were designed within the frame of the survey method (Arshinov & Svirskiy, 1993) to support students' communicative creativity.

Pedagogic diagnostic methods were carried out as specially designed programs of testing students' dynamic changes. Thus, program of diagnosing students' communicative creativity was built into two sub programs. The first one was aimed at measuring students' professional culture quality and is based on indirect indicators determined by initial and final students' professional culture levels among students of experimental and control' groups. Diagnostic testing was carried out to estimate students' creative potentials reflected in students' consciousness activity - reflection, autonomy, criticality, motivation, self-regulation, self control and others. Indirect indicators were conditioned by two factors: (a) mediated character of synergetic conditions having direct expression, (b) students' personal structures activity having indirect expression.

So a set of diagnostic methods was picked out by the researchers to determine students' creativity in communicative situations (Novikov, 2006, p. 78). To determine originality of communicative creativity the authors refer to direct indicators of students' communicative activity, Different changes resulted in communicative creativity can be estimated by Self-Actualizing Test, Autonomy-Dependence Tests, subjective self-control measurement (to measure students' self-organizing professional culture), "self-concept and creative self-development" tests, questionnaires stimulating students' motivations, and creative attitude to professional risks and changes and self estimation questionnaires (Shabunin, 2000, p. 17).

The second program was supposed to measure quantitative changes based on direct indicators reflected in students' communicative creativity (Maslow, 1969, p. 60). The main purpose of the program is to determine students' communicative levels and skills to perform a sequence of organizational - subjective – verbal operations as students' professional culture transition to higher levels (Sapronov, 2001, p. 155). Direct tests were performed due to two circumstances: (a) students' personal structures activity with direct empirical expression (b) students' consciousness activity to produce "converted" forms of communicative situations, i.e. to materialize communicative situations in cultural communicative environment.

RESULTS AND DISCUSSION

The research duration confirmed overall results repeatability in students' control and experimental groups, with deviations in years that did not exceed permissible values in all diagnostic methods. In this regard, the researchers present results of ascertaining and control stages of experiment in unified tables, demonstrating relevant indicators of indirect and direct diagnosis. This procedure can represent subsequent changes in students' personal and professional culture levels as being typical results of students' creativity in synergetic conditions (Bochkarev, 2002; Budanov, 2000, p. 289]. Students' communicative creativity is expanded by self

organized insights (reflection, empathy, etc.) integrating personal, education, professional and cultural values. Students' professional culture characteristics can be determined and evaluated in communicative creativity based on humanitarian values (to understand, accept and adjust to the communicative conditions, etc.) Obtained results contain factual study basis and can develop students' communicative competences and personal characteristics.

Students of experimental groups demonstrated increased indicators in self-acceptance and self control scales. Students of control groups showed low indicators in motivation and empathy scales (Kaziev, 1980, p. 205). Thus, received data proved researchers' supposition that students of experimental groups willingly accepted cultural values and correctly evaluated communicative partners' creativity (Zavalishina, 1997, p. 76), showed respect and support to other students' opinions. Students of control groups had low communicative culture characteristics.

Having compared average students' results of experimental and control groups done before and after experiment, the results are (*t*-test (< 0.05 , *t*-table was 2.03 up = 36), if using Self Actualizing Test (Gozman et. al., 1995). Significant differences are stated in students' groups on both scales (time competence and support), and in additional scale in students' communicative flexibility in communicative creativity.

Statistically significant differences appeared among experimental students' groups and control groups students in scales: value orientations, self-esteem, cognitive needs. Thus, students' results in experimental groups turned out to be higher in motivation, criticality and communicative creativity and students' self organization. Though students of control groups had initially higher levels of self control and self organization indicators (Dmitrienko et. al., 2016) showed average results later on. Students' results in control groups were evaluated on three scales - two basic and an additional one, while students' results in experimental groups were tested by seven scales a basic one and six additional. Thus students of experimental groups had higher scores in determined scales, except the scale indicating interpersonal sensitivity.

