



TEACH

**EDUCATION IN THE ERA OF  
PARADIGMATIC CHANGES: CHALLENGES,  
MODERN PRACTICES, POSTTRAUMATIC  
GROWTH**

ОСВІТА В ЕПОХУ ПАРАДИГМАЛЬНИХ ЗМІН:  
ВИКЛИКИ, МОДЕРНІ ПРАКТИКИ, ПОСТРАВМАТИЧНЕ  
ЗРОСТАННЯ

**EDITED BY PROF. ANNA TSVIETKOVA**

за наук. ред. проф. Цвєткової Ганни

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МОДЕРНІ ПРАКТИКИ, ПОСТРАВМАТИЧНЕ ЗРОСТАННЯ**

**За науковою редакцією професора Ганни Цвєткової**

**EDUCATION IN THE ERA OF PARADIGMATIC CHANGES :  
CHALLENGES, MODERN PRACTICES, POSTTRAUMATIC  
GROWTH**

**According to the scientific edition of Professor Anna Tsvetkova**

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**ОСВІТА В ЕПОХУ ПАРАДИГМАЛЬНИХ ЗМІН: ВИКЛИКИ,  
МОДЕРНІ ПРАКТИКИ, ПОСТТРАВМАТИЧНЕ ЗРОСТАННЯ**

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## ПЕРЕДМОВА

Війна в Україні примусила по-іншому подивитися на сенс життя та педагогічні реалії. Переосмислення цінностей, усвідомлення важливості духовних пріоритетів, здатності до відродження на тлі травматичних подій (на фоні війни та освітянських втрат) веде до ґрунтовних особистісних та професійних трансформацій.

Вірність педагогічним ідеалам, віра в дитину, інновативність, здатність, готовність та спроможність до професійних та особистісних трансформацій – пріоритети освітянської політики України.

Саме на ґрунті альтруїзму, любові, самоактуалізації можливо відродження нації, формування нової генерації українців. І в цьому головну роль відграють сучасні педагоги, які мають природну схильність до емпатичного відчуття дійсності, здатність до подолання своїх травм та перетворення їх в мудрість, які обирають особливий шлях посттравматичного зростання, що ґрунтується на цілісності особистості, її саморозкритті та самоствердженні. На основі колективної індивідуації (К. Юнг) відбувається глобальна еволюція людства, як шлях до більш високої усвідомленості та інтеграції. Отже, педагоги, психологи, які проходять через трансформацію та посттравматичне зростання, сприяють еволюційному переходу людської свідомості на більш високий трансцендентний рівень. І це є підготовкою до наступного етапу психолого-педагогічного розвитку людства, що здатне глибоко відчувати, опрацьовувати свої «тіньові сторони» та досягати цілісності на рівні виду (К. Юнг). Готовність бути аутентичним в сучасному глобалізованому світі – сміливий вибір актуалізованої людини, яка може вести за собою та змінювати світ.

Презентована монографія охоплює актуальні питання сучасної психолого-педагогічної освіти: освітню політику в епоху парадигмальних змін; посттравматичне зростання особистості на фоні українських реалій; тенденції вищої освіти та відповіді на виклики військового стану; модерні практики в дошкільній освіті, що враховують український та закордонний досвід.

Наукові розвідки запропонованої монографії є відповіддю на виклики, військового стану, унікальним прикладом посттравматичного професійного зростання науковців та інтенсивного розвитку психолого-педагогічної науки в екстремальних умовах.

Видання адресоване вченим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, виховання, подолання травмуючого досвіду, розвитку освіти України у столітті кардинального оновлення колективної свідомості та глобальних викликів.

## FOREWORD

The war in Ukraine forced a new perspective on the meaning of life and pedagogical realities. Reconsideration of values, awareness of the importance of spiritual priorities, and the ability to recover against the background of traumatic events (amid war and educational losses) lead to profound personal and professional transformations.

Faithfulness to pedagogical ideals, belief in the child, innovativeness, ability, readiness, and capacity for professional and personal transformations are priorities of Ukraine's educational policy.

