

**PROFESSIONAL IDENTITY OF TEACHERS AS A COMPONENT OF
UNIVERSITY CORPORATE CULTURE**

***IDENTIDADE PROFISSIONAL DE PROFESSORES COMO COMPONENTE DA
CULTURA CORPORATIVA UNIVERSITÁRIA***

***IDENTIDAD PROFESIONAL DEL DOCENTE COMO COMPONENTE DE LA
CULTURA CORPORATIVA UNIVERSITARIA***

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ABSTRACT: The article addresses the problem of establishing the impact of educational organizations' corporate culture on the development of professional identity in teachers and their professional advancement. The study focuses on resolving the issues of creating an educational environment that supports teachers' potential, helps them recognize their own problems, and makes them conducive to their development by transforming the problems into objectives. It is found that the established corporate culture of educational organizations contributes to the understanding of mechanisms behind the development of new personal qualities in teachers in the process of mastering certain types of activities and, as a result, to the transformation of teachers' fragmentary experience into sustainable motivation for professional improvement in the process of collaborative work.

KEYWORDS: Corporate culture. Professional identity. Educational environment. Teacher. Educational organization.

RESUMO: *O artigo aborda o problema de estabelecer o impacto da cultura corporativa das organizações educacionais no desenvolvimento da identidade profissional dos professores e seu avanço profissional. O estudo se concentra em resolver as questões da criação de um ambiente educacional que apoie o potencial dos professores, os ajude a reconhecer seus próprios problemas e os torne propícios ao seu desenvolvimento, transformando os problemas em objetivos. Constata-se que a cultura corporativa estabelecida das organizações educacionais contribui para a compreensão dos mecanismos por trás do desenvolvimento de novas qualidades pessoais nos professores no processo de domínio de determinados tipos de*

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atividades e, como resultado, para a transformação da experiência fragmentária dos professores em motivação sustentável para o aperfeiçoamento profissional no processo de trabalho colaborativo.

PALAVRAS-CHAVE: *Cultura corporativa. Identidade profissional. Ambiente educacional. Professor. Organização educacional.*

RESUMEN: *El artículo aborda el problema de establecer el impacto de la cultura corporativa de las organizaciones educativas en el desarrollo de la identidad profesional en los docentes y su avance profesional. El estudio se centra en resolver los problemas de creación de un entorno educativo que apoye el potencial de los docentes, les ayude a reconocer sus propios problemas y los haga propicios para su desarrollo al transformar los problemas en objetivos. Se encuentra que la cultura corporativa establecida de las organizaciones educativas contribuye a la comprensión de los mecanismos detrás del desarrollo de nuevas cualidades personales en los docentes en el proceso de dominio de cierto tipo de actividades y, como resultado, a la transformación de la experiencia fragmentaria de los docentes en motivación sostenible para la mejora profesional en el proceso de trabajo colaborativo.*

PALABRAS CLAVE: *Cultura corporativa. Identidad profesional. Ambiente educativo. Docente. Organización educativa.*

Introduction

Innovations based on the continuous transformation of the sphere of production and technology, as well as digitalization of the economy, on the one hand, expand the limits of personal achievement. Yet, on the other hand, they limit capacities to resolve professional tasks in the face of emerging changes. These changes involve not only alteration of the conditions of the educational environment, but also change in the established system of professional communication, restructuring of the inner space of an individual and their attitudes to themselves and the surrounding world, and transformation of their individuality.

Accordingly, the leading role in the education system is played by the vital social function of ensuring the ability of educational organizations to flexibly respond to a range of issues related to the formation of teachers' professional identity. This owes to the fact that functioning in the constantly changing conditions becomes the norm, which requires teachers to be able to resolve the constantly appearing new, non-stereotypical problems. In these conditions, special significance is attributed to the corporate culture of educational organizations as an instrument for improving the professional level of specialists.

The research hypothesis is that the development of teachers' professional identity can be effective if the educational environment is adopted as an element of the corporate culture.

Literature Review

There is quite a wide variety of approaches to analyzing the content aspects of the corporate culture. E. Shein, a classic of corporate culture, examines it on three levels:

- the first “surface”, or “symbolic”, level includes the technology and architecture used and the behavior, language, and slogans observed;
- the second “sub-surface” level comprises the values and norms deliberately enshrined in the documentation of the organization and intended to govern the daily activities of teachers in the institution;
- the third “in-depth” level covers the fundamental assumptions, a sort of odorless and tasteless “atmosphere” of the corporate culture, in which everyone operates (SHANE, 2007).