It should be noted that experimental groups students show increased levels in self-organization, and creativity (Hochschule-Studium-Berufesvoratellungen, 1987, p. 34) than students of control groups.

Having taken into account preliminary experimental results, the researchers point out that achieved progress expressed as students form and express independent opinions, show tolerance, patience, culture communication, motives, reflection, empathy, etc based on social and professional values, cultural codes accepted and picked up by students in cultural environment of communicative situations. Students demonstrate increasing levels of self-acceptance and self respect as love to inborn human nature and substantial reduction of students' aggression, conflicts and inconsistency in communication.

However, obtained results were not sufficient to gain full confidence in efficiency of proposed innovations. In this regard, the researchers fulfilled further clarification of diagnostic methods to identify direct and indirect changes in students' consciousness activity proving higher levels of students' professional culture formation reflected in Table 2.

TABLE 2: PRELIMINARY RESULTS OF INDIVIDUAL TESTING AND STUDENTS' OBSERVATION

<i>Personal structures of consciousness</i>	<i>The starting research</i>			<i>The final research</i>			<i>Dynamical changes</i>		
	<i>SSt.-1</i>	<i>SSt.-2</i>	<i>SSt.-3</i>	<i>SSt.-1</i>	<i>SSt.-2</i>	<i>SSt.-3</i>	<i>SSt.-1</i>	<i>SSt.-2</i>	<i>SSt.-3</i>
Motivation (the highest score is = 15)	9	5	11	11	10	14	+2	+5	+3
Criticality (common % internal)	11	6	10	15	11	13	+4	+5	+3
Reflexion: regress of self development	6	8	7	5	6	6	-1	-2	-1
The progress of self development	7	6	9	11	13	14	+4	+7	+4
Self-esteem	9	11	12	13	14	14	+4	+3	+2
Autonomy	8	5	9	12	11	12	+4	+7	+3
Cultural creativity	6	7	5	12	14	13	+6	+7	+8

Source: The Authors

The results (Table 2) are digital changes proving positive changes as students' achievements. Dynamic changes appeared mostly among positive indicators of registered qualitative students' changes (Student 1 and student 3) having high motivation levels, demonstrating significant increase in autonomy scale at final experiment stage. A female student showed (student 2) low increase in motivation at starting experiment stage demonstrated increased indicators in motivation, reflection, self-esteem, dignity and respect at final stage of it (Table 3).

Obtained results helped the authors to define generalized levels of students' professional culture in accordance with common research gradation: low, medium, high. Levels division was based on frequency and intensity of students' communicative creativity and cognitive students' features having direct and indirect impact on students' self-organizing professional culture (Table 4). The Table contains summarized results of the first diagnosis of students' professional culture formation in control and experimental groups.

The results of students' professional culture formation in experimental groups were recorded by direct and indirect indicators pointing out the range from +11.4% to +27,6% (determining the transition from low to medium level of students' development). To compare these results with the received results in students' control

TABLE 3: DYNAMICAL STUDENTS' PROGRESSIVE INDICATORS

<i>Skills, mediated by students' consciousness activity</i>	<i>Starting experiment stage</i>			<i>Final experiment stage</i>			<i>Dynamical changes</i>		
	<i>SSt.1</i>	<i>SSt.2</i>	<i>SSt.3</i>	<i>SSt.1</i>	<i>SSt.2</i>	<i>SSt.3</i>	<i>SSt.1</i>	<i>SSt.2</i>	<i>SSt.3</i>
Students' abilities to establish positive attitude to differences as explicit meaning based on contradiction; to come to communicative compromises	31	27	42	38	32	54	+7	+5	+8
Students' skills to express critical analysis, to change communicative position, to express arguments based on cultural information using creative potential increasing decision-making, evaluating communicative situations	37	31	41	43	42	52	+8	+11	+11
Students' abilities to identify evident and hidden sources of information, problems, conflicts	29	23	31	35	34	42	+6	+11	+13
Students' abilities to overcome contradictions between prescribed (specified) communication rules and motives to free express, to change communicative situations; ability to enrich communicative situations with personal culture values.	23	21	32	31	36	39	+8	+15	+7
Abilities to support and express empathy and knowledge about professional culture peculiarities; social life events, to support communication, to avoid conflicts, feel free in accepting another position	34	39	42	40	46	49	+6	+7	+7