It is precisely on the basis of altruism, love, and self-actualization that the revival of the nation and the formation of a new generation of Ukrainians is possible. In this, modern educators play a key role, possessing a natural inclination toward empathetic perception of reality, the ability to overcome their own traumas and transform them into wisdom and professionalism, choosing a special path of posttraumatic growth based on the integrity of the individual, self-disclosure, and self-affirmation. Based on collective individuation (C. Jung), a global evolution of humanity occurs, as a path toward higher awareness and integration. Therefore, educators and psychologists undergoing transformation and posttraumatic growth contribute to the evolutionary transition of human consciousness to a higher transcendental level. This is preparation for the next stage of psychological and pedagogical development of humanity, capable of deeply feeling, processing its “shadow sides”, and achieving wholeness at the species level (C. Jung). The readiness to be authentic in the modern globalized world is a bold choice of an actualized person who can lead and change the world.

The presented monograph covers relevant issues of contemporary psychological and pedagogical education: educational policy in the era of paradigmatic changes; posttraumatic personal growth in the context of Ukrainian realities; trends in higher education and responses to the challenges of martial law; modern practices in preschool education taking into account Ukrainian and foreign experience.

The scientific research of the proposed monograph is a response to the challenges of martial law, a unique example of posttraumatic professional growth of scholars, and the intensive development of psychological and pedagogical science under extreme conditions.

The publication is intended for researchers, educators, practicing teachers, novice scientists, and all those concerned with issues of childhood, education, overcoming traumatic experiences, and the development of education in Ukraine in the century of radical renewal of collective consciousness and global challenges.

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## INTELLECTUAL CULTURE OF PRESCHOOL EDUCATOR IN THE CONTEXT OF INNOVATIVE TRANSFORMATIONS

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**Abstract.** *The article reflects the theoretical and methodological foundations of the formation of the intellectual culture of a preschool educator in the context of the transformational processes of modern education. It is emphasised that intellectual culture is an important factor in the development of innovative thinking, professional self-development, and creative activity of a teacher. Contradictions between the requirements for innovative activity of educators and insufficient preparation for its implementation in modern conditions are revealed. It is noted that the formation of intellectual culture requires the intellectualisation of professional training and the development of analytical, prognostic and reflective thinking.*

**Keywords:** *intellectual culture; educator; preschool education institution; professional activity; innovative processes in education; training of future educators.*

## ІНТЕЛЕКТУАЛЬНА КУЛЬТУРА ВИХОВАТЕЛЯ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ В КОНТЕКСТІ ІННОВАЦІЙНИХ ТРАНСФОРМАЦІЙ

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**Анотація.** У статті відображено теоретичні й методологічні засади формування інтелектуальної культури вихователя закладу дошкільної освіти в умовах трансформаційних процесів сучасної освіти. Підкреслено, що інтелектуальна культура є важливим чинником розвитку інноваційного мислення, професійного саморозвитку та творчої активності педагога. Виявлено суперечності між вимогами до інноваційної діяльності вихователя та недостатньою підготовленістю до її реалізації в сучасних умовах. Зазначено, що формування інтелектуальної культури потребує інтелектуалізації професійної підготовки, розвитку аналітичного, прогностичного та рефлексивного мислення.

**Ключові слова:** інтелектуальна культура; вихователь; заклад дошкільної освіти; професійна діяльність; інноваційні процеси в освіті; підготовка майбутнього вихователя.

**Relevance of the research.** Contemporary transformational processes within Ukraine's education system necessitate higher requirements for the professional and personal qualities of preschool educators. They are expected not only to have a high level of professional competence, but also to have a developed intellectual culture that ensures the ability to think creatively, act consciously, navigate complex socio-pedagogical situations, and make responsible decisions. The intellectual culture of a teacher is an integral characteristic of their personality, reflecting the level of development of their thinking, worldview, professional self-awareness, and spiritual and moral values.

An innovative society is a highly intellectual community characterised by intellectual cognition, a constant desire to improve the quality of intellectual activity and the implementation of one's own ideas. For the modern system of preschool education, which is open to social change, this means the need to educate educators who are capable of thinking creatively, acting flexibly, and implementing new technologies for the development and education of preschool children.

Innovation, as an element of culture, reflects the phenomenon of novelty in the process of educational modernization. Novelty becomes integrated into the educational space only when it is oriented toward the needs of society and the child, corresponds to scientific achievements in relevant fields of knowledge, and possesses appropriate technological tools that enable preschool education professionals to implement new ideas in their professional practice.

