



Теорія і методика професійної освіти

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Corporate Culture and Digital Literacy as Interrelated Factors in the Professional Training of Future Education Professionals

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***Abstract:** The aim of the study is to study the relationship between corporate culture and digital literacy in the professional training of future teachers and to build a pedagogical model of their synergy. The study considers the challenges of modern education, including the impact of war, large-scale digitalization and the growth of social requirements for teachers' competencies, emphasizing the need for both technical and ethical readiness in educational practice.*

The methodological basis of the study includes the analysis and synthesis of scientific literature, a systematic approach and generalization of empirical data. Bachelor's and master's students participated in the empirical study. Data collection included self-assessment questionnaires that assessed the mastery of digital tools and platforms, readiness for pedagogical application, as well as practical tests of digital skills, the use of online services, compliance with digital security and academic integrity. Corporate culture was assessed using a questionnaire covering value, normative, communicative and behavioral components.

The analysis of the results confirmed that digital literacy and corporate culture are deeply interconnected elements of modern teacher education. Specifically, the findings indicate that students with a higher level of corporate culture demonstrate a more conscious, systematic, and pedagogically purposeful use of digital technologies. This aligns with scholarly evidence suggesting that corporate culture shapes value orientations, models of professional behavior, and readiness for innovative activities, including within digital educational environments. At the same time, digital environments foster teamwork, responsibility, transparency, and adherence to ethical standards, whereas corporate culture provides behavioral models, stability, and shared values under crisis conditions.

The results underscore the importance of integrating corporate culture and digital literacy into teacher education programs. Universities that promote strong



corporate values alongside the development of digital competence enhance the adaptability, resilience, and professional readiness of future educators, enabling them to operate effectively in hybrid and crisis-affected educational contexts.

Keywords: *professional training, digitalization of education, digital culture, corporate culture, future teacher, quality of education, university education.*

Корпоративна культура і цифрова грамотність як взаємопов'язані чинники професійної підготовки майбутніх фахівців у галузі освіти

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***Анотація:** Метою дослідження є вивчення взаємозв'язку між корпоративною культурою та цифровою грамотністю у професійній підготовці майбутніх педагогів та побудова педагогічної моделі їхньої синергії. Дослідження розглядає виклики сучасної освіти, включаючи вплив війни, масштабну цифровізацію та зростання соціальних вимог до компетенцій освітян, підкреслюючи необхідність як технічної, так і етичної готовності в освітній практиці.*

Методологічна основа дослідження включає аналіз та синтез наукової літератури, системний підхід та узагальнення емпіричних даних. В емпіричному дослідженні взяли участь студенти бакалаврату та магістратури. Збір даних включав анкету самооцінки для виявлення рівня володіння здобувачами освіти цифровими інструментами та платформами, готовність до їх педагогічного застосування, а також практичні тести цифрових навичок, використання онлайн-сервісів, дотримання цифрової безпеки та академічної доброчесності. Корпоративна культура оцінювалася за допомогою анкети, що охоплювала ціннісні, нормативні, комунікативні та поведінкові компоненти.

Аналіз результатів підтвердив, що цифрова грамотність та корпоративна культура є глибоко взаємопов'язаними елементами сучасної підготовки здобувачів педагогічних спеціальностей. Зокрема, результати дослідження демонструють, що студенти з вищим рівнем сформованості корпоративної культури характеризуються більшою усвідомленістю, системним і педагогічно доцільним використанням цифрових технологій. Це узгоджується з науковими положеннями про те, що корпоративна культура формує ціннісні орієнтації, моделі професійної поведінки та готовність до інноваційної діяльності, у тому числі в цифровому освітньому середовищі. Водночас цифрове середовище сприяє командній роботі, відповідальності, прозорості та дотриманню етичних норм, тоді як корпоративна культура забезпечує моделі поведінки, стабільність та спільні цінності в кризових умовах.



Отримані результати підкреслюють важливість інтеграції корпоративної культури та цифрової грамотності в програми професійної підготовки фахівців педагогічних спеціальностей. Університети, які пропагують сильні корпоративні цінності поряд з розвитком цифрової компетентності, підвищують адаптивність, стійкість та професійну готовність майбутніх педагогів, дозволяючи їм ефективно працювати в гібридних та кризових освітніх контекстах.