Source: The Authors

groups, it can be noted the increased indicators from 2.2% to +3.3%. The indicators allows to judge about significant progress in student's professional culture formation among the students of experimental groups. In the right part of the table quantitative (frequent) changes are determined as creativity in sense formation.

TABLE 4: STUDENT'S SELF ORGANIZED PROFESSIONAL CULTURE

Scales	Control groups Stages						Experimental groups Stages						averaget:		
	State			Final			State			Final			t	State.	Final.
	MI	DI	M2	MI	DI	D2	MI	DI	M2	MI	DI	D2			
1. Time competences	2,66	7,1	7,2	2,68	0,71	2,81	7,8	2,75	7,9	2,81	0,42	2,31	1,94		
2. Support	6,76	45,8	46,4	6,84	2,14	6,89	46,8	6,84	47,6	6,89	2,50	3,57	5,45		
3. Valuable orientations	3,31	11,0	10,7	3,27	1,5	3,97	11,0	3,31	11,4	3,97	0,50	0	2,18		
4. Communicative flexibility	3,74	14,0	13,4	3,66	2,14	3,67	14,8	3,84	13,5	3,67	3,17	2,50	1,0		
5. Sensitivity	2,64	7,0	6,5	2,54	1,56	2,58	6,4	2,52	6,7	2,58	1,25	1,71	1,0		
6. Self control	2,60	6,8	6,6	2,56	1,0	2,66	6,3	2,50	7,1	2,66	2,0	1,56	1,56		
7. Motivation	2,94	8,7	8,4	2,89	0,43	3,03	8,6	2,93	9,2	3,03	1,90	1,0	2,16		
8. Empathy	3,17	10,1	10,1	3,17	0,4	3,37	10,4	3,22	11,4	3,37	2,56	1,36	2,95		
9. Self affirmation	2,04	4,2	4,1	2,02	0,71	2,21	4,8	2,29	4,9	2,21	0,71	1,54	1,78		
10. Synergy	1,76	3,1	3,7	1,92	1,5	1,89	4	2	3,6	1,89	1,21	1,84	0,59		
11. Aggressiveness	2,84	8,1	8,8	2,96	2,02	2,79	7,8	2,79	7,8	2,79	0	1,36	2,43		
12. Contacts	3,16	1,0	10,8	3,28	2,29	3,17	10,6	3,25	10,1	3,17	1,79	2,0	2,12		
13. Cognitive abilities	2,30	5,3	4,8	2,19	1,5	2,44	5,5	2,34	6	2,44	1,56	1,0	2,4		
14. Creativity	2,50	6,3	7	2,64	1,89	2,54	6,1	2,46	6,5	2,54	1,43	1,0	1,56		

Source: The Authors

The figures describe the student's professional culture formation as positive changes in students' cognitive activity. The registration of positive changes was carried out as direct observation of students' educational activity.

The researchers measured demonstrated frequency of students' communicative creativity. Registered generalized skills were recorded as students' consciousness. So, collision is realized as student's ability to identify hidden contradictions and conflicts in communicative creativity; motivation is the student's ability to search personal meanings and sort out significant factors and values, criticality is the student's ability to make critical analysis of different approaches and invariant communicative positions as the basis of new personal and cultural orientations; creativity is the student's ability to self expression, to self realization; sense creativity is the student's abilities to make hypotheses, to overcome the contradictions, to complement the situation with own meanings and senses.