V. Kremen notes that the main feature of social progress is constant renewal, which is carried out through the human intellect's inherent capacity to comprehend reality, transform activity, and introduce elements of novelty. The scholar emphasizes that «scientific innovation, with its gnoseological and social properties, is a factor

that reflects the self-sufficiency of science and intellectual activity as a whole, modeling its dynamism and orientation toward modernization» (*Kremen, 2009*).

This approach can be fully applied to preschool education, since it is the teacher who possesses intellectual culture who becomes the bearer of innovative behaviour, capable of transforming their own activities and creating a new pedagogical environment for the child. The specificity of a teacher's work in the context of transformational processes lies in the change in their basic functions and approaches to organising the educational process in a preschool education institution. A specific feature is the shift in emphasis from mentor to facilitator, coach and moderator. An important task of the educator is to create a safe and developmental environment that stimulates children's learning activities, creativity and initiative. One of the main areas of professional activity is to ensure the full identification and development of each child's abilities, taking into account their individual developmental characteristics. Therefore, the implementation of a person-oriented approach is dominant. An urgent task is to work effectively with children with special educational needs, which requires educators to have specialised knowledge, skills and abilities in corrective and inclusive pedagogy and child psychology to meet the needs of this category of children. The success of a teacher's professional activity can be ensured through partnership with parents and families, taking into account their cultural, social and linguistic characteristics. The professional development of educators should be carried out through the continuous updating of knowledge and skills and the mastery of modern pedagogical technologies in the context of the requirements of the New Ukrainian School (*Conceptual Foundations for Reforming Secondary Education: New Ukrainian School, 2016*). Thus, the main task of the educator is not only to develop knowledge, abilities and skills, but also to develop critical thinking, initiative, communication, social and emotional skills in children. The implementation of these professional functions can become the basis for the further successful education of children at school.

The relevance of the study is also determined by the complexity and implementation of the professional functions of an educator, which requires innovative thinking as a means of analysing, justifying and designing educational transformations. Among the professional functions of an educator, in our opinion, the following are decisive for successful activity in new conditions: professional development and self-improvement, organisation, provision and implementation of the educational process. To successfully perform these functions, it is necessary to master such competencies as the ability to learn throughout life (self-reflection and self-assessment of one's own activities), the ability to carry out prognostic, organisational, subject-methodological and evaluative-analytical work (*Ministry of Economy of Ukraine, 2021*).

The study of theoretical works by scholars and the practical experience of preschool educators has made it possible to identify a number of contradictions that objectively highlight the relevance of our research, in particular, between:

- the need to solve non-standard tasks and make prompt decisions in the context of the rapidly changing content of preschool education and complex

pedagogical situations, and the intellectual unpreparedness of educators for innovative activity;

- the need to intellectualize the pedagogical activity of the educator, who should be capable of forecasting, evaluation, modeling, and reflection on their own professional activity, and the content of professional training, which does not always ensure the development of innovative thinking;

- the dominance of traditional teaching methods in higher pedagogical education and the need to master research, project-based, and creative educational technologies.

The theoretical and methodological justification of the problem of forming intellectual culture in future educators and creating and implementing innovation in professional activity remains open. The main idea of the study suggests that the purposeful formation of the intellectual culture of future educators ensures the improvement of their intellectual resources and creative self-development and is a prerequisite for innovation in professional activity.

**Analysis of Recent Research and Publications.** Modern transformational processes in Ukraine's education system highlight the problem of developing a high level of intellectual culture among preschool educators. This is driven by increasing demands for their intellectual, creative, reflective, and innovative activity. Scholars have examined this issue from various methodological perspectives. For example, N. Petrova interpreted the intellectual culture of a teacher as a factor of innovation in pedagogical activity, emphasizing the importance of an intellectually enriched educational environment in shaping the culture of thinking of future educators (*Petrova, 2008a; Petrova, 2008b*). H. Ball explored intellectual culture in the context of a ratio-humanistic worldview of the individual, which combines rational and moral-spiritual principles (*Ball, 2011*). I. Bekh substantiated the interrelation between spiritual education and the intellectualization of the educational process, arguing that intellectual activity serves as a driving force of a person's spiritual development (*Bekh, 2018*). O. Mytnyk viewed the formation of a teacher's intellectual culture as an indicator of their readiness to foster a culture of thinking among learners (*Mytnyk, 2008*). L. Kovalchuk studied the professional culture of future educators through the lens of developing a culture of thinking, intellectual, and mental culture as interrelated phenomena (*Kovalchuk, 2023*). A. Molchanova and V. Pidnyachyi emphasized the importance of mental culture in the process of preparing teachers for educational activities, considering it a component of intellectual maturity (*Molchanova&Pidnyachyi, 2016*). In the works of S. Sysoieva, it is emphasized that under martial law, the formation of a teacher's intellectual sphere acquires special importance as a factor of their professionalization and resilience to contemporary challenges (*Sysoieva, 2024*).