***Ключові слова:** професійна підготовка, цифровізація освіти, цифрова культура, корпоративна культура, майбутній педагог, якість освіти, університетська освіта.*

The problem formulation. The challenges of modern education require significant transformation of the system of professional teacher training, especially under the conditions of war, large-scale digitalization and growing social demands on teachers' competencies. Today, the quality of a teacher's professional readiness is no longer limited to subject knowledge and methodological mastery — it increasingly depends on the ability to navigate the digital environment, conduct teamwork online, comply with ethical norms of communication, and build constructive relationships within educational teams. These processes are directly linked to the formation of digital literacy and the development of a healthy, value-based corporate culture within universities.

At present, higher education operates under crisis conditions: hundreds of thousands of Ukrainian students have become internally displaced persons, and more than four thousand educational institutions have been damaged or destroyed. Therefore, the need for resilient digital ecosystems and cohesive academic communities becomes critically important. Digital tools ensure continuity of learning, while corporate culture ensures emotional stability, responsible decision-making, shared norms and values. The combination of these two components turns professional



teacher training into a multidimensional process focused not only on knowledge acquisition but also on developing collective responsibility, digital ethics and a culture of transparent interaction.

For prospective educators, corporate culture constitutes a fundamental basis for the formation of professional identity, the development of a responsible professional attitude, readiness for collaborative work, and engagement in lifelong professional development.

Analysis of scientific research. The problem of digitalization of education was studied by D. Bawden, V. Bykov, S. Verbeshchuk, S. Hryniuk, M. Zhaldak, S. Lytvynova, O. Ovcharuk, L. Sushchenko, O. Tsiuniak, and others [1–6]. V. Bykov, O. Spirin and O. Pinchuk identified key problems and tasks of digitalization of Ukrainian education taking into account objective conditions and modern trends in the development of the information society. [2]. S. Hrynyuk and I. Zaitseva consider the main directions of digitalization of the educational process to be «the use of augmented, virtual and mixed reality, mobile and Internet technologies, distance education, cloud technologies, massive open online courses, gamification of the educational process, development of digital libraries and university campuses, etc» [3, p.133]. V. Kornyat, Yu. Romanyshyn and N. Golyardyk include «artificial intelligence, robotics, implant technology, 3D printing; development of cloud computing and virtualization technologies; blockchain and cryptocurrencies; distributed computing, self-driving cars, etc.» to promising digital trends in education. [7, p.157]. We agree with the thesis of these scientists that «digital transformation of education is not a panacea for all problems in the educational sphere and does not guarantee its high quality and effectiveness, but in today's conditions it significantly improves the educational process and contributes to its continuity» [7, p.158].

The scientists have studied the issue of digital literacy of future teachers: by A. Gruszczyńska, G. Merchant & R. Pountney [8], V. Mykolaiko, V. Soloshchenko, T. Korshevniuk, G. Taran & Y. Pavlov [9]; H. Henseruk [10]; O. Trynus [11], M.



Demyanchuk & I. Bodnaruk [12].and others. T. Godetska analyzed the scientific achievements of Ukrainian researchers on the issues of the formation and development of digital competence of scientific and pedagogical workers, and education seekers [13]. In the monograph [4], a team of scientists theoretically substantiated «the need for radical changes aimed at increasing the competitiveness of education and ensuring its quality», and they are convinced that ensuring «a key requirement for ensuring the quality of education is the presence of a high level of digital competence of the educator» [4, p.6]. M. Dem'yanchuk and I. Bodnaruk believe that the digitalization of education leads to the further development of digital pedagogy and to «a change in the role of the teacher, who will no longer explain this or that material, but will help to find the location of the necessary information and understand it» [12, p.74-75]. V. Mykolaiko et al. in [9] proposed a model for the formation of general pedagogical ICT competence based on modern electronic information and learning environments to improve the motivational, cognitive, reflective and other components of the competence of a future teacher. The work of O. Trinus [11] is noteworthy, which provides a fairly complete chronology of foreign and Ukrainian regulatory documents on the development of digital competence/digital literacy, describes different approaches to determining the structure of digital literacy. V. Pavlenko & O. Petrovska identified three levels of the formation of digital competence of a future teacher (basic, advanced, professional) and proposed criteria for assessing the digital literacy indicator. [14]. In [15], the authors structured the problems of developing digital competence of future teachers in the EU countries. R. Prima, O. Goncharuk and D. Prima believe that «the integrity of the educational process of training a future teacher involves the formation of digital competence in applicants for higher pedagogical education, the symmetrical development of all its components» [16, p.406]. O. Braslavskaya & L. Ozerova agree with them: «the integrity of the educational process involves the formation of digital competence in applicants for education, which combines the use of digital technologies for organizing the educational process with a



critical assessment of the information obtained, the appropriateness of its use in professional activities» [17, p.133].