P. Harris and R. Moran propose ten content characteristics inherent in any corporate culture. A distinctive feature of a particular corporate culture is the priority of its fundamental characteristics. In this line of reasoning, corporate culture cannot be considered a homogeneous phenomenon. The authors argue that “any organization can potentially have a number of subcultures within it, in fact, any of those subcultures can become the dominant one, i.e. the corporate culture itself, if it is deliberately supported and used by the management as a tool to consolidate individual goals into a common organizational goal” (AUTHOR24, 2017).

In general, many literary sources view corporate culture as a collection of behaviors adopted by an organization in the process of adapting to the external environment and internal integration that have proven effective and are shared by the majority of the organization’s members.

This definition suggests that an effective connection between the external environment, which sets the direction and nature of changes, and the internal environment, which addresses the new tasks of the external environment, is established by virtue of corporate culture. In many different cases, corporate culture can either withstand the impact of the other environment or allow for the absorption of up-to-date information into the internal environment, thus contributing to the improvement of the operation of the educational organization (WIKIPEDIA, 2019).

Analysis of various studies on the issues concerning the environment inspires a conclusion that an environment becomes educational when it presents a set of material factors of the educational process, interpersonal relations, and specific psychological and pedagogical conditions for the formation and development of personality. All these factors are intertwined;

they supplement and enrich one another, influencing participants in educational relations, which means that the more a person uses the opportunities of the environment, the more effective is their active self-development. The Stockholm Declaration adopted at the United Nations Conference back in 1972 notes that “Man is both creature and molder of his environment, which gives him physical sustenance and affords him the opportunity for intellectual, moral, social and spiritual growth” (KOLOSOV; KRIVCHIKOVA, 1997).

Consequently, the point concerns the creation of an environment that would contribute to the productive activities of teachers as a constituent element of the corporate culture of educational organizations.

Focusing on the fact that professional identity is a process of a person developing positive attitudes to their profession and identification with the representatives of this profession, we should note that the concept of “identity” is personalized in nature and refers to self-identification with a particular social group (SHNEIDER, 2004).

To reach an understanding of how the professional identity of teachers in an educational organization develops, it is necessary to analyze the features of the creation of an educational environment.

Methods

The creation of an educational environment for the formation of the professional identity of teachers as an element of the corporate culture of the educational organization assumes a certain sequence of stages.

1. The organizational-design stage concerns the issues of designing the components of the educational environment with the necessary characteristics and properties satisfying the requirements set by the critical objectives of transforming federal education goals into specific pedagogical objectives for educational organizations, as well as the development of quality criteria for the formation of the educational environment in the context of innovation.

Implementation of the first stage should be guided by the following positions:

- the needs of teachers to achieve the necessary educational results, prescribed by regulations of educational activities in accordance with the latest trends in technological development and digitalization of the economy;

- resource capacities (material and technical, personnel, information and methodological, etc.) to fulfill the educational needs of teachers, the educational resource being the content of education. The optimal way to combine modern requirements for the educational

environment is a purposefully designed, structured program for teachers at a particular stage of training (depending on the educational needs).

The order, timeline, and means of implementation for the development of the professional identity of teaching staff are established in accordance with the specific conditions of the educational organization. At this point, we would like to emphasize the opportunities for network interaction. This refers to the openness of various organizations and enterprises, the material, didactic, research, and personnel potential of which provides for the expansion of the educational space considering the diversity of students' needs.

2. The organization-implementation stage presupposes a set of tasks related to the implementation of actual elements of the educational environment conducive to the development of professional identity in teachers. One of the most characteristic features of this stage is flexibility: each teacher is able to study at their own pace, mastering the educational programs in a modular or linear fashion. Another characteristic is adaptability, which implies that the implementation of the educational program for the formation of the professional identity of teachers allows organizing the educational process for teachers with different starting abilities, which in practice makes it possible to take an individualized approach to learning.

3. The results-assessment stage involves monitoring the results of the operation of the educational environment and making decisions on its adjustment or the regularity of adjustments in the areas of further development. The advantage of this stage is the possibility of effectiveness tracking because the learning process is constructed on the basis of diagnostic data. Monitoring the effectiveness of the educational environment is needed not only for the organizers of training to make changes to improve the quality of education but also for teachers, for whom these diagnostics can become an effective tool allowing them to improve their ability to reflect on their activities (ZUEVA, 2017).