An analysis of scientific sources shows that there is no consensus on the definition of the concepts of «intellectual culture,» «mental culture,» and «culture of thinking.» Researchers' views show that these concepts overlap, are partially identified with each other, or are considered as structural components of a single phenomenon. This is explained by the complexity and multidimensionality of the

categories of «mind,» «intellect,» and «thinking,» which are often defined as synonyms in reference and encyclopaedic literature.

A generalisation of theoretical approaches allows us to assert that the problem of forming the intellectual culture of educators remains multifaceted and insufficiently developed. It is particularly relevant in the context of the transformation of the educational paradigm, which focuses educators on the development of critical thinking, independence, creativity, and spiritual and intellectual maturity. Modern challenges – digitalisation, global crises, war – require a new type of educator: one who is intellectually active, capable of scientific research, innovative thinking and reflective understanding of their own activities. It is intellectual culture that forms the integrative basis of a teacher's professional competence, a condition for their self-development and a means of improving the quality of preschool education.

Formulation of the Article's Objective. The aim of the study is to substantiate the necessity of innovation in the professional activity of preschool educators under conditions of educational transformation – both as a goal and as a result of their intellectual culture.

Research Results. Innovation is not only the ability to engage in self-development through intellectual improvement and the search for new approaches to problem-solving, but also the capacity to transform new knowledge into technologies, methodologies of the educational process, and models for its enhancement.

The priority tasks of modern preschool education, aligned with innovative strategies, include the formation of a new personal and professional stance of the educator, the renewal of the content and organization of the educational process, and the development of analytical and prognostic, project-design thinking, as well as a dialogical style of intellectual activity.

Innovation in the professional activity of an educator is not only a goal but also the result of intellectual activity, which manifests itself in the creation of new pedagogical approaches, technologies, methods, and means of education that ensure a qualitatively new level of child development. Innovative activity requires a high level of intellectual culture, which creates the opportunity not only to assimilate, but also to creatively rethink, reproduce and transmit new pedagogical ideas. In our study, intellectual culture is a factor in the formation of innovative thinking, the basis for designing models of one's own innovative behaviour, introducing innovations and improving the educational process (methods, techniques, means, technologies).

Achieving innovative results in the work of an educator requires purposeful work to improve intellectual resources, activate the creative potential of teachers, increase their receptivity to new ideas, and readiness to support, create and implement innovations in the educational process of a preschool education institution.

Innovation is the ability to self-develop through intellectual improvement, the search for new approaches to solving professional problems, and the transformation of knowledge into technologies, methodologies, and models of educational

interaction, the decisive role of intellectual culture as a factor in the success of an educator's innovative activity becomes obvious.

Thus, intellectual culture is a factor in the formation of innovative thinking and innovative behaviour of a modern educator, which manifests itself in the design of models of their own activities, the creation of innovations, and the improvement of methods and forms of working with children and parents.

An important factor in the formation of the intellectual culture of an educator is the intellectualisation of their professional training.

The intellectualisation of professional training for future educators necessitates a change in the goals, objectives and content of education, aimed at developing intellectual qualities in students of pedagogical specialities that ensure cognitive independence, reflectiveness, and the ability to develop and self-develop. To this end, it is necessary not only to organise the educational process, but also to consciously shape the intellectual activity of future specialists, guide it, support it and develop it.