These studies emphasize the importance of educators' ability to use digital technologies for data processing, interactive teaching, assessment, and communication. International experience (UNESCO) demonstrates that digital literacy is a decisive factor in enabling education systems to adapt to crises, including pandemics and armed conflicts. In particular, the European Commission has developed the European Framework for the Digital Competence of Educators (DigCompEdu), which defines the key digital competences required of educators for effective professional activity in the context of educational digitalization [18]. In Ukraine, an ecosystem of digital solutions in education and science has been built at the government level [19]. We agree with O. Dunder that there is a strategic need to update educational programs of higher education institutions of Ukraine in accordance with the European framework of digital competence, such as DigCompEdu and UNESCO ICT-CFT [20].

We have reviewed the research on corporate culture in the works of such authors as V. Bykov, V. Grinova, L. Karamushka & O. Fil and others [21-23]. These scientists emphasize that corporate culture has a significant impact on the functioning of organizations, in particular educational institutions. It significantly affects staff motivation, the quality of communication, and organizational sustainability.

The role of corporate culture in university management has been investigated by N. Horbenko [24], O. Koliianko & Yu. Myronov [25], V. Kubko [26], T. Wawak [27] and others. We agree with I. Maslikova's opinion that the formation and development of the university's corporate culture should be carried out on the basis of and together with such academic values as the culture of educational quality and academic integrity [28].

Isolation of previously unresolved parts of the general problem. A strong corporate culture enhances teamwork, responsibility, and shared values, which are particularly important in a digital educational environment. In Ukrainian pedagogical



universities, the formation of corporate culture is especially significant due to the stress factors associated with war, students' psychological fatigue, and the forced transition to distance or blended learning models. Despite the high relevance of both components, the relationship between digital literacy and corporate culture in teacher education remains insufficiently explored. The rapid shift to digital tools has intensified the need to examine how norms of digital interaction shape ethical, communicative, and organizational patterns within academic groups, as well as how corporate values influence the responsible use of digital media and collaborative technologies.

The aim and tasks research. The aim of the research is to reveal the interdependence between corporate culture and digital literacy in the process of professional teacher training and to present a pedagogical model of their synergy.

Presentation of the main material of the study. Qualitative changes in the education system are impossible without digital transformation. This, in turn, has necessitated «enhancing the digital competence of participants in the educational process, encompassing technical security, technical and information literacy, critical thinking, communication in the digital educational environment, digital content creation, collaboration, learning, and self-directed learning» [29, p.6].

«The deployment of digital educational formats also entails comprehensive changes in the architecture of education, as well as inevitable changes in traditional forms and methods of teaching» [12, p.79]. Among these changes is the justified transition to corporate governance in education and the formation of a corporate culture among participants in the educational process. Digital literacy develops a set of competencies that extend beyond technical skills. These processes require coordination, transparency of actions, clear distribution of roles and respect for collective intellectual product — features that directly reflect corporate values.

Digital platforms enable students to develop skills under conditions of «digital accountability», fostering accuracy, discipline, and academic integrity. In this context, the corporate culture of a modern university functions as a distinctive form of



organizational life, allowing the institution to be understood as a self-organized system grounded in the intrinsic value of knowledge and the freedom to learn [24, p.50]. Kolyanko O. and Mironov Yu. identified three main elements of the internal component of the corporate culture of the university: corporate management, the image of the teacher, and student etiquette [25].

Corporate culture thus acts as a stabilizing factor for educational communities facing stress. Our analysis has identified contemporary risks that exert a significant influence on the quality of higher education (Table 1).

Ukrainian universities have faced student migration, staff shortages, psychological fatigue, and security risks. [30] Under these circumstances, corporate culture has assumed new functions: providing emotional support, ensuring continuity of communication, organizing safe learning processes, and strengthening solidarity among students and faculty. University communities that demonstrated strong corporate values—such as trust, mutual support, and academic integrity—were able to maintain the quality of education despite unstable Internet access, power outages, and forced relocations.

Table 1.

Current risks affecting the quality of Ukrainian education

Challenge	Cause	Consequence
Unstable internet	Shelling, blackouts	Lower quality of remote learning
Psychological overload	War trauma	Decreased motivation
Social inequality	Lack of devices	Unequal access to training
Forced migration	Displacement of students	Disruption of learning trajectories

Source: systematized by the author

An essential component in the formation of a university's corporate culture is the implementation of proactive student-oriented policies. «Corporate culture



facilitates the organization of teaching and learning in such a way that the activities of the educational institution ensure high mobility, enrichment, and social protection of students» [26, p.44]. This underscores the direct relationship between the quality of education in a university and its corporate culture.