Results

One of the elements of corporate culture is the communicative level of teachers. Optimal sociability of teachers implies a certain intensity of communication among individuals or groups, a certain degree of mutual understanding, without which there can be no effective and coordinated action in the educational process. The efficiency of joint activities and the creation of a common emotional background are made possible through the use of various forms of methodological work.

1. A psychological and pedagogical council is a meeting or mutual consultation of specialists (experts) in a particular field, who periodically discuss and evaluate the real capabilities of each teacher according to a predetermined set of parameters. It is recommended for use in educational organizations that carry out experimental, innovative work in managing the quality of education or optimizing the educational process (for innovators, psychologists, specialists).

2. An association of teachers is a managed community of teachers dealing with issues related to the implementation of innovations (for innovators, masters, experienced teachers, narrow specialists).

3. Schools of professional excellence aim to implement a differentiated approach to the level of development of teaching skills.

4. Schools of advanced experience have the objective of sharing the work experience of the best teachers of the educational organization among young professionals, teachers who have little pedagogical experience. Variations of Schools of advanced experience are individual mentorships and pedagogical studios. The main forms of classes in a pedagogical studio are collective discussions of pedagogical problems and observation and analysis of the activities of the best teachers in the educational organization.

5. Pedagogical workshops are designed to give a teacher the opportunity to pass on to the other members of the teaching staff the key ideas of practical methods to implement their educational system. The main forms of classes include: collective discussions of the conceptual idea proposed by a teacher, individual practical assignments that could be used by teachers in work with students; a particular subtype is “master classes”, which involve fieldwork for the purpose of sharing experience through networking.

6. Creative micro-groups are created to provide professional communication and mutual enrichment of pedagogical experience in a regulated group of 2-3 teachers. Such groups are created to find a way to solve a problem, develop a methodology for conducting classes, improve the work plan, didactic materials, etc.

7. Temporary creative teams (TCT) are created at the initiative of the administration or an experienced educator to solve an urgent problem. Their primary method of work is brainstorming, for example, to develop a scenario for a celebration, a field trip, etc.

8. Research schools are organized for experienced teachers to train their research skills, as well as to teach them to conduct research work with students. A research school needs to have a scientific advisor.

9. Temporary scientific research teams (TSRT) are created at the initiative of the administration when there is a need to develop some fundamental document that calls for preliminary research and analysis of the situation, the collection of data through surveys or interviews, analysis and summarization of these data, and research of specialized literature. TSRT necessarily have a scientific advisor or consultant. They are created for a specified period of time to solve a practical problem, for instance, to develop a development program, an educational program, a long-range plan, and so on. A TSRT operates only for the time of the theoretical development of the document (from a few days to a few months) (ZUEVA, 2019).

Discussion

As suggested by IU.IU. Temriukov, effective corporate culture management allows to:

- considerably improve the quality of work of the management team in an educational organization;
- improve the forms of interaction between the administration and teaching staff;
- form the optimal conditions for creative collaboration and the development of subject-subject relations between participants in the educational process (TEMRIUKOV, 2008, p. 25)

Corporate culture is characterized by the presence of collective perception of the image of a professional. Recognition and acceptance of a common goal of collective work allow the members of the team to accurately interpret events in the life of the organization and improve the effectiveness of collaboration, control and decision-making procedures, and communication.

Management of the formation and development of corporate culture in an educational organization is a decisive factor in the efficiency of the educational process and shapes its educational results. The cause-and-effect relationship is expressed in the fact that a higher level of professional performance requires a higher level of education, which, in turn, becomes a source of further construction of the professional identity of teachers. Substantive and procedural relationships derive from the recognition of the corporate culture of the educational organization as a source of teachers' professional self-realization.

Conclusion

Summarizing the above, we should note that the educational environment, bearing a set of opportunities to meet the needs of teachers in accordance with current trends in the development of education, production, technology, and digitalization of the economy, stimulates the development of teachers' professional identity as teachers offer their abilities in the face of new educational needs. Members of the teaching staff, actively searching the environment for opportunities necessary to satisfy educational needs, directly participate in the formation of new educational resources, thereby changing the environment itself.

Each teacher engages in the formation of their own professional identity having their own image of a professional as the end result of their pedagogical work, and components of the corporate culture that are alien to them limit their activities. In pedagogical cooperation, individual notions of teachers of the educational organization are consolidated into collective ideas, which points to the coordination of work of the entire pedagogical team and correspondence of the educational environment as a component of the educational organization's corporate culture to the value attitudes of teachers.

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