The intellectualisation of the educational process is a purposeful influence of the pedagogical environment on the development of the intellect of the future educator, which is carried out taking into account the psychological mechanisms and patterns of the formation of intellectual structures of the personality. It involves the integration of theoretical knowledge and practical skills, the development of analytical thinking, the ability to see pedagogical situations in a system, and to make informed decisions based on humanistic values (*Chaika&Petrova, 2014*).

The process of professional training of educators must respond to the challenges of humanisation, culturalisation and intellectualisation of society. In addition, important methodological approaches to training include systemic, synergistic, cultural, activity-based, personality-oriented and competence-based approaches (*Shishak et al., 2025*).

The methodological foundation of any scientific research involves establishing consistent interrelations between the objects of study, as well as forming an integrated system of ideas, values, principles, theoretical concepts, and knowledge that are necessary and sufficient to substantiate the logic, structure, program, methods, and tools of the research activity.

At the philosophical level, the study is based on the fundamental principles of dialectics concerning the transformation of quantitative changes into qualitative new formations of personality, the correlation between phenomenon and cause, the concrete and the abstract, content and form, essence and appearance, empirical and theoretical, general, particular and individual, necessary and accidental –all of which act as determinants of the emergence, formation, and development of the studied processes and phenomena. By identifying the interrelations, interactions, and correlations of pedagogical phenomena reflected in these categories, it becomes possible to reveal the essential connections within the educational process that become the subject of pedagogical analysis and regulation in the professional activity of the educator.

The methodological foundations of the study were defined in accordance with the interdisciplinary nature of the concept of “*intellectual culture*”, which has both direct and indirect links with general, developmental, and educational psychology;

general and professional pedagogy; the history of pedagogy; and the theory of professional-pedagogical training. The results of scientific research from various fields provided the basis for constructing a coherent theoretical and methodological system.

Among the general scientific methodological approaches applied in the study are the systemic, synergetic, and culturological approaches. The activity-based and personality-oriented approaches include the praxeological, humanistic, axiological, subject-oriented, acmeological, and competence-based approaches.

The interrelation of facts and phenomena within the pedagogical process, as well as the interaction of various situations and components of teaching and upbringing, necessitate a comprehensive analysis of the entire pedagogical system. This becomes possible only when the educator's analytical activity is constructed as a dynamic system. The development of systemic thinking promotes the educator's ability to flexibly organize and adjust their professional activity, to find optimal combinations of pedagogical tools, forms, and methods of work.

In the past, classical models of pedagogical systems were characterized by rigid regulation and standardization of pedagogical activity, which limited teachers' initiative and creativity. Such systems functioned as closed systems, lacking mechanisms for self-development and self-improvement. Modern scholars of the concept of self-organization in pedagogical activity (*I. Bekh, V. Hryniova*) emphasize that education should not be reduced to the formation of purely executive functions of consciousness. They identify the key characteristics of open education as follows:

- nonlinearity (knowledge and experience accumulate not only sequentially but also spontaneously);
- incompleteness (information is presented partially, leaving room for supplementation);
- subjectivity (inherent to a particular student and teacher);
- instability and variability;
- relative predictability of results;
- focus on versatile rather than all-encompassing personal development;
- combination of logical cognition with associative and intuitive discoveries;
- priority of consciousness over external influences, etc. (*Bekh, 2018; Hryniova, 2002; Hryniova, 2006*).

Citing the principles of the synergetic approach, it should be emphasized that the professional and personal development of an educator is neither progressive, linear, nor conflict-free, as it is inevitably accompanied by contradictions that foster the re-evaluation of value orientations and stimulate self-cognitive and self-educational activity.

From the standpoint of synergetics, the intellectual culture of the educator can be viewed as a dynamic system functioning on the basis of the balance of its internal contradictions, the dialectical pair «*freedom–necessity*,» and the inner capacity for self-development and self-formation of new qualities. In this context, the educator's freedom is understood as the ability to choose one's own line of behavior under various circumstances while being aware of one's professional and moral responsibility for decisions and actions taken.

Although a teacher cannot alter the objective conditions of their professional environment, they do have a choice among several possible pedagogical actions that differ in degree of probability. Professional decisions are determined not only by knowledge of pedagogical regularities, skills, and competencies, but also by a deep understanding of one's own mental processes, reflection on one's personal style of activity, and awareness of one's *Self*. In making such decisions, the educator shapes not only their own life stance but also defines the meaningful content of the learner's life activity, which generates a sense of responsibility for the outcomes of the pedagogical process.