Common practices of student engagement—such as virtual student clubs, peer mentoring, academic ombuds services, and volunteer projects—strengthen collective identity and enable students to feel part of an active professional community even during crises.

The interaction between corporate culture and digital literacy manifests across several dimensions. Digital tools enhance organizational transparency, while corporate norms regulate behavior within these tools. Together, they form a dual system that supports the sustainable professional development of future teachers (Table 2).

Table 2.

The Impact of Digital Literacy and Corporate Culture on the Professional Preparation of Educators

Digital literacy component	Corporate culture element	Result for teacher training
Digital ethics	Academic integrity	Responsible communication and honest data use
Collaborative analytics	Teamwork norms	Ability to work in group digital environments
Digital documentation	Transparency	Higher quality of pedagogical decisions
Creation of digital content	Creativity & initiative	Development of methodological competence

Source: systematized by the author

We conducted an empirical study on the mutual influence of digital culture and corporate culture on the professional training of future educators. The pedagogical experiment involved students of 3-4 years of bachelor's and 1st year of master's degrees of the Faculty of Education of the Vasyl Stefanyk Carpathian National University. The



distribution of respondents by specialty is as follows: from the educational program «Educational, Pedagogical Sciences» 10 students, from the educational program «Preschool Education» — 20, from the educational program «Primary Education» — 45, from the educational program «Vocational Education. Digital Technologies» — 15, and 10 persons from the educational program «Social Pedagogy». Participation in the study was voluntary, anonymous and in accordance with the ethical principles of pedagogical research.

To assess the level of digital literacy among future educators, a self-assessment questionnaire was used, evaluating proficiency with digital tools, educational platforms, and readiness for their pedagogical application. Practical skills in working with digital resources, online services, and adherence to digital safety and academic integrity principles were evaluated through tests. In this way, subjective self-assessments were combined with objective indicators of digital literacy.

The analysis of the diagnostic results revealed that most future educators possess basic digital skills, although not all know how to effectively apply these skills to enhance the educational process in their future practice. A high level of digital literacy was demonstrated by 35% of participants. These students confidently use digital tools in their learning activities, are able to integrate digital resources into various pedagogical situations, and adhere to digital ethics and safety norms. An intermediate level of digital literacy was observed in 52% of students. They demonstrated the necessary technical skills but experienced difficulties using digital technologies for organizing educational interactions and project-based activities. Only 13% of future educators displayed a low level of digital literacy, primarily using digital technologies at a household or research level, with limited readiness for pedagogical application.

To assess the level of corporate culture, a questionnaire was developed evaluating the key components: value-based, normative, communicative, and behavioral. Overall scores were used to classify participants as having low, medium,



or high levels of corporate culture formation. The results indicated that the level of corporate culture among future educators is heterogeneous.

A high level of corporate culture was observed in 23% of respondents. These students demonstrated conscious acceptance of university values and norms, a positive attitude toward teamwork, adherence to academic integrity principles, and active participation in corporate and digital initiatives. A medium level was identified in 41% of participants, who showed a general understanding of corporate values and norms but applied them situationally, depending on the organization of the educational process. A low level of corporate culture was found in 36% of participants, who had fragmented knowledge of corporate norms, weak identification with the educational environment, and infrequent involvement in collective activities.

To determine the nature of the relationship between corporate culture formation and digital literacy among future educators, a correlation analysis was conducted. It was found that the value-based and communicative components of corporate culture exhibited the strongest correlation with digital literacy. This confirmed our a priori assumption that the acceptance of corporate values and a developed culture of interaction in the educational environment are interconnected with the conscious use of digital technologies by future educators in their professional activities.

Conclusions. The study revealed that digital literacy and corporate culture are deeply interconnected elements of modern teacher education. Digital learning environments create conditions for teamwork, responsibility, transparency, and adherence to ethical standards. Corporate culture shapes behavioral patterns within these environments, ensuring stability and shared values under crisis conditions. The results of this study highlight the importance of integrating corporate culture and digital literacy into teacher education programs. Universities that promote strong corporate values combined with the development of digital competence can increase the adaptability, resilience, and professional readiness of future teachers, allowing them to work effectively in hybrid and crisis-driven educational contexts.



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