General results of the experiment research include: positive growth in students' personal structures activity among the students of experimental groups, recorded as collision (average is +11.6 %) if compared it with results of control students' groups the indicator is equal to 0.5%); -positive growth is observed in motivation (average is +15.8% among the students of experimental group; as to compare with students results of control groups is +2.8%); creativity is increased by 2.9% among students of experimental groups.

So, taken into account significant difference observed among the students of experimental groups in achieving medium and high levels of professional culture formation recorded as students' qualities and skills; it proves the students' tendencies to professional self formation. Obtained results proved that students' professional culture formation is carried out in significant learning communication stimulating students' self organization realized in cultural environment including cultural, professional, communicative, moral values.

CONCLUSION

Experiment results were recorded by means of indirect indicators (average score is +11.6 % with high level score 19%; (while indicators in control students' groups is -0.5%); increasing indicators determining students' professional culture formation proved effectiveness of communicative creativity as direct indicators (average score is +9% and high is +12.8%); while progress in control students' groups is +1.8%); significant differences in results among experimental students' groups were observed, students' progress is recorded as transition from medium and high levels of professional culture formation. Students' professional culture progress in experimental groups was estimated as communicative quality and professional competences (+11.6% while students' results in control groups are +1.6%). Obtained results of all recorded qualities and skills are higher among the students

of experimental groups (average is +13%); though reduction in self-esteem scale (is -4.6%), can be explained by appearance of more significant characteristics in students' consciousness encouraging students' transitions to higher professional culture levels. Higher levels were determined as transition from low to medium professional culture levels: +19,6% ; increasing number of registered respondents' communicative skills were done by direct indicators +4.5% among students of experimental groups and +2.0% of control groups).

The results obtained during research stated differences in students' individual development levels that can be explained by students' physiological peculiarities. All marked differences appeared among positive scores. They can be explained by socio-cultural factors (Kaziev, 1980). However, difference identification was not included into the research tasks.

So, the first research task was to analyze different approaches to students' professional culture formation, and to clarify key concepts of theoretical and methodological foundations of synergetic conditions of communicative creativity. Pedagogic principles: subjectivity, dialogue orientation, complementarities, integrity actualize students' communicative creativity. This purpose was carried out during multidimensional analysis that confirmed effectiveness of synergetic conditions to ensure self organizing professional culture. Synergetic conditions of communicative situations enhance students' and teachers' creative potentials. So, students' creativity is pointed out to be significant criterion of professional culture formation and condition of students' self organization.

Criteria of students' professional culture formation were updated and disclosed by the indicators of students' personal structures activity stimulated and enhanced by synergetic conditions of communicative situations (conceptual, critical, problematic criteria). Diagnostic programs of analyzing dynamic changes in students' structures helped the researchers to estimate received data and prove efficiency of students' communicative creativity: So the authors come to the conclusion:

1. Pedagogic synergetic conditions of communicative situations meet basic humanistic principles and cultural environment content enriched by synergetic parameters: generalization and integration proved dynamic positive changes in students' professional culture formation levels, corresponding to personal development peculiarities and requirements of Professional Education Standard in this country.
2. Complex and personal character of students' monitored' qualities justifying developed levels of students' professional culture do not characterize fundamental changes in personal characteristics as the experiment has been conducted in the frames of a single subject;
3. Determined differences in students' personal characteristic levels are appeared among positive scales thus proving the efficiency of communicative

creativity, so the hypotheses became true. All obtained results can testify students' professional culture formation.

4. Selected diagnostic tools identified students' dynamic changes reflected in students' consciousness as personal structures. The results are adequate to the research tasks and results correlation proves validity of received results. Thus, the purpose, the subject, and results of the paper have been confirmed by the experiment.
5. Obtained results reflected in this paper can be used for research work and practical analyses, designing technological methods of students' personal development and testing synergetic conditions of communicative situations improving students' personal and professional formation. Having achieved confirmed positive results, the authors point out necessity of organizing further theoretical and practical exploration based on system approach including greater number of participants and teachers. These tasks are supposed to be the authors' further research work.

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