At the same time, certain aspects of pedagogical reality extend beyond the boundaries of the professional thinking system. Since intellectual culture, as a systemic entity, possesses synergetic properties, the process of forming its components becomes a specific form of the educator's self-determination, opening the path toward a new level of professional and personal self-development.

Emphasizing the role of the social environment, particularly the professional one, in personal development, it is important to note that a human being is an active, engaged subject rather than a passive object of external influences. The formation of a future educator as a creative personality is directly connected with the development of their professional self-awareness, with a clear correlation between this awareness and professional effectiveness (*Huzii, 2007*). K. Ushynskiy emphasized that self-awareness within one's professional activity serves as the key mechanism of a teacher's development (*Ushynskiy, 1983*). The result of this internal process is the educator's realization of personal autonomy and the conviction that one must rely primarily on one's own capabilities. In this sense, intellectual culture functions as a personal form of the educator's activity, encompassing their movement from the «*present self*» to the «*future self*» and enabling the realization of their creative potential.

The main function of professional self-cognition lies in ensuring active engagement in pedagogical activity and accelerating the personal development of the educator in the areas of general pedagogical competence, research, and creative skills. Professional self-cognition is grounded in the teacher's independence and inner freedom; it develops at a certain stage of personal growth under the influence of individual life circumstances and requires self-control over one's actions and awareness of responsibility for them.

The analysis of theoretical positions and approaches—systemic, synergetic, activity-based, praxeological, humanistic, culturological, axiological, subject-oriented, acmeological, and competence-based—has revealed their significant potential for exploring the phenomenon of intellectual culture. It has been proven that only a comprehensive integration and practical application of these conceptual approaches create the conditions for a deeper understanding of the essence of intellectual culture and for developing a model of a pedagogical system for its formation as a key direction in the professional training of future educators.

Modern preschool education is focused on developing a holistic worldview, ecological thinking, and an emotional and value-based attitude towards the natural world and people in children. A teacher with a high level of intellectual culture is

able to ensure the intellectual richness of the educational environment, promote the development of children's curiosity, thinking, cognitive activity and communication skills.

Only a teacher who has a deep knowledge of the laws of child intellectual development, the psychology of cognition, age characteristics, developed intellectual skills, pedagogical intuition and creative activity will be able to effectively implement educational standards, introduce innovative methods and create conditions for the harmonious development of each child. Such qualities are inherent in a teacher with a high level of intellectual culture, which ensures the synthesis not only of knowledge and skills, but also of moral and value orientations, humanistic orientation, the desire for self-realisation and constant professional self-improvement.

Humanistic pedagogy (*Sh. Amonashvili, V. Sukhomlinsky, G. Pestalozzi, J. Comenius*) emphasises that education should be based on respect for the child's personality, recognition of their uniqueness and dignity. An educator with a high intellectual culture is able to see each child as a unique personality, understand their inner world, and help them realise their potential through creative activity (*Ball (ed.), 2011*).

Educators are often insufficiently prepared to implement innovative pedagogical technologies; they lack well-developed intellectual skills and reflective mechanisms that ensure self-organization and self-improvement in their professional activity. Although students in pedagogical specializations frequently demonstrate an adequate level of theoretical knowledge, their intellectual culture remains underdeveloped, and their thinking tends to be stereotypical. This hinders the formation of innovative thinking and innovative activity among future preschool educators.

The results of the analysis of preschool educators' professional activities – including observations, interviews, questionnaires, and problem-solving of creative tasks – made it possible to identify the factors that stimulate intellectual activity in their pedagogical work; the frequency of unconscious, intuitive decision-making during teaching; the elements of professional activity in which creative actions manifest; the ways of fostering preschoolers' thinking development within the learning process; and the educators' self-assessment of their own level of intellectual culture formation. The results are presented in the table below.

*Table. 1*

**Results of the Analysis of Preschool Educators' Professional Activities in the Context of the Formation of Intellectual Culture**

<b>Reasons for Stimulating Intellectual Activity in the Educator's Pedagogical Work</b>	<b>Percentage (%)</b>
Awareness of the importance of pedagogical activity	29,8
Aspiration for self-education and self-realization	60,4
Interest in innovations	41,6
Opportunity to engage in scientific work	18,3
Responsibility towards parents	40,3

Recognition within the team	25,7
Desire for success	57,2
Frequency of Unconscious Intuitive Decision-Making During Pedagogical Activity	Percentage (%)
Always	2,9
Often	35,3
Sometimes	55,9
Never	5,95
Elements of Professional Activity in Preschool Institutions Where Creative Actions Manifest Themselves	Percentage (%)
While structuring the content of educational material	21,1
In the process of searching for innovative methods and techniques	56,8
While stimulating the cognitive activity of preschoolers	36,8
While creating and solving problem situations	37,9
Ways to Ensure the Development of Preschoolers' Thinking in the Learning Process	Percentage (%)
Setting conscious goals	41,8
Motivation of learning activity	58,2
Structuring the content of educational material	37,9
Innovative technologies	85,3
Preschool Educators' Self-Assessment of Their Level of Intellectual Culture Formation	Percentage (%)
High level	18,7
Medium level	70,2
Low level	11,1

According to the results of empirical research, most educators associate intellectual culture with the culture of thinking.

The main obstacles to the activities of educators that hinder the formation of intellectual culture include the following: stereotypical thinking, lack of time, overload; insufficient desire to develop intellectual abilities; insufficiently comprehensive understanding of the essence of intellectual culture; biased attitude towards innovation; fear of innovation and incompetence; low self-esteem.

The theoretical and methodological justification of the problem of forming the intellectual culture of future educators and creating and implementing innovation in professional activity remain open. Current trends in education development necessitate the creation of a comprehensive system for preparing educators for innovative activity.

The leading idea is that the purposeful formation of the intellectual culture of future educators ensures the improvement of their intellectual resources, the

development of their creative potential, and is a necessary condition for innovation in professional activity.

From this, the main tasks are formulated as follows:

- to clarify the content and structure of the concept «intellectual culture of a preschool educator»;
- to determine the criteria, indicators, and levels of the formation of an educator's intellectual culture;
- to develop a model of the pedagogical system for its formation in the process of professional training;
- to experimentally verify the effectiveness of the system for developing the intellectual culture of preschool educators.

By nature, a human being is an active subject of social life. A person does not merely react to external influences but constantly interacts with the world, transforming it and, at the same time, transforming themselves. Activity is a fundamental characteristic of personality. It manifests itself in the ability for purposeful action, self-development, and conscious transformation of reality.

For a preschool educator, activity has particular importance, as it is directly connected with the education, upbringing, and development of the child. It is precisely through active professional engagement that the educator realizes themselves as a personality, influencing the formation of the child's individuality. However, it is important to emphasize that pedagogical activity cannot be merely external – it possesses a deeply internal, intellectual, and value-based dimension.

The intellectual culture of an educator is a manifestation of their inner activity – it is the ability to think, analyze, generalize, draw conclusions, and evaluate pedagogical situations from the standpoint of humanistic values. It reflects the level of the teacher's conscious attitude toward their own professional activity, children, colleagues, society, and themselves. The formation of intellectual culture represents a path toward conscious pedagogical mastery.

Intellectual culture is an integral component of the educator's professional self-awareness. Self-awareness enables the teacher to comprehend their individuality, personal qualities, motives for activity, strengths, and weaknesses. As V. Sukhomlynsky noted, «*A teacher must cultivate the human within themselves before educating others.*» This means that the effectiveness of educational work is determined not only by knowledge of methods, but primarily by the depth of reflection on one's own pedagogical experience and the ability to analyze and interpret the results of one's activity.

The process of professional self-awareness of the educator occurs in constant interaction with children, colleagues, and parents. It is within this process that reflective capacity is formed – a crucial indicator of intellectual culture. Reflection allows the educator not only to evaluate their own actions, but also to perceive them in the context of broader value orientations of preschool education. Such an educator is aware of the meaning and purpose of their activity, its influence on the child's personality development, and on their own professional growth.

As a dynamic system, intellectual culture presupposes continuous development. It is cultivated through self-education, professional communication,

research activity, analysis of pedagogical situations, and participation in methodological associations, seminars, and trainings. An educator possessing intellectual culture is capable not only of reproducing knowledge but also of creating new pedagogical approaches adapted to the specific conditions of children's development.

The activity of a preschool educator is manifested in their aspiration for knowledge, self-improvement, and creativity. It is not a passive perception of ready-made methods, but a search for one's own style of pedagogical interaction. Such activity is based on internal motivation—the desire not only to teach, but also to develop the child, to help them explore the world through action, play, and communication.

A true educator cannot be an indifferent observer, for education is always a process of spiritual interaction. In this process, the position of the subject is crucial — that of a person capable of consciously influencing events and taking responsibility for the outcomes of their activity. Thus, the educator's activity is a manifestation of their subjectivity.

The subjectivity of the educator lies in their ability to act consciously, proactively, and responsibly, guided not only by external requirements but also by inner convictions. Such a teacher does not merely follow methodological recommendations but creatively reinterprets and adapts them to the specific characteristics of a given group of children. This is a manifestation of high intellectual culture, as it presupposes independent thinking, critical judgment, and the ability to anticipate the consequences of one's actions.

In the context of preschool education, the educator's subjectivity represents the ability to be a creator of the educational environment, an initiator of pedagogical innovation, and an active participant in the process of children's education and development. Intellectual culture ensures this subjectivity, as it provides the teacher with tools for conscious analysis of situations, selection of optimal teaching methods, and justification of pedagogical decisions.

Research shows that educators with a high level of intellectual culture possess more flexible thinking, pedagogical improvisation skills, and stable professional motivation. They are inclined toward reflection, collaboration, and the search for new solutions, which makes their professional activity more effective and humanistic.

An educator with a well-developed intellectual culture possesses systemic thinking, is able to perceive the educational process as a whole, and to establish interconnections among the various aspects of a child's development — cognitive, emotional, and social. Such a teacher understands that every educational situation carries the potential for intellectual growth, both for the child and for the educator themselves.

In this sense, intellectual culture is not limited merely to logical thinking or erudition. It encompasses intellectual empathy — the ability to think from another's perspective, to understand the logic of a child's perception, and to see behind the child's behavior their needs and motives. This capacity shapes the educator's humanistic orientation, which serves as the foundation of pedagogical influence.

Thus, the intellectual culture of a preschool educator represents a personal form of activity that reveals the level of professional consciousness, reflection, thinking, and moral maturity. It ensures the transition from the mere performance of pedagogical functions to a creative and meaningful educational process, grounded in a profound understanding of the essence of childhood and humanity.

It is intellectual culture that forms the foundation of the educator's subjectivity, for it enables them to act not out of compulsion, but from inner conviction, in accordance with their own values and professional ideals. The development of intellectual culture is a necessary condition for the formation of the modern educator as a spiritually mature, creative, and thoughtful individual, capable of ensuring the qualitative development of the child and the humanization of the educational environment as a whole.

The advantages of a high level of intellectual culture in a preschool educator include the ability to find appropriate pedagogical solutions; to effectively apply innovative technologies; to create original educational resources; to organize intellectually enriched environments; to guide preschoolers' research activities; and to influence the formation of children's worldview.

**Conclusions and Prospects for Further Research.** Thus, the intellectual culture of a preschool educator is a systemic personal and professional formation that integrates knowledge, thinking skills, cognitive strategies, analytical-prognostic, reflective, and creative abilities, which together ensure the successful implementation of the educational process and contribute to the educator's professional self-development. It is formed within the conditions of purposeful intellectualization of the educational environment, the development of innovative thinking, and the creation of a space for pedagogical creativity.

The intellectual culture of the educator reflects their intellectual competence, the ability to critically comprehend pedagogical reality, to make optimal decisions in professional situations, and to organize educational interaction with children on the principles of humanism and partnership. It functions not only as a result of professional training, but also as a precondition for effective innovation, the development of creativity, and the formation of an intellectually rich educational environment in preschool institutions.

Therefore, the formation of the educator's intellectual culture in modern conditions is a strategic task of preschool education, which determines the quality of pedagogical activity, the innovative potential of the institution, and contributes to the formation of the child's personality as an active, thoughtful, and creative subject of cognition.

The prospects for further scientific research lie in the study of pedagogical conditions, technologies, and methods for developing the educator's intellectual culture during professional training and qualification improvement.

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